



EDUCATION PERFORMANCE AUDIT REPORT

FOR

SOUTHSIDE K-8 SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

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 January 30, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Rhonda Crowley, Coordinator,
Office of Early Learning

TEAM MEMBERS

Name	Title	School/County
Lori G. Comer	Elementary School Principal	Whitethorn Elementary Mercer County
Natalie D. Garner	Elementary/Middle School Principal	Walton Elementary/Middle Roane County
Mary Alice Kaufman	Board Member	Mercer County
Kirk L. King	Elementary School Principal	West Hamlin Elementary Lincoln County
Gayla M. May	High School Teacher	Sherman High Boone County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

James Brown, Superintendent

223 SOUTHSIDE K-8 SCHOOL – Needs Improvement

Freddy Christian, Principal

Grades PK-08, Enrollment 485 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	273	292	291	99.65	26.73	Yes	No	✗
White	263	281	280	99.64	26.61	Yes	No	✗
Black	10	10	10	100.00	30.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	52	51	98.07	6.12	Yes	NA	✓
Low SES	231	248	247	99.59	22.94	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	273	292	290	99.31	25.73	Yes	No	✗
White	263	281	279	99.28	24.80	Yes	No	✗
Black	10	10	10	100.00	50.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	52	51	98.07	4.08	Yes	NA	✓
Low SES	231	248	246	99.19	23.47	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Attendance Rate = 89.3%**

60 MCDOWELL COUNTY
 James Brown, Superintendent
223 SOUTHSIDE K-8 SCHOOL – Needs Improvement
 Florisha McGuire, Principal
 Grades PK-08, Enrollment 495 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	276	295	293	99.32	20.80	Yes	No	X
White	266	283	281	99.29	21.21	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	58	57	98.27	3.63	Yes	No	X
Low SES	231	243	241	99.17	19.65	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	276	295	294	99.66	27.63	Yes	No	X
White	266	283	282	99.64	27.54	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	58	58	100.00	3.57	Yes	No	X
Low SES	231	243	242	99.58	27.82	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed by Improvement
 Attendance Rate = 89.3%**

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	42	41	42	41	100.00	46.34	36.59	14.63	2.44	0.00	17.07
04	49	46	49	46	100.00	50.00	36.96	8.70	4.35	0.00	13.04
05	54	50	54	50	100.00	36.00	46.00	10.00	8.00	0.00	18.00
06	53	49	51	47	96.23	36.17	40.43	17.02	6.38	0.00	23.40
07	52	46	52	46	100.00	50.00	21.74	23.91	4.35	0.00	28.26
08	45	44	45	44	100.00	52.27	22.73	15.91	6.82	2.27	25.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	41	42	41	100.00	63.41	19.51	12.20	2.44	2.44	17.07
04	49	46	49	46	100.00	67.39	15.22	15.22	2.17	0.00	17.39
05	54	50	54	50	100.00	56.00	24.00	4.00	14.00	2.00	20.00
06	53	49	52	48	98.11	35.42	22.92	27.08	12.50	2.08	41.67
07	52	46	52	46	100.00	23.91	45.65	21.74	6.52	2.17	30.43
08	45	44	45	44	100.00	34.09	27.27	25.00	11.36	2.27	38.64

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Southside K-8 School failed to achieve adequately yearly progress (AYP) in all applicable subgroups in 5.1.1. Achievement in both mathematics and reading/language arts. The subgroups included: All students (AS), racial/ethnicity white (W), economically disadvantaged (SES), and special education (SE). 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 Temporary Accreditation status at the December 2010 State Board meeting. The school revised its Five-year Strategic Plan and was upgraded to Conditional Accreditation status with a June 30, 2014 Date Certain to achieve AYP.

The WESTEST2 school percent proficiency rate has not demonstrated measurable improvement or declines. Three years of trend data for all AYP subgroups reported the school percent proficiency in the 20 percent range in both mathematics and reading/language arts. The special education subgroup achieved at even lower proficient levels.

Adequate Yearly Progress (AYP) Information by Class provides a breakdown of student percent proficient by grade level. This data provides important information for McDowell County curriculum staff and school staff in improving student achievement. The chart on page 5 shows student achievement variation by subject (mathematics and reading) and by each grade. The mathematics percent proficient by grade level was: Grade 3 (17.07 percent), Grade 4 (13.04 percent), Grade 5 (18.00 percent), Grade 6 (23.40 percent), Grade 7 (28.26 percent), and Grade 8 (25.00 percent). The reading percent proficient by grade level was: Grade 3 (17.07 percent), Grade 4 (17.39 percent), Grade 5 (20.00 percent), Grade 6 (41.67 percent), Grade 7 (30.43 percent), and Grade 8 (38.64 percent).

