



EDUCATION PERFORMANCE AUDIT REPORT

FOR

SANDY RIVER MIDDLE SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	7
Initiatives for Achieving Adequate Yearly Progress	7
High Quality Standards	7
Indicators of Efficiency	9
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	11
Education Performance Audit Summary	12

INTRODUCTION

An announced Education Performance Audit of Sandy River Middle School in McDowell County was conducted November 17, 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

304 SANDY RIVER MIDDLE SCHOOL – Needs Improvement

William Campbell, Principal

Grades 06 - 08

Enrollment 293 (2nd month 2007-08 enrollment report)

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	263	288	287	99.65	62.35	Yes	Confidence Interval	✓
White	263	288	287	99.65	62.35	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	216	240	239	99.58	61.11	Yes	Confidence Interval	✓
Spec. Ed.	46	51	50	98.03	28.26	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	263	288	287	99.65	69.96	Yes	Confidence Interval - Averaging	✓
White	263	288	287	99.65	69.96	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	216	240	239	99.58	68.98	Yes	No	X
Spec. Ed.	46	51	50	98.03	21.73	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.3%

60 MCDOWELL COUNTY
Suzette Cook, Superintendent

304 SANDY RIVER MIDDLE SCHOOL – Needs Improvement

William Campbell, Principal

Grades 06 - 08

Enrollment 294 (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	264	293	292	99.65	52.65	Yes	Yes	✓
White	264	293	292	99.65	52.65	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	207	233	232	99.57	49.75	Yes	Yes	✓
Spec. Ed.	38	48	47	97.91	18.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	264	293	292	99.65	44.69	Yes	No	✗
White	264	293	292	99.65	44.69	Yes	No	✗
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	207	233	232	99.57	42.99	Yes	No	✗
Spec. Ed.	38	48	47	97.91	13.15	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 93.9%

SANDY RIVER MIDDLE 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
06	98	89	97	89	98.98	11.24	21.35	44.94	12.36	10.11	67.42
07	94	85	94	85	100.00	14.12	47.06	30.59	7.06	1.18	38.82
08	101	90	101	90	100.00	21.11	27.78	32.22	18.89	0.00	51.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	98	89	97	89	98.98	6.74	42.70	31.46	13.48	5.62	50.56
07	94	85	94	85	100.00	8.24	54.12	27.06	9.41	1.18	37.65
08	101	90	101	90	100.00	12.22	42.22	33.33	12.22	0.00	45.56

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Sandy River Middle School failed to achieve adequately yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts. In accordance with Section 10.6. 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.

Additionally, Sandy River Middle School failed to achieve AYP for the first year in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored an exceedingly low percent proficient level in both mathematics and reading/language arts. All individual subgroups declined in student percent proficient 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 6 – 32.58 percent in mathematics and 49.44 percent in reading; Grade 7 – 61.18 percent in mathematics and 62.35 percent in reading; Grade 8 – 48.89 percent in mathematics and 54.44 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. Framing Your Success.
3. Using Excelsior and Acuity in the Classroom.
4. Global 21.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. High expectations.** The Team noted that collaboration at the school was a strong asset, particularly, the art and writing course and the Globaloria program. The school culture appeared to demand high expectations of students and instructional practices of the teachers and the administration

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

Two students in one class slept the entire duration of the 30 minute Team observation even after the teacher attempted to redirect the students. Classroom management was an issue in this classroom with students off task and not engaged in the educational process.

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.

RECOMMENDATIONS

- 7.1.7. Library/educational technology access and technology application.** Although the library was accessible to all students, it did not appear to be used frequently. Due to the low reading/language arts WESTEST scores, the Team recommended that the principal and teachers make a concentrated effort for students to use the library resources. The principal indicated the desire to cultivate more students using the library and the principal had a plan to purchase electronic readers. The Team recommended that the principal and teachers develop programs that promote and require use of the library for leisure reading and classroom assignments.
- 7.2.3. Lesson plans and principal feedback.** The Team noted at least one teacher who prepared two lesson plans to comply with the lesson plan template directive which was used by all teachers. The county had implemented this lesson plan template; however, the Team found that it could be difficult for a substitute to use the plans since when the plans were printed and parts of the plan were cut off. The principal was aware of this issue. The Team recommended that lesson plans be developed so that a substitute would be able to continue instruction.

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 Sandy River Middle 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 implement these goals and action steps 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 Sandy River Middle 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.

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.15. Health service units.** Curtained or small rooms with cots, an instructional board, toilet, lavatory, scales, and a medicine chest 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 two high quality standards necessary to improve performance and progress.

They include the following:

7.1.3. Learning environment.

7.2.1. County and School electronic strategic improvement plans.

The Team presented one commendation, two recommendations, noted an indicator of efficiency and noted an early detection and intervention concern.

Sandy River Middle 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 Sandy River Middle 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 Sandy River Middle School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.

Accreditation status

Based on Sandy River Middle School not meeting the Annual Performance Measures for Accountability: 5.1.1., the West Virginia Board of Education issued the school Temporary Accreditation status at the November 2009 State Board meeting. Pursuant to W.Va. Code §18-2E-5 (n), "Whenever a school is given temporary accreditation status, the county board shall ensure that the school's electronic strategic improvement plan is revised . . . to increase the performance and progress of the school to a full accreditation status level. The plan shall be submitted to the state board for approval."