

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SUMMERSVILLE JUNIOR HIGH SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

MARCH 2005

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	6
Initiatives For Achieving Adequate Yearly Progress	6
High Quality Standards.....	7
Indicators of Efficiency.....	9
Building Capacity to Correct Deficiencies.....	10
Identification of Resource Needs	11
Early Detection and Intervention	12
School Accreditation Status	13

INTRODUCTION

An announced Education Performance Audit of Summersville Junior High School in Nicholas County was conducted on January 26, 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

West Virginia Department of Education Team Leader – Gloria Cunningham, Coordinator, Office of Child Nutrition

TEAM MEMBERS

Name	Title	School/County
Marianne Annie	Elementary School Principal	Chesapeake Elementary Kanawha County
Denver Drake	Middle School Principal	Braxton County Middle Braxton County
Richard Lance	Athletic Director/High School Teacher	Roane County High Roane County
Andrea Phillips	Retired Principal	Greenbrier County Schools
Charles Pitrolo	Middle School Principal	Dunbar Middle School Marion County
Larry Werry	Elementary School Principal	Fairview Elementary 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.

62-402 SUMMERSVILLE JUNIOR HIGH - Need Improvement

NICHOLAS COUNTY

Fred Amick, Principal
Grades 07 - 09
Enrollment 657

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	433	453	434	95.81	67.46	Yes	Yes	✓
White	429	448	429	95.76	67.39	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	259	242	93.44	58.87	By Improvement	Confidence Interval	✓
Spec. Ed.	97	103	91	88.35	30.23	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	433	453	434	95.81	81.44	Yes	Yes	✓
White	429	448	429	95.76	81.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	259	242	93.44	74.45	By Improvement	Yes	✓
Spec. Ed.	97	103	91	88.35	46.51	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

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	214	203	204	194	95.33	9.28	25.77	41.75	19.59	3.61	64.95
08	239	230	230	221	96.23	6.33	23.98	44.34	22.62	2.71	69.68

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	214	203	204	194	95.33	1.03	12.37	50.52	26.80	9.28	86.60
08	239	230	230	221	96.23	3.17	19.91	42.08	25.34	9.50	76.92

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	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	2	1%	9	4%	21	10%	120	59%	20	10%	16	8%	14	7%	202

Note: Seventy-five percent (75%) 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
43%	2003-04
42.59%	2002-03
65%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Summersville 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 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 Conditional Accreditation status at the February 9, 2005 State Board meeting.

Summersville Junior High met AYP in the economically disadvantaged (SES) subgroup in mathematics by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken.

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

5.1.2. Participation rate.

One subgroup designated in 5.1.2. Participation rate, included: special education students (SE). Furthermore, the school only achieved AYP in participation rate by improvement. The county and school are vigorously urged to address these issues.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.2. High expectations. Two science teachers, an English teacher, and a mathematics teacher exhibited extremely high expectations for their classes. These teachers extended themselves as they instructed their students, and student achievement was very high in these classes. Students were on task, fully engaged in the educational process, and the teachers were motivating the students to perform at their highest achievement levels.

The Team commended the school for the exceptional collaboration between the special education and general education teachers. This practice was being used to address the low test scores in the special education subgroup and the Team believed that the way that it is being implemented will result in improved student achievement.

- 6.1.3. Learning environment.** During the Education Performance Audit, the staff and students were very polite, mannerly, and helpful to the Team members. The Team believed the Prevention Resource Officer was a great deal of help to the school environment. The building was clean, welcoming, and educationally stimulating. The Team observed that the students were on task and engaged in the learning process.
- 6.2.3. Lesson plans and principal feedback.** The assistant principal did an exceptional job in collecting and commenting on all lesson plans on a weekly basis. This required a great deal of time and energy and was beneficial to the flow of the educational curriculum.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 SE and 5.1.2 SE)

6.1. Curriculum

- 6.1.2. 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

One science class that contained a large number of special education students was being given the answers to the assignment without discussion. The students were not being asked to think about what the answers were, only given the answers. This reflected low expectations for students and this practice needed to be modified. A challenging curriculum must be developed and all students must be expected to learn at high levels.

- 6.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Through teacher interviews the Team found that writing was being used as a form of punishment by one teacher. When questioned about this practice, the teacher stated that this is one method of classroom management. This practice is detrimental to the writing process in that it discourages student performance in writing.

The Team interviewed teachers and students and found all teachers were not giving writing assignments to all students on a weekly basis. Also, the Team found that not all of the student writing was collected and corrected for spelling, punctuation, and grammar.

- 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)**

Although the computers in the computer laboratories were being used, the Team observed that very few classroom computers were used throughout the building during the Education Performance Audit.

Teachers stated that the library was underutilized and disorganized.

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)**

Four teachers could not produce acceptable lesson plans to the Team members when asked for them. One teacher stated that the plans were on a computer that was in a different part of the building and the other three teachers' lesson plans were not of a quality that a substitute teacher could follow. It is imperative that each teacher produce quality lesson plans that outline the curricular issues that are to be addresses by the students.

RECOMMENDATION

- 6.1.8. Instructional materials.** During a classroom observation, a science teacher was overheard asking students for donations for classroom science materials. The Team recommended that this practice cease and that the school provide the materials necessary to complete each class without soliciting funds from students.

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.

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.

In consideration that only eleven (11) students of the 202 students assessed scored at or above 3.0 on the Statewide Writing Assessment, and that instruction in writing was not a component of every child's weekly curriculum or corrected and graded, Summersville Junior High needs to revise their schoolwide writing process to ensure that all students write in each class at a minimum of once per week.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	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
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

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 Summersville 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*)

None identified.

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, Summersville Junior High School and Nicholas County must implement West Virginia's required curriculum and the 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
62-402 Summersville Junior High	Conditional Accreditation	6.1.2; 6.1.6; 6.1.7; 6.1.8; 6.2.3		
			5.1.1 (SE) 5.1.2 (SE)	May 31, 2007 May 31, 2005

Education Performance Audit Summary

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup and presented one (1) recommendation.

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