

OFFICE OF EDUCATION PERFORMANCE AUDITS

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

POTOMACK INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Potomack Intermediate School in Berkeley County on April 27, 2005.

A Follow-up Education Performance Audit of Potomack Intermediate School in Berkeley County was conducted April 27, 2006. The purpose of the follow-up 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
2003-2004**

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

216 POTOMACK INTERMEDIATE SCHOOL - Needs Improvement

Stephen Crowell, Principal

Grades 03 - 05

Enrollment 768

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	706	752	749	99.60	71.87	Yes	Yes	✓
White	661	698	695	99.57	72.83	Yes	Yes	✓
Black	19	24	24	100.00	63.15	NA	NA	NA
Hispanic	18	21	21	100.00	50.00	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	255	287	284	98.95	55.33	Yes	Confidence Interval	✓
Spec. Ed.	146	154	153	99.35	39.31	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	706	752	749	99.60	73.72	Yes	Yes	✓
White	661	698	695	99.57	75.11	Yes	Yes	✓
Black	19	24	24	100.00	57.89	NA	NA	NA
Hispanic	18	21	21	100.00	44.44	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	255	287	284	98.95	60.07	Yes	No	✗
Spec. Ed.	146	154	153	99.35	33.79	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.5%**

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

216 POTOMACK INTERMEDIATE SCHOOL - Passed

Stephen Crowell, Principal

Grades 03 - 05

Enrollment 580

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	703	782	781	99.87	77.06	Yes	Yes	✓
White	657	718	717	99.86	77.59	Yes	Yes	✓
Black	17	23	23	100.00	82.35	NA	NA	NA
Hispanic	26	38	38	100.00	61.53	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	232	275	274	99.63	67.09	Yes	Yes	✓
Spec. Ed.	121	135	135	100.00	51.23	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	703	782	781	99.87	83.33	Yes	Yes	✓
White	657	718	717	99.86	83.53	Yes	Yes	✓
Black	17	23	23	100.00	88.23	NA	NA	NA
Hispanic	26	38	38	100.00	76.92	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	232	275	274	99.63	73.16	Yes	Yes	✓
Spec. Ed.	121	135	135	100.00	54.54	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Potomack Intermediate School failed to achieve adequately 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 students (SES) and special education students (SE). 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 Potomack Intermediate School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Potomack Intermediate School achieved AYP in the SES subgroup in mathematics only by application of the confidence interval. It is further noted that the racial/ethnicity Hispanic (H) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts and mathematics and the racial/ethnicity black (B) subgroup in reading/language arts as well. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and vigorously work toward their increased achievement and closing the achievement gap.

FOLLOW-UP REVIEW

COMPLIANCE. Potomack Elementary School achieved adequate yearly progress (AYP) in all subgroups in the 2004-2005 school year.

Some of the activities completed by the staff to improve student achievement included the following:

- 1. After-school tutoring. Approximately 180 students, including special education students, participated in the tutoring program.**
- 2. Two new computer laboratories with mathematics and reading programs and the associated training were provided for the staff.**
- 3. Effective staff development was conducted for all staff members.**
- 4. Two literacy coaches were added to the staff.**
- 5. Special education students were included in general education classes with co-teachers.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

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)

Nine Multiple staff members lacked the appropriate certification.

FOLLOW-UP REVIEW

COMPLIANCE. Some of these staff members were no longer on the school staff, and the remaining cited staff members held appropriate certification.

RECOMMENDATIONS

- 6.1.2 High expectations.** Special Education teachers were not closely incorporated into the development of the curriculum as they should have been. The Team recommended that all teachers be involved with the development and implementation of the curriculum, especially because of the special education (SE) subgroup achievement.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The inclusion (special education) teachers were meeting with the general education teachers for joint planning in curriculum and instruction. The special education students were included in class activities and in the general education homerooms.

- 6.1.7. Library/educational technology access and technology application.** The Team found a lack of technological tools and software in the regular classrooms. The Team recommended that classroom computers have regular upgrades and maintenance.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school received a new computer laboratory and a new portable computer laboratory with up-to-date operating systems. The older computers in classrooms were also receiving newer operating systems.

6.1.12. Multicultural activities. There was no county multicultural plan at the school. The Team recommended that the existing multicultural activities be compiled into a schoolwide plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

Note: During the course of the Education Performance Audit, the Team determined that the school administration and staff were fully aware of the deficiencies of the school as they pertain to the economically disadvantaged (SES) and special education (SE) subgroups and were taking the appropriate steps to overcome these issues. The staff was working diligently and effectively to address the issues and were applying proper teaching methods and practices necessary to increase student achievement.

FOLLOW-UP CONCLUSION

The steps used by the school to overcome deficiencies in the economically disadvantaged (SES) and special education (SE) subgroups had been effective enough to bring both these groups up to adequate yearly progress (AYP) for the 2004-2005 school year. The Team believes that the school will continue improvement.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. 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 Potomack Intermediate School and Berkeley County have the capacity to correct the identified deficiency.

FOLLOW-UP CONCLUSION

All the cited deficiencies had been corrected.

- 16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

The Team found that the principal and educators at Potomack Intermediate School had introduced and applied programs to improve achievement of students in the racial/ethnicity black (B) in reading/language arts, racial/ethnicity Hispanic (H), and economically disadvantaged (SES) subgroups. Berkeley County also plans to expand programs for Hispanic students during the 2005-2006 school year. The school staff had approached achievement issues in a serious and aggressive manner. Consequently, the Team believes that Potomack Intermediate School and Berkeley County have the capacity to improve students' achievement and achieve adequate yearly progress (AYP).

Provided that the school fails to achieve AYP or show progress in the subgroups on the 2005 WESTEST, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Department of Education school improvement team provide assistance to this school.

FOLLOW-UP CONCLUSION

The school achieved adequate yearly progress (AYP) in all subgroups on the 2005 WESTEST.

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.

17.1.10. Specialized instructional areas. The art facility did not have a ceramic kiln or black-out areas. The physical education facilities did not have a display case, bulletin board, or seating available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the June 2005 Draft Report with the exception of the following:

17.1.10. Bulletin boards had been installed in the physical education facilities. Some folding chairs were available for seating in the physical education facilities.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-216 Potomack Intermediate	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Berkeley County School System and continue the Full Accreditation status of Potomack Intermediate School