



EDUCATION PERFORMANCE AUDIT REPORT

FOR

SANDY RIVER MIDDLE SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	8
Initiatives For Achieving Adequate Yearly Progress	8
High Quality Standards	8
Indicators Of Efficiency	9
Early Detection And Intervention	12

INTRODUCTION

An announced Education Performance Audit of Sandy River Middle School in McDowell County was conducted February 27, 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

TEAM MEMBERS

Name	Title	School/County
Randall L. Auvil	High School Principal	Greenbrier West High Greenbrier County
William P. Hosaflook	High School Principal	Ripley High Jackson County
Dr. Jack Kaufman	Professor of Education	Mercer County
Clyde P. Stepp	Retired High School Principal	Liberty High Raleigh 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

304 SANDY RIVER MIDDLE SCHOOL – Passed

Stacey Lusk, Principal

Grades 06-08

Enrollment 272 (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	262	279	279	100.00	49.23	Yes	Confidence Interval	✓
White	259	276	276	100.00	49.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	37	37	100.00	16.21	NA	NA	NA
Low SES	189	204	204	100.00	48.14	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	262	279	279	100.00	42.36	Yes	Safe Harbors	✓
White	259	276	276	100.00	42.47	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	37	37	100.00	5.40	NA	NA	NA
Low SES	189	204	204	100.00	37.03	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.9%

60 MCDOWELL COUNTY

James Brown, Superintendent

304 SANDY RIVER MIDDLE SCHOOL – Needs Improvement

Sandy Lusk, Principal

Grades 06-08, Enrollment 257 (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	238	253	253	100.00	43.27	Yes	Confidence Interval	✓
White	237	252	252	100.00	43.03	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	42	42	100.00	14.28	NA	NA	NA
Low SES	171	182	182	100.00	38.59	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	238	253	253	100.00	36.97	Yes	No	✗
White	237	252	252	100.00	37.13	Yes	No	✗
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	42	42	100.00	11.90	NA	NA	NA
Low SES	171	182	182	100.00	35.08	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.3%

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	81	76	81	76	100.00	34.21	28.95	15.79	15.79	5.26	36.84
07	92	85	92	85	100.00	23.53	15.29	28.24	24.71	8.24	61.18
08	80	77	80	77	100.00	46.75	23.38	15.58	12.99	1.30	29.87

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	81	76	81	76	100.00	39.47	27.63	19.74	7.89	5.26	32.89
07	92	85	92	85	100.00	29.41	34.12	27.06	8.24	1.18	36.47
08	80	77	80	77	100.00	25.97	32.47	25.97	10.39	5.19	41.56

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Sandy River Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Sandy River Middle School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts and in the SES subgroup in mathematics. Sandy River Middle School achieved AYP in the AS and W subgroup in mathematics only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The school declined in achievement in all subgroups in mathematics and reading/language arts (except in SE reading) from the 2010-2011 to the 2011-2012 WESTEST2. 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 provides compelling achievement data for the school to consider in improvement strategies. In mathematics, Grade 6 performed at 36.84 percent proficient, Grade 7 performed at 61.18 percent proficient, and Grade 8 performed at 29.87 percent proficient. The reading percent proficient for Grade 6 was 32.89 percent, Grade 7 was 36.47 percent, and Grade 8 was 41.56 percent.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 were as follows.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	49.23	43.27	-5.96
Racial/Ethnicity White (W)	49.42	43.03	-6.39
Special Education (SE)	16.21	14.28	-1.93
Economically Disadvantaged (SES)	48.14	38.59	-9.55
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	42.36	36.97	-5.39
Racial/Ethnicity White (W)	42.47	37.13	-5.34
Special Education (SE)	5.40	11.90	+6.50
Economically Disadvantaged (SES)	37.03	35.08	-1.95

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

1. Instructional Practices Inventory.
2. Discovery Education.
3. iPad Training.
4. Mastery Matrix – Higher Level Questioning.
5. Data Notebook Development.
6. Engrade/WVEIS Training.
7. Policy Revisions.
8. Data Analysis.
9. Grade 6 Orientation.
10. Leadership Team Meeting.
11. Sandy River Middle School Kick-off/Team Building/Mission Revision.
12. Using Questions to Transform Student Learning Webinar.
13. Five-Year Strategic Plan.
14. Student Led Conferences.
15. Ruby Payne Training.
16. Teacher Data Portfolio Development.

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.

7.1.7. Library/educational technology access and technology application. The school utilized a great deal of technology. Available technology included: Five mobile laboratories, two iPad laboratories, and two stationary laboratories and all classrooms had Smartboards. The Team observed students using technology and it was evident that all students had received excellent training on the proper use of technology and were using technologies frequently in the learning process.

7.8.1. Leadership. The principal provided the staff and students an excellent example of leadership. The principal was highly organized and knowledgeable of the needs of the school and students based on student data and observations buildingwide. Staff was provided high quality professional development and the principal monitored the implementation of this professional development.

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (7.1.3 Learning environment; 7.2.1 County and School electronic strategic plans) presented in the January 2010 report had been corrected.

Necessary to Improve Performance and Progress.

None identified.

RECOMMENDATION

7.1.3. Learning environment. Neither the girls' nor boys' rest rooms were supplied with toilet paper. Three of the four stalls in the boys' rest rooms did not have doors on the stalls. This was a major concern of the students. The Team recommended that these issues be addressed to foster positive changes in the school's learning environment.

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.

While student achievement declined in seven subgroups, the principal and teachers expressed the changes that had taken place at the school in areas related to professional development. The Team observed high quality instruction and teachers discussed the various modes of teaching and the data being used to increase student achievement. Teachers understood the importance of using a wide variety of instructional strategies and evaluated the effectiveness of instruction through student assignments and assessments.

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.**

With continued assistance from the McDowell County Central Office and the other State agencies, the Team believed that Sandy River Middle School has the capacity to increase student achievement. The Team observed high quality instruction, high expectations, and excellent use of data. The principal provided teachers excellent feedback on the classroom observations and walkthroughs. It is the judgment of the OEPA Team that the school staff is targeting resources strategically to the teaching and learning process to improve 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*)

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.

All staff members were aware of the student and school needs and the urgency to increase student achievement. Teachers were implementing the high quality professional development they had received and were deliberate about reviewing and responding to data. The Sandy River Middle School staff has defined the school's early detection performance concerns and were working on intervention strategies to maintain focus on improving student achievement.