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	26.73	20.80	-5.93
Racial/Ethnicity White (W)	26.61	21.21	-5.40
Special Education (SE)	6.12	3.63	-2.49
Economically Disadvantaged(SES)	22.94	19.65	-3.29
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	25.73	27.63	+1.90
Racial/Ethnicity White (W)	24.80	27.54	+2.74
Special Education (SE)	4.08	3.57	-0.51
Economically Disadvantaged (SES)	23.47	27.82	+4.35

Met Standard by Improving.

5.1.2. Attendance rate.

Southside K-8 School's attendance rate at 89.3 percent is unusually low. McDowell County and the school will need to examine student attendance and initiate action to improve the rate of students attending school.

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

1. Differentiation and Teaching Strategies.
2. Evaluation Process Updates.
3. Fall Retreat.
4. CPI Renewal Training.
5. Leadership Defined Conference.
6. Transforming Elementary Classrooms.
7. Beginning Teacher Academy.
8. Policy 2340 Review.
9. Pre-K Administrator Retreat.
10. Differentiated Instruction for Primary Grades.
11. EveryDay Mathematics.
12. 6+1 Writing.
13. Elementary Reading Strategies.
14. Middle School Writing Strategies.
15. Carnegie Middle School Mathematics.
16. iLead 21 Support for Middle Grades.
17. techSteps Support.
18. Lexia Support.
19. Headsprout Support.
20. Schoolwide Management.
21. School and Community Support.
22. Teaching Doctors.
23. Data Folder Training.
24. Depth of Knowledge Matrix.
25. Revising the Five-Year Strategic Plan.
26. Instructional Practices Inventory.
27. Questions for Collaborative Teams.
28. Reading Street.
29. Instruction and Modeling.
30. Unpacking the West Virginia 21st Century Content Standards and Objectives (CSOs).
31. Data Walls.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Southside K-8 School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.4. Instruction.** Two co-teaching teams provided good examples of co-teaching. These two groups worked well together, and Team members could not distinguish the general educator from the Title 1 educator. These teams worked fluidly to deliver instruction to all students and kept all students on task and fully involved in the lessons. This is a new practice at this school year.

HIGH QUALITY STANDARDS

The Education Performance Audit findings of noncompliance (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) presented in the January 2010 report had been corrected.

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. High expectations.** Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

One Grade 6 mathematics teacher did not exhibit high expectations for all students. When the Team member entered the classroom the teacher was seated at the teacher's desk and students were not engaged in any educational activity. The beginning bell ringer activity began at 1:32 p.m., although, the schedule provided to the Team indicated that the class was to begin at 1:20 p.m. While this was one period of one day, the Team believed that this behavior on the day of an OEPA audit was indicative of regular occurrences. All students must be actively engaged in high quality educational activities throughout the entire class period every day.

RECOMMENDATION

- 7.1.12. Multicultural activities.** When asked about a school Multicultural Plan, a majority of teachers were not aware of the plan or what was contained in the plan. Many teachers stated that they used the textbook to deliver multicultural activities. The Team recommended that the school have a plan to expose

students to cultures outside McDowell County, West Virginia and the United States. The Team recommended that teachers be made aware of the components of a multicultural program and that a wider variety of multicultural activities be implemented at the school.

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.

Southside K-8 School has received a great deal of high quality professional development from a variety of sources, including in-house, the McDowell County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The staff at the school had embraced the need for change and has actively embedded this professional development into instruction to bring about positive changes in student achievement. While student achievement had declined in five of the eight reporting subgroups in mathematics and reading/language arts since the 2010 WESTEST assessment, the staff members articulated that they were implementing the professional development and held high expectations for themselves and the students. A possible hindrance to improved achievement is the high percentage of teacher turnover. The principal reported a 25 percent turnover of staff in the past year. Stability in teaching positions would greatly aid in the overall school atmosphere.

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.**

Southside K-8 School has been provided the resources to improve student and school performance. The school has failed to develop the capacity to improve student and school performance.

The OEPA Team reported an organized principal and teachers that had students-on-task and involved in the learning process. Professional development and training were abundant and seemingly of high quality. Yet the school has declined dramatically in WESTEST2 percent proficiency from the 2009 WESTEST to the 2010 assessment and remained near the 2010 proficient level during the 2011 and 2012 testing cycles. It is troubling that the school has not shown progress in the past three years of WESTEST assessment.

The OEPA is hopeful that the current superintendent of the McDowell County School System, with his demonstrated student-center approach, can compel the school to show progress. It is further hoped that the staff will be stabilized and translate into increased student achievement on the 2013 WESTEST2.

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*)

The Facility Team identified facility resource needs which are presented in the McDowell County School System Report under 7.4.1. Regulatory agency reviews.

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 principal and staff must remain vigilant in student achievement and continue to monitor individual and classroom data and adjust the curriculum delivery accordingly. The Team observed high quality data analysis and the staff was intimately aware of the curriculum needs based on the data. This awareness, positive staff attitudes, and high quality instruction observed are expected to lead to increased student achievement.