

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPENCER MIDDLE SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Spencer Middle School in Roane County was conducted on April 13, 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 – Michael W. Kessinger

West Virginia Department of Education Team Leader – Scottie Ford, Coordinator, Office of Professional Preparation

TEAM MEMBERS

Name	Title	School/County
Ed Alfred	Assistant Principal	Jefferson Elementary/Wood
Rick Coffman	Assistant Principal	Ritchie County High/ Ritchie
Charles Crookshanks	Assistant Principal	Parkersburg High/ Wood
Scott Hammer	Teacher	Moorefield High/Hardy

SCHOOL PERFORMANCE

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

79-301 SPENCER MIDDLE - Needs Improvement

ROANE COUNTY

William Chapman, Principal

Grades 6 – 8

Enrollment 470

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	456	489	486	99.39	50.99	Yes	No	X
White	448	480	477	99.38	51.23	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	293	314	311	99.04	43.44	Yes	No	X
Spec. Ed.	85	95	95	100.00	16.47	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	456	489	485	99.18	72.62	Yes	Confidence Interval	✓
White	448	480	476	99.17	73.25	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	293	314	311	99.04	64.82	Yes	No	X
Spec. Ed.	85	95	94	98.95	16.47	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 93.3%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	105	94	105	94	100.00	15.96	23.40	44.68	12.77	3.19	60.64
06	119	112	118	111	99.16	11.71	38.74	36.04	11.71	1.80	49.55
07	132	123	132	123	100.00	30.08	26.83	28.46	10.57	4.07	43.09
08	133	127	131	125	98.50	10.40	36.80	43.20	9.60	0.00	52.80

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	105	94	105	94	100.00	10.64	21.28	42.55	20.21	5.32	68.09
06	119	112	117	111	98.32	11.71	16.22	47.75	19.82	4.50	72.07
07	132	123	132	123	100.00	4.88	17.07	41.46	27.64	8.94	78.05
08	133	127	131	125	98.50	4.80	24.00	48.00	16.00	7.20	71.20

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	%	
4	3%	4	3%	8	6%	19	15%	54	42%	14	11%	14	11%	11	9%	128

Note: Seventy percent (70%) 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
42.7%	2003-04
66.11%	2002-03
65.98%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Spencer Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Four subgroups designated in 5.1.1. Achievement, included: All students (AS), racial/ethnicity white students (W) in mathematics and economically disadvantaged students (SES), and special education students (SE) in both mathematics and reading/language arts. 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 school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Spencer Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. **High expectations.** The Zeros Aren't Permitted (ZAP) program provided make-up time for students who were in danger of receiving a zero. Students were held responsible for completing assignments and homework.
- 6.1.3. **Learning environment.** The administration and staff provided a school culture that was caring and nurturing. The Team observed dynamic and energetic instruction with students actively engaged in the instructional process. Cooperation among the staff was evident.
- 6.1.9. **Programs of study.** A pilot program for career awareness entitled, Road to Success, was implemented at Grade 8. The program was designed to ensure that students are equipped with the knowledge to find sustainable and enriching employment.
- 6.1.12. **Multicultural activities.** A multicultural plan was developed and implemented. The Team saw evidence of a variety of multicultural activities.
- 6.2.3. **Lesson plans and principal feedback.** The principal reviewed lesson plans and provided extensive written feedback to the teachers.

- 6.2.4. Data analysis.** Data were analyzed from WESTEST, ACT Explore, discipline reports, and classroom assessments for the decision-making process.
- 6.8.1. Leadership.** The principal was well organized and focused on instruction and curriculum. The school climate was conducive to teaching and learning.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard

6.6. Personnel

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

A teacher licensed to teach visually impaired students and social studies was assigned to teach mathematics and was not licensed for the assignment.

- 6.6.4. 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)

Mentors had not been assigned to a first year teacher and a first year counselor.

RECOMMENDATION

- 6.2.1. Unified County and School Improvement Plans.** The activities listed in the revised Unified School Improvement Plan (USIP) were general and did not provide specific direction. Specific activities were not included to address instruction or deficiencies on the statewide assessment. The Team recommended that the USIP be developed with specific activities to address deficiencies on the WESTEST that would provide direction to teachers and staff.

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.

None identified.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.2. Licensure	West Virginia Department of Education Office of Professional Preparation (304) 558-7842
6.6.4. Teacher and principal internship	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

The Team determined that Spencer Middle School and Roane County Schools have the capacity to correct the identified deficiencies and increase student achievement to meet adequate yearly progress (AYP).

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 17.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.1. School location.** The school site did not have adequate acreage or room for expansion and parking was inadequate. The athletic field flooded during heavy rain.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out area.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-301 Spencer Middle	Conditional Accreditation	6.6.2; 6.6.4		
			5.1.1 (AS/W/SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet the 5.1.1 Achievement – for all students (AS), racial/ethnicity white students (W), economically disadvantaged (SES), and special education (SE) subgroups and presented one (1) recommendation.

Spencer Middle 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 AS/W/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 Spencer Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.