

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SUMMERS MIDDLE SCHOOL

SUMMERS COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Summers Middle School in Summers County was conducted on October 20, 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 – Keith Burdette, Coordinator, Office of Program Services

TEAM MEMBERS

Name	Title	School/County
Steven Comer	Principal	Spanishburg School Mercer County Schools
Dr. Jack Kaufman	Professor of Education	Mercer County
Mary Alice Kaufman	Board Member	Mercer County Board of Education
Christine Miller	Principal	East Park Elementary School Marion County Schools

SCHOOL PERFORMANCE

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

81-301 SUMMERS MIDDLE SCHOOL – Needs Improvement

SUMMERS COUNTY

Robert Rodes, Principal
Grades 06 - 08
Enrollment 404

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	402	415	414	99.76	62.34	Yes	Yes	√
White	381	392	391	99.74	63.15	Yes	Yes	√
Black	19	21	21	100.00	0.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	286	292	291	99.66	54.38	Yes	No	X
Spec. Ed.	100	102	101	99.02	14.14	Yes	No	X
LEP	*	*	*	*	*	*	*	*
READING/LANGUAGE ARTS								
All	402	415	414	99.76	77.30	Yes	Yes	√
White	381	392	391	99.74	77.89	Yes	Yes	√
Black	19	21	21	100.00	63.15	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	286	292	291	99.66	71.57	Yes	Confidence Interval	√
Spec. Ed.	100	102	101	99.02	27.27	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY = Full Academic Year.

*** = 0 students in subgroups.**

**** = Below 10 students in subgroups.**

Passed
ATTENDANCE RATE = 95.5%

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	139	133	139	133	100.00	12.03	25.56	46.62	13.53	2.26
07	129	126	129	126	100.00	11.90	23.02	50.00	13.49	1.59
08	147	143	146	142	99.32	14.79	25.35	38.73	18.31	2.82

READING/LANGUAGE ARTS

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished
06	139	133	139	133	100.00	8.27	17.29	45.11	24.06	5.26
07	129	126	129	126	100.00	3.97	9.52	48.41	31.75	6.35
08	147	143	146	142	99.32	6.34	21.83	45.07	16.20	10.56

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%	7	6%	15	12%	75	61%	9	7%	10	8%	5	4%	123

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

Note: Eighty percent (80%) 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
55.31%	2003-04
51.35%	2002-03
43.85%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement

Summers 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: economically disadvantaged (SES) and special education (SE) 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 5.1.1. Achievement. However, the general education teachers needed training in working with special education students in their classrooms to improve instructional effectiveness and improve student achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Summers 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 school regularly scheduled events that recognized students, teachers, and parent volunteers. Student and teacher interviews indicated that these types of programs helped to promote an atmosphere in which the students and teachers are valued and respected.

6.1.5. Instructional strategies. The staff scheduled collaborative or co-teaching classes, particularly in reading/language arts and science classes. Special education teachers teamed with general education teachers and incorporated instructional modifications of the regular textbooks in working with students to master the Content Standards and Objectives (CSOs). This initiative is an excellent step in the improvement process but needs to be combined with training general education teachers in working with special education students.

Additional time was devoted to students who were deficient in mathematics and reading/language arts through the ninth period exploratory class. This allowed for personalized instruction. After-school tutoring groups taught by a certified teacher were available for mathematics skills for an hour a day, four days a week. Reading skills groups will be formed as soon as a teacher can be hired.

6.6.4. Teacher and principal internship. The school's mentoring program provided outstanding support to first-year teachers. Staff and administration at Summers Middle School put forth extensive time and effort to ensure that the mentoring program was a worthwhile endeavor for new teachers.

HIGH QUALITY STANDARDS

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

6.1. Curriculum

- 6.1.11. Guidance and advisement. Students were not provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

Supporting evidence (verbal or written) was not available to verify that the guidance counselors spend at least 75 percent of their time in direct delivery of services to students. Data were not available to show the counselors' involvement in test analysis. Furthermore, students interviewed individually and in small groups, reported that only a few of them had met with the counselor. The counselor was not able to relate incidences or examples of individual or group counseling. Students interviewed stated that the counselor did not do classroom counseling. The Team observed conflict resolution activities, but other counseling opportunities were not apparent.

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

A school system plan was not available or in place at the school for the implementation of West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*.

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' lesson plans were incomplete and lacked essential information for the delivery of the lessons and for a substitute to follow. Student performance in the economically disadvantaged (SES) and special education (SE) subgroups indicated that the principal needed to provide written feedback to teachers to improve instruction.

RECOMMENDATION

- 6.1.7. Library/educational technology access and technology application.** The lack of a school media center caused students to often go from classroom to classroom looking for Accelerated Reader books or other materials. The Team recommended that the administration pursue establishing a schoolwide media center.

Although many computers were available in classrooms and computer laboratories, the student computer use was limited throughout the day (other than the keyboarding laboratory). The Team recommended that a schedule be developed to meet State guidelines for student computer usage and the COMPASS program be used to improve instruction.

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 computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.

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

NONCOMPLIANCES	RECOMMENDED RESOURCES
6.1.11. Guidance and advisement.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

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 Summers Middle School and Summers County have the capacity to correct the identified deficiencies. The school system and school must review available resources and target them strategically to the teaching and learning process to improve student, school, and school system 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.

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, Summers Middle School was below standard in the areas listed.

- 17.1.1. School location.** The school site of 1 acre was less than the 11 acres recommended in Policy 6200. The location was not removed from undesirable noise and traffic.
- 17.1.3. Teachers' workroom.** The teachers' work area was not adequate.
- 17.1.5. Library, media and technology centers.** The Library/Resource/Media Center did not provide appropriate space, books, newspapers, periodicals, pamphlets, recordings, tapes, or other materials.
- 17.1.8. Grades 1-12 classrooms.** Storage was inadequate in Room 310.
- 17.1.10. Specialized instructional areas.**
- The art facility was not adequate in size and lacked the following: Hot water, counter space, mechanical ventilation, ceramic kiln, and black-out areas.
 - The music facility lacked a podium.
 - The physical education facility lacked a display case and a record player.

17.1.11. Grades 6-12 science facilities.

- Room 208 was not adequate in size and did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student; fire extinguisher, blanket, and emergency showers; balance cases; chairs/tables; and main gas shut-off.
- Room 216 did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student; fire extinguisher, blanket, and emergency showers; main gas shut-off; and adequate storage.
- Room 315 did not have the following: Sink, hot and cold water, gas; ventilation fume hood, demo table; laboratory workspace at 2.5 linear ft./student with sink, water, gas, and electricity; fire extinguisher, blanket, and emergency showers; and balance cases.

17.1.12. Grades 7-12 auditorium/stage facilities. The middle school stage did not have acoustical panels and film screens.

17.1.14. Food service. An adequate teachers' dining area was not provided. Food and non-food storage was inadequate.

17.1.15. Health services units. A health service unit of adequate size was not available. The following health service equipment and furnishings were inadequate: Curtained or small rooms with cots, bulletin board, scales, 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.

Given the achievement levels of students in the economically disadvantaged (SES) and special education (SE) subgroups, Summers Middle School and Summers County must implement curriculum and instruction that will improve students' achievement. Summers 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
81-301 Summers Middle School	Temporary Accreditation	6.1.11; 6.1.12; 6.2.3		September 1, 2005
			5.1.1 (SES/SE)	

Education Performance Audit Summary

The Team identified three (3) 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 one (1) recommendation.

Summers 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 Summers 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.