

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

TRAP HILL MIDDLE SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Trap Hill Middle School in Raleigh County was conducted on October 19, 2004. 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 – James Carter, Executive Director, Office of Planning, Evaluation, Special Programs, & Support Services

TEAM MEMBERS

Name	Title	School/County
John Coe	Director of Attendance and Accreditation	Wood County Schools
Dr. Jack Kaufman	Professor of Education	Mercer County
Mary Alice Kaufman	Board Member	Mercer County Board of Education
Thomas Wood	Assistant Principal	John Marshall High School Marshall County Schools

SCHOOL PERFORMANCE

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

74-302 TRAP HILL MIDDLE SCHOOL – Needs Improvement

RALEIGH COUNTY

Marsha Smith, Principal
Grades 06 - 08
Enrollment 482

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	449	480	479	99.79	63.39	Yes	Yes	✓
White	445	474	473	99.79	63.28	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	288	311	310	99.68	55.40	Yes	No	X
Spec. Ed.	72	82	82	100.00	13.88	Yes	No	X
LEP	*	*	*	*	*	*	*	*
READING/LANGUAGE ARTS								
All	449	480	478	99.58	76.06	Yes	Yes	✓
White	445	474	472	99.58	76.07	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	288	311	309	99.36	71.32	Yes	Confidence Interval	✓
Spec. Ed.	72	82	81	98.78	28.16	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY = Full Academic Year.

* = 0 students in subgroups.

** = Below 10 students in subgroups.

Passed
ATTENDANCE RATE = 91.6%

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
06	156	146	156	146	100.00	10.96	28.77	43.15	14.38	2.74
07	170	158	169	157	99.41	8.92	31.85	43.95	14.65	0.64
08	154	145	154	145	100.00	6.21	22.76	47.59	18.62	4.83

READING/LANGUAGE ARTS

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished
06	156	146	156	146	100.00	7.53	19.86	43.84	23.29	5.48
07	170	158	168	156	98.82	3.85	17.95	48.08	23.72	6.41
08	154	145	154	145	100.00	2.07	20.69	42.76	24.14	10.34

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	%	
1	1%	1	1%	8	5%	17	10%	105	63%	13	8%	14	8%	7	4%	166

Freq. = Frequency – Number of Students
% = Percentage of Students

Note: Seventy-nine percent (79%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
49.46%	2003-04
53.23%	2002-03
68.40%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement

Trap Hill Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: (SES) economically disadvantaged and (SE) special education students. 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 September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address the deficiencies in 5.1.1. Achievement. The activities that have been developed in the revision are of a high quality and will result in improved student achievement if properly implemented.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Trap Hill Middle School had undertaken initiatives for achieving adequate yearly progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. The students, faculty, service personnel, and administration created an extremely clean, appropriately decorated, pleasant and inviting school atmosphere. It was evident that the staff and students had a great deal of pride and respect for the facility.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES/SE)

6.1. Curriculum

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)

There was no evidence that technology was being taught to all students. Computer classes were elective in nature and the Team observed few computers being used. Teachers reported they did not have the opportunity or option to use the computer laboratory. Student interviews confirmed a lack of opportunity for general student use of technology.

The library was not utilized effectively. Students reported that regular access to the library was not possible and evidence of general class use of the library was not apparent to the Team.

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)

The Team was unable to identify evidence substantiating that 75 percent of the counselor's time was spent assisting students. Some documentation was given as to the schedule of the counselor; however, the information provided did not give sufficient data in which to substantiate 75 percent direct student contact.

RECOMMENDATIONS

6.1.5. Instructional strategies. Many students indicated that an excessive number of worksheets were used in many of the classrooms. Team observations confirmed this practice. The Team recommended that the staff utilize a variety of instructional strategies to enhance interest and creativity in the subject matter and mastery of the Content Standards and Objectives (CSOs).

6.1.13. Instructional day. Through teacher interviews, the Team found that several of the staff members thought the 28-minute period at the end of the day for reteach was not enough time to be effective. By the time students were seated and materials were distributed only ten minutes remained for instruction. It would be difficult for specific individual needs to be addressed during this short time. Furthermore, many teachers were not instructing during this time. The Team recommended that the minutes be distributed among the core classes.

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 28-minute period at the end of the school day for reteach could be used more efficiently and effectively. By the time students were seated and materials were distributed only ten minutes remained for instruction. It would be difficult for specific individual needs to be addressed during this short time. Furthermore, many teachers were not instructing during this time. Through teacher and student interviews the Team determined that this amount of time was not long enough to allow for an efficient delivery of educational services.

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 Trap Hill Middle School in achieving capacity, the following resources are recommended.

NONCOMPLIANCES	RECOMMENDED RESOURCES
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.11. Guidance and advisement.	West Virginia Department of Education Offices of Student Services and Health Promotion (304) 558-8830

17.1. 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 Trap Hill Middle School and Raleigh 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 Checklist, Trap Hill Middle School was below standard in the areas listed.

- 17.1.5. Library, media and technology centers.** The Library/Resource/Media Center did not provide pamphlets.
- 17.1.10. Specialized instructional areas.**
- The art facility did not have black-out areas.
 - The physical education facility did not have a bulletin board.
- 17.1.11. Grades 6-12 science facilities.** Science classrooms (three) did not have gas, air vacuum, darkening provisions, and a main gas shut-off.
- 17.1.12. Grades 7-12 auditorium/stage facilities.** Trap Hill Middle School did not have an auditorium or any stage facilities.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health services units.**
- A health service unit of adequate size was not available.

- Health service equipment and furnishings were inadequate in terms of: Curtained or small rooms with cots, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, desk and chair, and locked medication box.

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 economically disadvantaged (SES) and special education (SE) subgroups, Trap Hill Middle School and Raleigh County must implement curriculum and instruction that will improve students' achievement. Raleigh County must actively pursue assistance from RESA I, 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
74-302 Trap Hill Middle School	Temporary Accreditation	6.1.7; 6.1.11.		September 1, 2005
			5.1.1. (SES/SE)	

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups and presented two (2) recommendations.

Trap Hill Middle School’s Education Performance Audit was limited in scope to performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Trap Hill Middle School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.