



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPENCER MIDDLE SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

INTRODUCTION

An announced Education Performance Audit of Spencer Middle School in Roane County was conducted March 31, 2010.

A Follow-up Education Performance Audit of Spencer Middle School was conducted February 15, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

301 SPENCER MIDDLE SCHOOL – Needs Improvement

Kevin Campbell, Principal

Grades 05 - 08

Enrollment 416 (2nd month 2007-2008 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	385	410	409	99.75	63.37	Yes	Confidence Interval	✓
White	380	404	403	99.75	63.68	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	225	245	244	99.59	51.11	Yes	No	✗
Spec. Ed.	53	61	61	100.00	26.41	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	385	410	410	100.00	73.50	Yes	Confidence Interval	✓
White	380	404	404	100.00	73.94	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	225	245	245	100.00	64.00	Yes	No	✗
Spec. Ed.	53	61	61	100.00	26.41	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.6%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
301 SPENCER MIDDLE SCHOOL – Needs Improvement
Kevin Campbell, Principal
Grades 05 - 08
Enrollment 418 (2nd month 2008-2009 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	393	420	419	99.76	40.81	Yes	No	X
White	383	410	409	99.75	41.36	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	240	264	263	99.62	33.47	Yes	No	X
Spec. Ed.	54	58	58	100.00	12.96	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	393	420	420	100.00	52.92	Yes	Confidence Interval	✓
White	383	410	410	100.00	52.48	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	240	264	264	100.00	42.50	Yes	No	X
Spec. Ed.	54	58	58	100.00	22.22	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.0%**

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
301 SPENCER MIDDLE SCHOOL – Needs Improvement
Kevin Campbell, Principal
Grades 05 - 08
Enrollment 448 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	424	447	447	100.00	32.07	Yes	Confidence Interval	✓
White	417	440	440	100.00	32.37	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	60	60	100.00	11.53	Yes	No	✗
Low SES	268	286	286	100.00	24.25	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	424	447	446	99.77	30.49	Yes	Confidence Interval	✓
White	417	440	439	99.77	30.76	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	60	59	98.33	9.80	Yes	No	✗
Low SES	268	286	285	99.65	23.97	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.3%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
301 SPENCER MIDDLE SCHOOL – Needs Improvement
David Gall, Principal
Grades 05 - 08
Enrollment 452 (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	422	452	447	98.89	29.45	Yes	No	X
White	413	442	438	99.09	29.29	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	59	58	98.30	9.09	Yes	No	X
Low SES	244	268	265	98.88	21.31	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	422	452	446	98.67	38.57	Yes	Safe Harbors	✓
White	413	442	437	98.86	38.34	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	59	58	98.30	9.09	Yes	No	X
Low SES	244	268	264	98.50	27.98	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Spencer Middle School failed to achieve adequate yearly progress (AYP) for the past five years. The school failed to achieve full accreditation status by the May 31, 2009 Date Certain. Consequently, the school was determined to be low performing.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 5 – 49.46 percent in mathematics and 37.64 percent in reading; Grade 6 – 53.93 percent in mathematics and 47.77 percent in reading; Grade 7 – 66.67 percent in mathematics and 50.00 percent in reading; Grade 8 – 64.70 percent in mathematics and 51.96 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. School Culture Typology Activity.
2. A Framework for Understanding Poverty.
3. Effective Schools – A Systems Approach.

FOLLOW-UP REVIEW

STANDARD NOT MET. Spencer Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts. Spencer Middle School failed to achieve AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics for the 2010-2011 school year. AYP was achieved in the AS and W subgroups for the 2010-2011 school year only through safe harbors provision. Student achievement declined in mathematics from 2009-2010 to 2010-2011 in all subgroups; however, student achievement in reading/language arts increased over the same time period.

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 continued the school's Low Performing Accreditation status at the January 2012 State Board meeting.

Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 data follows: Mathematics - AS (-2.62 percent), W (-3.08 percent), and SES (-2.94

percent); Reading/language arts: AS (+8.08 percent), W (+7.58 percent), and SES (+4.01 percent).

