

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

RICHWOOD JUNIOR HIGH SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

MARCH 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Richwood Junior High School in Nicholas County was conducted on January 25, 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 D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Denver Drake	Middle School Principal	Braxton County Middle Braxton County
Richard Lance	High School Athletic Director/Teacher	Roane County High Roane County
Charles Pitrolo	Middle School Principal	Dunbar Middle Marion County
Thomas Wood	High School Assistant Principal	John Marshall High Marshall County

SCHOOL PERFORMANCE

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

62-401 RICHWOOD JUNIOR HIGH - Needs Improvement

NICHOLAS COUNTY

Mark Skaggs, Principal

Grades 07 - 09

Enrollment 380

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	242	256	252	98.44	58.15	Yes	Confidence Interval	✓
White	242	256	252	98.44	58.15	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	173	185	181	97.84	51.76	Yes	Confidence Interval	✓
Spec. Ed.	62	66	64	96.97	11.47	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	242	256	253	98.83	77.91	Yes	Yes	✓
White	242	256	253	98.83	77.91	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	173	185	182	98.38	71.34	Yes	Confidence Interval	✓
Spec. Ed.	62	66	64	96.97	29.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.3%

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
07	128	122	125	119	97.66	10.92	34.45	43.70	10.92	0.00	54.62
08	128	120	127	120	99.22	14.17	24.17	44.17	15.83	1.67	61.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	128	122	126	120	98.44	3.33	17.50	53.33	20.00	5.83	79.17
08	128	120	127	120	99.22	5.83	17.50	43.33	27.50	5.83	76.67

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%									
0	0%	0	0%	2	2%	7	6%	80	65%	7	6%	17	14%	11	9%	124

Note: Seventy-two percent (72%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

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

Percentage of Students	School Year
18.42%	2003-04
15.13%	2002-03
	2001-02

A new physical education teacher was hired beginning with the 2004-2005 school year. The Team observed the physical education students being kept on task and engaged throughout the class periods. The Team believed that the Presidential Physical Fitness Test scores will improve given the rigorous curriculum observed during the Education Performance Audit.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Richwood Junior High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE) in both mathematics and reading/language arts. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 9, 2005 State Board meeting.

Richwood Junior High School achieved AYP by application of the confidence interval in the all students (AS), racial ethnic/white (W), and economically disadvantaged (SES) subgroups in mathematics and the SES subgroup in reading/language arts. Nicholas County curriculum staff and school staff are urged to address achievement deficiencies of these subgroups.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement. However, the plan needed to be strengthened to bring about improved student achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** The school's staff provided a positive and safe learning environment. Students stated that they felt safe while at school and one reason was due to the Prevention Resource Officer stationed at the school. The students were orderly, mannerly, and polite and the teachers were open and helpful during the Team's visit.
- 6.1.5. **Instructional strategies.** Teachers showed evidence of using WESTEST data through curriculum mapping and pacing guides. A great deal of time and effort was put into the development of these maps and guides.
- 6.1.6. **Instruction in writing.** A mathematics teacher exhibited very high expectations for her students as evidenced by the use of a writing rubric in the mathematics curriculum. The teacher recognized the importance of writing and ensured that the students were given the skills necessary in math class to improve their writing abilities.

- 6.2.4. Data analysis.** The principal had met with every student in the school to discuss their individual WESTEST scores and his expectations for their progress based on these scores.
- 6.7.1. School rules, procedures, and expectations.** The Respect and Protect program was commendable as evidenced by student and teacher interviews. The students embraced the program, which has resulted in violence/harassment cases being identified and corrected by students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

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)**

Collaboration between the special education teachers and general education teachers was under utilized. The amount of time that the special education teachers were available for collaboration in the classroom was very limited, as determined by teacher interviews and Team observations. Due to the low special education cell scores, this issue should be corrected immediately.

- 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)**

Computers available throughout the school were outdated. Through classroom observations and student/teacher interviews, the Team found that newer technologies were not being used in classes. Student computer use was not evident. The Team noted that only one student, two teachers, and the guidance counselor were using computers throughout the day.

According to the librarian, the library is only available to students one period per day. Therefore, students did not have regular access to the library.

- 6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

According to teachers, numbers of textbooks were insufficient in the areas of science, mathematics, and spelling. Requests had been placed with the central office; however, these books had not yet been ordered.

- 6.1.11. 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)**

There was no evidence that the guidance counselor was meeting with students at least 75 percent of the time. According to the counselor, the percentage of time spent with students was only at approximately 60 percent and the remaining 40 percent was spent on paperwork issues. A counseling log could not verify the required 75 percent of student contact time.

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)

While some multicultural activities were being conducted by some individual teachers, little evidence existed that multicultural activities were ongoing throughout the year. The staff or students could not articulate a countywide multicultural plan.

6.2. Student and School Performance

6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Through a check of lesson plans, the Team found that many teacher's lesson plans had not been reviewed by the administrator during the second quarter. Several teachers stated that there was no written feedback provided by the administration on lesson plans that were submitted to the office on a weekly basis. In consideration of the deficient achievement of the special education (SE) subgroup and the below State percent proficient of the all students (AS), racial/ethnic/white (W), and economically disadvantaged (SES) subgroups, the principal needed to be reviewing lesson plans and providing written comments, where needed, to improve instruction.

6.6. Personnel

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The teacher who taught physical education/health was not certified to teach health classes.

RECOMMENDATION

6.1.5. Instructional strategies. The Team saw minimal evidence of varied instructional strategies throughout the day. This could have been due to this being the first day of the new semester, and that is why this was written as a recommendation and not a deficiency. The Team recommended that teachers vary instructional strategies on a daily basis.

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 effectiveness of collaboration between regular education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

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 Richwood Junior High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	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
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.11. Guidance and advisement.	West Virginia Department of Education Offices of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

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 Richwood Junior High School and Nicholas 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.

- 17.1.1. School location.** The site was not 11 acres +1 acre for each 100 students over 600. The site was not large enough for future expansion and did not have well-drained soil free of erosion. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility.
- 17.1.3. Teachers' workroom.** Communications technology was not provided for teacher use.
- 17.1.5. Library/media and technology center.** Recordings, tapes, and other materials were not adequate. Space for technology, including computer laboratories, was not provided or utilized.
- 17.1.10. Specialized instructional areas.** The art facility did not have black-out areas. The physical education facilities did not have a display case, bulletin board, or seating available.
- 17.1.11. Grades 6-12 science facilities.** Science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The

following were not available: AC and DC current, air vacuum, ventilation fume hood, demo table, emergency blanket, and balance cases.

17.1.14. Food service. A chalkboard and bulletin board were not available. A teachers' dining area of adequate size was not provided.

17.1.15 Health service units. A bulletin board 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 students (SE) subgroup, Richwood Junior High School and Nicholas County must implement West Virginia's curriculum and instruction that will improve achievement. Nicholas County must actively pursue assistance from RESA IV, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-401 Richwood Junior High	Conditional Accreditation		5.1.1 (SE)	May 31, 2007
		6.1.5; 6.1.7; 6.1.8; 6.1.11; 6.1.12; 6.2.3; 6.6.2		

Education Performance Audit Summary

The Team identified seven (7) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup and presented one recommendation.

Richwood Junior High 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 Richwood Junior High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.