



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPENCER MIDDLE SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2010

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

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INTRODUCTION

An announced Education Performance Audit of Spencer Middle School in Roane County was conducted March 31, 2010. 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 Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the low student percent mastery on the WESTEST 2.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader and Technology – Sarah Lyons,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Sharon A. Carroll	Middle School Assistant Principal	Ravenswood Middle School Jackson County
Timothy S. Derico	High School Principal	Lewis County High School Lewis County
James E. Frazier	Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Carter A. Hillman	High School Principal	Richwood High School Nicholas County

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 2007-08 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	X
Spec. Ed.	53	61	61	100.00	26.41	Yes	No	X
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	X
Spec. Ed.	53	61	61	100.00	26.41	Yes	No	X
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 2008-09 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%

SPENCER 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
05	98	93	98	93	100.00	10.75	38.71	35.48	9.68	5.38	50.54
06	96	90	95	89	98.96	22.47	31.46	38.20	7.87	0.00	46.07
07	116	108	116	108	100.00	18.52	48.15	32.41	0.93	0.00	33.33
08	110	102	110	102	100.00	33.33	31.37	26.47	8.82	0.00	35.29

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	98	93	98	93	100.00	9.68	27.96	32.26	23.66	6.45	62.37
06	96	90	96	90	100.00	3.33	44.44	32.22	16.67	3.33	52.22
07	116	108	116	108	100.00	1.85	48.15	45.37	4.63	0.00	50.00
08	110	102	110	102	100.00	1.96	50.00	39.22	8.82	0.00	48.04

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

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.

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.

- 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.

- 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.

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.

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.

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.

- 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.

- 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.

- 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)**

WESTEST 2 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.

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.

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.

- 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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

The Team identified 13 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.5.1. Parents and the community are provided information.
- 7.6.3. Evaluation.
- 7.6.4. Teacher and principal internship.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Spencer Middle School and Roane County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.

Pursuant to W.Va. Code §18-2E-5, the school must show progress in correcting the low performing status within six months or the county board shall be placed on temporary approval status. If the low performance is not corrected by a May 31, 2011 Date Certain, the State Board shall appoint a monitor to cause improvement to be made at the school.