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The majority of teachers and the principal could not verify or explain how the West Virginia 21st Century content standards and objectives (CSOs) were used to guide curriculum. This was an area of major concern in that the CSOs needed to be the curriculum foundation and guiding instruction.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers could thoroughly discuss the West Virginia 21st Century content standards and objectives (CSOs) and how they were the driving force behind curriculum delivery. Staff participated in professional development on implementing the CSOs. The Team observed that all staff was using the CSOs effectively.

7.1.2. 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 educational opportunities including enrichment and acceleration. (Policy 2510)

The Team interviewed teachers and students and conducted classroom observations and reported minimal consistent understanding and evidence of high expectations for student success. Although several classroom teachers exhibited high expectations for students, a majority of the staff stated that the principal did not lead them to implement high expectation strategies and did not provide clear guidelines on how to foster high expectations. The failure of all applicable subgroups to achieve adequately yearly progress (AYP) in mathematics and two of the four subgroups in reading/language arts combined with the high quality standards listed in this report were indicative that the

majority of staff failed to demonstrate high expectations for the achievement of all students.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers indicated that the current principal was providing high quality leadership and demonstrated high expectations for all staff. All teachers exhibited high expectations for all students. All students were kept on task and the Team observed high quality, interesting instruction buildingwide. Student interviews reinforced the presence of high expectations.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Classroom observations revealed minimal evidence of varied instructional strategies used. Worksheets and lecture were the primary methods of instruction. At least half of the teachers did not vary strategies during the 30 minute Team observation period. The instructional practices did not include a content rich curriculum and were primarily teacher directed.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a multitude of instructional strategies being used buildingwide. During administrative, teacher, and student interviews, the Team found that students were exposed to a wide variety of strategies to maintain student interest and to allow for different learning modalities.

7.1.6. 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)

The Team reported minimal evidence of writing across the curriculum except in English/language arts classes, one science class, and a physical education class. Twelve teachers stated during interviews that they did not conduct writing on a weekly basis.

FOLLOW-UP REVIEW

COMPLIANCE. Writing was occurring in all classrooms a minimum of one time per week. The Team observed numerous examples of student writing with high quality instructive feedback on student work.

7.1.7. 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)

Many students reported that they did not have the opportunity to go to the library because a librarian was not available in the morning. On the day of the Education Performance Audit, the Team reported that very few students were using the library.

Although technology resources were present in the classrooms, only four teachers were observed using technology in the classrooms. Teachers expressed concern about computer laboratory access and said they were scheduled in the computer laboratories for one day every two weeks. During teacher interviews, teachers indicated that few of them used Odyssey for basic skills instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The school librarian, who was hired just prior to the follow-up Education Performance Audit, was providing an atmosphere that was conducive to students visiting the library. Teachers and students reported many weekly opportunities for students to visit the library to check out books of their own interest. The library was also well utilized by whole class groups.

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.

During teacher interviews, teachers were unable to identify the goals of the school's Five-Year Strategic Plan and few had seen a copy of the plan. Grade 8 teachers said they had an opportunity to give feedback on the plan; however, Grades 6 and 7 teachers said they had not had the opportunity to see or work on the plan. The implementation of the plan's goals was not evident in many classes.

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 West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were fully aware of the goals and action steps of the school's Five-Year Strategic Plan and the various classroom activities that were occurring to meet the goals. All teachers stated that they had the opportunity to provide input to the revision of the plan.

The school's Five-Year Strategic Plan was complete and thorough and met the school's needs. The plan was reviewed and approved by the West Virginia Department of Education, Office of School Improvement.

- 7.2.2. Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The guidance counselor stated that she spent 60 percent of her time with students. Band and chorus students did not have the opportunity for group counseling because the counselor conducted whole group counseling during the enrichment time, which was the same time as band and chorus. A counseling log was only completed through January.

