

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WARM SPRINGS MIDDLE SCHOOL**

**MORGAN COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Warm Springs Middle School in Morgan County was conducted on October 26, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Gene Coulson, Executive Director,  
Office of Program Services

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Ann Downs	Middle School Assistant Principal	Capon Bridge Middle Hampshire County
Jeff Pancione	Elementary School Principal	Augusta Elementary Hampshire County
Camille Ramsey	Junior High School Principal	Summersville Junior High Nicholas County
Tom Wood	High School Assistant Principal	John Marshall High Marshall County
Connie Young	Elementary School Principal	Central Elementary Marshall County

**SCHOOL PERFORMANCE**

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

**58 MORGAN COUNTY**  
David Temple, Superintendent

**301 WARM SPRINGS MIDDLE SCHOOL - Needs Improvement**

Gene Brock, Principal  
Grades 06-08  
Enrollment 572

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	535	565	559	98.93	68.04	Yes	Yes	✓
White	525	554	548	98.91	67.81	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	241	254	251	98.81	62.91	Yes	Averaging	✓
Spec. Ed.	76	82	78	95.12	27.02	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	535	565	559	98.93	81.76	Yes	Yes	✓
White	525	554	548	98.91	81.80	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	241	254	251	98.81	76.25	Yes	Yes	✓
Spec. Ed.	76	82	78	95.12	37.83	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 95.8%**

## Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	174	165	174	165	100.00	4.85	30.91	47.27	15.15	1.82	64.24
07	179	174	177	173	98.88	5.20	23.70	49.71	19.08	2.31	71.10
08	212	196	208	194	98.11	6.70	24.74	45.88	20.62	2.06	68.56

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	174	165	174	165	100.00	2.42	13.94	48.48	28.48	6.67	83.64
07	179	174	177	173	98.88	1.73	17.34	50.29	22.54	8.09	80.92
08	212	196	208	194	98.11	2.06	17.01	43.81	27.84	9.28	80.93

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

## Other Relevant Performance Data

2004-2005 Writing Assessment  
Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
WARM SPRINGS MIDDLE	180	2%	27%	61%	10%	1%	28%	72%

**Physical Assessment – Presidential Physical Fitness Test  
Passage Rate**

<b>Percentage of Students</b>	<b>School Year</b>
50.42%	2003-04
56.35%	2002-03
53.271%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Warm Springs Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup in mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Conditional Accreditation status at the September 2005 State Board meeting.

Warm Springs Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics by averaging and may have achievement difficulties if interventions are not applied and consistent classroom assessments for learning are not practiced to determine student mastery of specific skills. Furthermore, adequate yearly progress (AYP) Information by Class data showed that 30.91 percent of Grade 6 students were below mastery in mathematics. Grades 7 and 8 students fared somewhat better, but a high percentage of students in both grades were below mastery (Grade 7 – 23.70 percent; Grade 8 – 24.74 percent).

While the SES subgroup achieved mastery in reading/language arts (76.25 percent), this subgroup was not at the level of the all students (AS) (81.76 percent) and racial/ethnic white (W) (81.80 percent) subgroups. Morgan County and Warm Springs Middle School must be mindful of this achievement disparity and implement high yield instructional strategies and programs designed to close the achievement gap of SES students.

Warm Springs Middle School's professional development opportunities were specific to the school's performance deficiencies. The following professional development/training opportunities were provided by the county and/or school.

1. School Law/Legal Updates.
2. APL Classroom Management.
3. Understanding Grade Quick.
4. Edline training.
5. Curriculum Mapping and Prioritization.
6. WESTEST Analysis.
7. Kansas Writing Strategies.
8. Observation/Evaluation review.
9. "I Know" website.
10. Marco Polo SAS Website (Lesson plan development).

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Warm Springs Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. **High expectations.** Teachers were provided team planning time for cross-curriculum teams to collaborate and address student concerns and needs. The Team observed teachers utilizing this time productively to improve student achievement.
- 6.1.3. **Learning environment.** The educational facility was well maintained and attractive and attention to the building supported the rich learning environment. Students exhibited excellent behavior and impeccable manners. The Team commended the faculty and staff for establishing a cohesive and collegial environment focused on increasing student achievement.
- 6.5.1. **Parents and the community are provided information.** The Team commended the school staff for the various types of information provided to parents. Examples of this included: Edline (Internet information), newsletters, homework phone hotline, student handbook, parent conference time during team planning, and faculty/parent emails.
- 6.8.1. **Leadership.** The principal was organized, efficient, and created an atmosphere that fostered a highly organized school. He was a positive role model for students and staff. His professional leadership exhibited pride and ownership in the school. The principal had just finished his first year at Warm Springs Middle School and had made strong improvements at the school.

## HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE)

### 6.1. Curriculum

- 6.1.5. **Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team observed that some of the special education co-teachers were being utilized in more of an aide role. The general education teacher was taking the lead in the development of the curriculum and the delivery of the lessons.

- 6.1.6. **Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)



Through teacher observations and student interviews, the Team found that writing was being used as a form of punishment by one teacher. This practice is detrimental to the writing process in that it discourages student performance in writing.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Teacher observations, student interviews, and Team observations found that technology integration throughout the school was not at an optimal level. The reason for this was a lack of computers throughout the building. A plan was in place to increase the number of computer laboratories in the building by February 2006.

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

Through teacher interviews, the Team found that a county multicultural plan was not in place. While a few multicultural activities were occurring throughout the building, they were not of sufficient numbers and were not integrated across all grades and throughout the entire curriculum.

#### **6.5. Administrative Practices and School Community Relations**

- 6.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)**

The Team observed one classroom in which the students were unruly, disrespectful, and off task for the entire class period. Effective classroom management techniques were not being applied to control the class. A special education co-teacher was also in the room and did not bring the classroom under control. The Team observed this type of behavior in this classroom at various times throughout the day of the Education Performance Audit.

### **RECOMMENDATION**

- 6.1.6. Instruction in writing.** While the Statewide Assessment Writing scores were good (72 percent at or above mastery), a consistent and pervasive program for aligning writing instruction with the West Virginia Writing Assessment rubric was not in place. The Team recommended that such a program be developed and implemented to further increase student performance.

## **Indicators of Efficiency**

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Warm Springs Middle School in providing a thorough and efficient system of education. Morgan County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Morgan County or the accreditation status of the schools.

**7.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.**

The Team believed that the principal, who is in his first full year, was providing leadership that will effectively and efficiently improve student performance.

### **Building Capacity to Correct Deficiencies**

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Warm Springs Middle School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.5.2. Codes of conduct.	West Virginia Department of Education Office of Legal Services (304) 558-3667

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Warm Springs Middle School and Morgan County have the capacity to correct the identified deficiencies.

### **Identification of Resource Needs**

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

**According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.**

- 17.1.11. Grades 6-12 science facilities.** Ventilation fume hoods were not available.
- 17.1.12. Grades 7-12 auditorium/stage.** An auditorium/stage was not available.

### **Early Detection and Intervention**

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

**Given the achievement levels of students in the special education (SE) subgroup, Warm Springs Middle School and Morgan County must implement high yield instructional practices that will improve students' achievement. The school and county must actively pursue assistance from RESA VIII and the West Virginia Department of Education.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
58-301 Warm Springs Middle	Conditional Accreditation	6.1.5; 6.1.6; 6.1.7; 6.1.12; 6.5.2		
			5.1.1 (SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified five (5) high quality standards – necessary to improve performance and progress to meet the 5.1.1 Achievement – for the special education (SE) subgroup. The Team also presented one (1) recommendation.

Warm Springs Middle School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Warm Springs Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.