



EDUCATION PERFORMANCE AUDIT REPORT

FOR

SOUTHSIDE K-8 SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Southside K-8 School in McDowell County was conducted November 18, 2009. 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 Five-Year Strategic 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 D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Garland S. Elmore	Middle School Principal	Chapmanville Middle School Logan County
Dr. Jack Kaufman	Professor of Education	Mercer County
Anna L. Kincaid-Cline	Director of Curriculum, Secondary and Career Technology	Fayette County
Craig Lee Loy	High School Principal	Valley High School Fayette County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY
 Suzette Cook, Superintendent
223 SOUTHSIDE K-8 SCHOOL – New School
 Ann Handy, Principal
 Grades K - 08
 Enrollment: New School

WESTEST 2007-2008

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
Mathematics								
All	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	**	**	**	**	**	**	**	**
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	**	**	**	**	**	**	**	**
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	**	**	**	**	**	**	**	**
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

60 MCDOWELL COUNTY
Suzette Cook, Superintendent

223 SOUTHSIDE K-8 SCHOOL – New School

Ann Handy, Principal
Grades K - 08

Enrollment: 535 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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
Mathematics								
All	305	330	326	98.78	41.58	Yes	Confidence Interval	✓
White	299	322	318	98.75	41.75	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	257	278	275	98.92	40.00	Yes	No	✗
Spec. Ed.	47	52	52	100.00	17.02	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	305	330	326	98.78	45.87	Yes	No	✗
White	299	322	318	98.75	46.12	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	257	278	275	98.92	44.70	Yes	No	✗
Spec. Ed.	47	52	52	100.00	6.38	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 92.6%**

SOUTHSIDE K-8 SCHOOL

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
03	55	52	55	52	100.00	3.85	55.77	28.85	11.54	0.00	40.38
04	62	53	61	52	98.39	3.85	42.31	28.85	17.31	7.69	53.85
05	53	51	52	50	98.11	6.00	44.00	42.00	4.00	4.00	50.00
06	49	48	49	48	100.00	20.83	39.58	31.25	6.25	2.08	39.58
07	56	51	54	51	96.43	15.69	47.06	31.37	5.88	0.00	37.25
08	55	50	55	50	100.00	34.00	38.00	24.00	4.00	0.00	28.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	55	52	55	52	100.00	17.31	44.23	36.54	1.92	0.00	38.46
04	62	53	61	52	98.39	5.77	44.23	36.54	13.46	0.00	50.00
05	53	51	52	50	98.11	12.00	38.00	26.00	20.00	4.00	50.00
06	49	48	49	48	100.00	4.17	43.75	35.42	14.58	2.08	52.08
07	56	51	54	51	96.43	3.92	47.06	43.14	5.88	0.00	49.02
08	55	50	55	50	100.00	8.00	56.00	36.00	0.00	0.00	36.00

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Since this school was considered a new school because of reconfiguration, accountability was not applied relative to adequate yearly progress (AYP). The school's mathematics and reading/language arts percent proficient has been low and these areas have been low throughout McDowell County. The WESTEST 2 results, although not applicable for accountability, should be used by the school and county for strategic planning.

Southside K-8 School failed to achieve adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, and in the economically disadvantaged (SES) subgroup in both mathematics and reading/language arts. Southside K-8 achieved AYP in the AS and W subgroups in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored at an exceedingly low percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 59.62 percent in mathematics and 61.54 percent in reading; Grade 4 – 46.15 percent in mathematics and 50.00 percent in reading; Grade 5 – 50.00 percent in mathematics and 50.00 percent in reading; Grade 6 – 60.42 percent in mathematics and 47.92 percent in reading; Grade 7 – 62.75 percent in mathematics and 50.98 percent in reading; Grade 8 – 72.00 percent in mathematics and 64.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Policy 2421 and Policy 5902.
2. Technology Updates.
3. Framing Your Success.
4. Using Excelsior and Acuity in the Classroom.
5. Data-Driven Decision Making.
6. Discipline with Dignity.
7. Middle School Concepts.
8. Strategies for Teaching in the Block.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

The counselor was not accessible to all students. The Grades 6-8 students were not receiving developmental guidance. At the time of the Education Performance Audit, Grades 3-5 students did not have a time to see the counselor. The principal indicated that the plan was to switch the K-2 time frame second semester with the Grades 3-5 students.

- 7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

All students were not receiving equal access to 180 school days. In the event that a school bus did not run, the students on that bus were not expected to go to school. This was due to the lack of qualified substitute bus drivers and a contingency plan when a bus driver was absent for transporting students to school.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

7.6. Personnel

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

One observation was not signed within the five day time period.

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 Southside K-8 School in providing a thorough and efficient system of education. McDowell 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 McDowell County or the accreditation status of the schools.

8.1.1. 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 school's Five-Year Strategic Plan must be revised and strengthened to adequately address the needs of the students. All teachers must be aware of the goals of the plan and be implementing these goals to increase student achievement.

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 Southside K-8 School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 recommended that the McDowell County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

- 19.1. 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 of West Virginia 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.

- 19.1.1. School location.** The school site was not five acres plus one acre for each 100 students over 240 and was not large enough for future expansion. The location was not removed from hazards and undesirable noise and traffic. The site did not have stable, well-drained soil free of erosion and was not suitable for special instructional needs. Sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities was not available. The playground/recreational areas were not separated from streets and parking.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.

- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The music facility did not have instructional and bulletin boards or music chairs with folding arms. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** One science class was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. All science facilities did not have the following equipment and materials: Instructional boards, bulletin boards, open and closed shelving, a first aid kit, and darkening provisions.
- 19.1.14. Food service.** An instructional board and a bulletin board were not provided. A teachers' dining area was not available.
- 19.1.15. Health service units.** An instructional board, scales, and refrigerator with locked storage were 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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified four high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.11. Guidance and advisement.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.6.3. Evaluation.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Southside K-8 School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Southside K-8 School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Southside K-8 School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.