FOLLOW-UP REVIEW

COMPLIANCE. The guidance counselor was spending 75 percent of the time with students as confirmed through interviews and the counseling log. A change in the school schedule allowed all students to have group counseling sessions.

- 7.2.3. 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)

The principal implemented a rubric to evaluate lesson plans at the beginning of the second semester. Although the principal stated he provided electronic feedback during the first semester he did not share evidence with the Team that he had reviewed lesson plans and that the rubric had been implemented. Additionally, teachers did not have written feedback on their lesson plans or indicate that their plans had been reviewed.

FOLLOW-UP REVIEW

COMPLIANCE. The principal, who was hired after the original Education Performance Audit, checks lesson plans weekly and comments on lesson plans at least one time per quarter. All lesson plans were complete and thorough and teachers received high quality instructive feedback on their plans.

- 7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

WESTEST2 data was reviewed one day before school began. The data analysis that was conducted in the fall was by grade level and groups and individual student data were not analyzed. The principal stated that individual data were given to the teachers, but the teachers could not verify that they had seen the data. More emphasis was placed on Acuity and benchmarking data.

FOLLOW-UP REVIEW

COMPLIANCE. The Team found that WESTEST2 data was a driving force behind the curricular decisions being made at the school. The staff had an abundance of formal and informal student data and could discuss the data and how changes were made to the curriculum to meet the needs of the students.

7.5. Administrative Practices and School Community Relations

- 7.5.1. Parents and the community are provided information.** Staff members provide parents and the community with understandable information and techniques for helping students learn.

During teacher interviews, teachers stated they did not meet with parents because they said parents will not come to the school. No procedure was in place for meeting with parents for screening and referring students and providing information and techniques for helping students learn.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed teachers and the administrator and found that a strong avenue of communication existed between teachers and parents. Teachers discussed telephone calls, parent-teacher meetings, and notes home to students. Teachers stated that parents felt comfortable in contacting teachers.

7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Of the five employees with one to three years experience, one was evaluated following Policy 5310. The other four only had two observations for one evaluation. The comments on the observations were limited to Yes/Observed and single word generic statements.

FOLLOW-UP REVIEW

COMPLIANCE. West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel* was being strictly followed, Personnel observations and evaluations were comprehensive and contained thorough and meaningful comments.

- 7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Two beginning teachers were mentored and were meeting once per week. The principal had logs of the meetings but had not met formally with the mentoring team. Additionally, the principal could not identify the mentor for another new teacher nor had documentation of meetings with this teacher. The mentors had received training; however, the teachers being mentored had not had the opportunity to attend training.

FOLLOW-UP REVIEW

COMPLIANCE. The new teachers at the school were meeting as required in West Virginia Board of Education Policy 5900. The principal had written verification of his role in these meetings and the teachers reported that the meetings were beneficial to the new teachers.

7.8. Leadership

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Teachers communicated that they were extremely frustrated with the direction and the lack of school leadership. Teachers indicated that they needed stronger guidance and leadership.

The Roane County central office staff mentor responsible for curriculum was placed at Reedy Elementary School for three months to oversee daily school

operations during the hiring of a new principal. This impeded the county in providing curricular leadership at Spencer Middle School. This particular school has experienced performance issues for some time and failed to make adequately yearly progress (AYP) during the past five years.

Due to the number of deficiencies found at Spencer Middle School and the Low Performing accreditation status, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA 5 needed to be provided to assist the building administrator in improving the student and school performance.

FOLLOW-UP REVIEW

COMPLIANCE. The principal of Spencer Middle School was employed after the original Education Performance Audit. The new principal had a focus on correcting the deficiencies found in the audit report as well as providing support to the staff and students. Through interviews with staff and students and Team observations, it was evident that the principal had succeeded in this focus. Assistance had been provided by the Roane County Central Office, RESA 5, and the West Virginia Department of Education and great strides had been made with the leadership of the principal.

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 Spencer Middle School in providing a thorough and efficient system of education. Roane 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 Roane 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.

Numerous issues at the school directly related to curriculum and student achievement. The Roane County central office must provide immediate assistance to correct the deficiencies and assist the principal in providing leadership for the school.

FOLLOW-UP CONCLUSION

Through the leadership of the new principal at Spencer Middle School, the deficiencies found in the original Education Performance Audit had been corrected. Additionally, significant growth in the ACT Explore was made in English, mathematics, reading, and science from the 2009-2010 school year to the 2011-2012 school year. The Team believed that increases in the WESTEST2 could be expected based on the benchmarking results and improved ACT Explore results.

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 Spencer 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.**

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process to improve student and school achievement. The Team had serious concerns that the school did not have the capacity to correct the issues identified by the Education Performance Audit. Immediate and sustained assistance is needed to correct the deficiencies and provide a high quality education for students.

The Team recommended that the Roane County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

Spencer Middle School had demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit and increase student achievement based on the ACT Explore test. The principal had received assistance from the Roane County Central Office, RESA 5, and the West Virginia Department of Education.

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.

- 19.1.1. School location.** The school site was not large enough for future expansion and the topography was not varied enough to provide a desirable appearance but without steep inclines. The site did not have stable, well-drained soil free of erosion, and was not suitable for special instructional needs. On-site, solid surface parking was insufficient for staff, visitors, and individuals with disabilities. Playgrounds/recreational area were not well equipped and appropriate for the age level.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.5. Library/media and technology center.** On-line periodical indexes and copying equipment were not provided.
- 19.1.8. Grades 1-12 classrooms.** All classrooms did not have adequate space, instructional boards, bulletin boards, instructional technology, controllable

lights, outlets, various communication technologies, movable furniture and equipment, adequate storage, teachers' desks, and computer stations.

- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The music facility did not have adequate space or a podium. The physical education facility did not have a display case, data projector, or a 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size, were not located with easy access to outdoor activities, and isolated to keep odors from the remainder of the building. The following equipment and materials were not available: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not provided.
- 19.1.14. Food service.** The food service area was not convenient to a service drive for deliveries and removal of wastes. A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small rooms with cots, toilet, scales, lavatory, refrigerator with locked storage, and a work counter.

FOLLOW-UP CONCLUSION

- 19.1.4. The counselor's office had been moved to allow for adequate space.**
- 19.1.8. All classrooms now have adequate space, instructional boards, instructional technology, various communication technologies, and computer stations.**
- 19.1.10. The physical education facility had a display case.**
- 19.1.11. The Grades 6-12 science facilities now have cold water, AC current, a demo table, sufficient laboratory workspace, fire extinguisher, emergency shower, first aid kit, and darkening provisions.**
- 19.1.14. A teachers' dining area was provided.**
- 19.1.15. The health service unit now has adequate space, a cot, scales, a refrigerator with locked storage, and a work counter.**

All other facility resource needs remained as previously identified. The resource needs were included in the school's 2010-2020 Comprehensive Education Facilities Plan (CEFP).

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.

Spencer Middle School is likely to maintain the course of its performance level if it does not receive continuous and sustained intervention from State education agencies.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

Under the leadership of the new principal of Spencer Middle School and the superintendent of Roane County Schools, the Team believed that great strides had been made pertaining to student achievement and the learning environment. Spencer Middle School will need to continue the work that has begun and continue to have high expectations for all students and provide high quality, research-based instruction to increase student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-301 Spencer Middle	Low Performing	5.1.1		May 31, 2015

Education Performance Audit Summary

Spencer Middle School had corrected all findings from the Education Performance Audit. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Low Performing status of Spencer Middle School. The West Virginia Department of Education, Office of School Improvement, is serving as an Improvement Consultant Team to assist the school in achieving adequate yearly progress (AYP). The Office of Education Performance Audits and the West Virginia Department of Education, Office of School Improvement, will continue to collaborate on the school's achievement, leadership, and practices to assure that it continues to progress and achieve AYP by the May 31, 2015 Date Certain.