



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PHILIPPI ELEMENTARY SCHOOL**

**BARBOUR COUNTY SCHOOL SYSTEM**

**MAY 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Philippi Elementary School in Barbour County was conducted on October 15, 2007.

A Follow-up Education Performance Audit of Philippi Elementary School in Barbour County was conducted March 27, 2009. 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

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

### 02 BARBOUR COUNTY

Dr. DeEdra Lundeen, Superintendent

### 204 PHILIPPI ELEMENTARY SCHOOL – Needs Improvement

David Neff, Principal

Grades K - 05

Enrollment 354 (2<sup>nd</sup> month 2006-2007 enrollment report)

### WESTEST 2006-2007

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
<b>Mathematics</b>								
All	156	171	169	98.83	56.49	Yes	Confidence Interval - Averaging	✓
White	147	162	160	98.76	58.62	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	115	130	128	98.46	50.44	Yes	No	✗
Spec. Ed.	29	33	32	96.96	32.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	156	171	169	98.83	66.23	Yes	Confidence Interval - Averaging	✓
White	147	162	160	98.76	68.96	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	115	130	128	98.46	60.17	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	29	33	32	96.96	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.3%**

**02 BARBOUR COUNTY**  
Dr. DeEdra Lundeen, Superintendent  
**204 PHILIPPI ELEMENTARY SCHOOL – Needs Improvement**  
Connie Mundy, Principal  
Grades K - 05  
Enrollment 420 (2<sup>nd</sup> month 2008-2009 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
<b>Mathematics</b>								
All	155	163	162	99.38	58.44	Yes	No	X
White	148	155	154	99.35	60.54	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	117	124	123	99.19	55.17	Yes	Safe Harbors	✓
Spec. Ed.	32	33	32	96.96	32.25	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	155	163	163	100.00	61.29	Yes	Confidence Interval - Averaging	✓
White	148	155	155	100.00	63.51	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	117	124	124	100.00	56.41	Yes	No	X
Spec. Ed.	32	33	33	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 97.8%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

Philippi Elementary School failed to achieve adequately yearly progress (AYP) in the economically disadvantaged (SES) subgroup for mathematics. The county curriculum staff and school staff are urged to address this subgroup in the school's Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Philippi Elementary School achieved AYP for the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and the AS and SES subgroups in reading/language arts only by application of the confidence interval/averaging. Also, the school achieved AYP in the W subgroup in reading/language arts subgroup by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 53.06 percent in mathematics and 38.78 percent in reading; Grade 4 – 43.75 percent in mathematics and 29.17 percent in reading; Grade 5 – 35.08 percent in mathematics and 33.33 percent in reading. These scores have implication for the strategic plan and school improvement.

Philippi Elementary School scored below West Virginia and Barbour County on the 2006-2007 Grade 4 Writing Assessment. West Virginia reported 70 percent of students at or above mastery, as compared with 63 percent for Barbour County and 54 percent for Philippi Elementary School. The school must develop a writing rubric that addresses the West Virginia Writing Assessment.

The following professional development and/or training opportunities were provided.

1. Language Arts/Writing Curriculum and Benchmark Assessments.
2. Co-Teaching.
3. Reading Advantage Intervention Program.
4. Professional Learning Community.
5. WESTEST Data Analysis.
6. Mathematics Curriculum Mapping and Benchmark Assessments.
7. Internet Safety.
8. Classroom Performance System.
9. Macmillan Textbook and Technology Training.

10. Informal Reading Screenings and Spelling Inventories.
11. DIBELS Reading Screening.
12. Safe and Drug Free Schools Training.

### **FOLLOW-UP REVIEW**

**STANDARD NOT MET.** Philippi Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) subgroups in mathematics and the economically disadvantaged (SES) subgroup for reading/language arts. The school staff, with direction from the principal and assistance from the superintendent and county staff, has analyzed student weaknesses in reading and mathematics and designed instructional strategies to address these student achievement weaknesses. Grade level teams, along with the Title I teachers, meet at least twice monthly to monitor student progress and adjust instruction and groupings to address student needs. This constant monitoring and modifying of instruction is designed to improve student achievement and bring the school into compliance with the AYP requirements.

The writing component of the Harcourt reading program has been adopted as the writing rubric to be used by all teachers in Grades K-5. The teachers in Grades 4 and 5 also use the West Virginia Writing Rubric in their student writing program.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SES)

##### 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 Team observed inconsistencies among the faculty members concerning lesson plans and teaching their subject area content standards and objectives (CSOs). At least six teachers could not explain how the CSOs were utilized to guide their classroom instruction.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** A compact disc (CD) containing the new content standards and objectives (CSOs) has been provided to each teacher. These are kept in the lesson plan books for reference. Curriculum maps, which list all the CSOs to be addressed in each teacher's class, have been prepared and are used by teachers when they prepare lesson plans to ensure all CSOs are taught. Progress reports to parents are standards (CSOs) based, and report cards have been redesigned to show standards that have been mastered, partly mastered, etc. Student mastery of CSOs is tracked by teachers in their grade books. Instruction at Philippi Elementary School is now guided by the CSOs in all classrooms.

##### 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 observed a lack of planned writing activities across the curriculum and an evaluation of student progress in mastering writing skills. The Team did not see any writing activities during the day of the education performance audit or any type of a rubric to assess the West Virginia Writing Assessment. Given the lower percentage of students at or above mastery, it is imperative that measures be taken to adequately address the components of the West Virginia Writing Assessment and provide instruction in writing as part of every child's educational curriculum.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** All teachers now teach writing and use the rubric from the reading program and/or the West Virginia Writing Assessment rubric. The Team

noted examples of student writing throughout the school and reviewed a sampling of student writings.

**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)**

Although technology was available and well maintained, Team interviews and classroom and computer laboratory observations revealed little evidence of teacher and/or student technology use within the individual classrooms or in the computer laboratory. Classroom and computer laboratory usage logs were not available to show computer usage.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** A technology integration specialist (TIS) has been added to the staff of Philippi Elementary School through grant funds. With the assistance of the TIS, the teaching staff has become proactive in using technology in their instruction. Most teachers were using web based programs designed by textbook companies to improve student learning opportunities. The computer lab was fully scheduled with all classes having the opportunity to work in the lab. The school was working toward getting funding for more computer laboratories. The computer lab in the media center was being updated. Staff has been trained in TechSteps. Team visits to the computer lab and classrooms and interviews with teachers verified technology was now being extensively used throughout the school.

**7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

Classroom instruction was frequently interrupted for intercom announcements and students being pulled out for supplemental services. These frequent intercom interruptions were intrusive and made it difficult for the students to concentrate on the classroom instruction. Students were removed from the core classes for services that included counseling, speech, and special education remediation. This again affected the flow of instruction and appeared to lack a systematic approach. The principal, appropriate county office staff, and supplemental service providers need to develop an approach for delivering these services that does not impede teaching and learning.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Access to the intercom for announcements is controlled by the principal and there has been very limited use of the intercom this year. A log of



intercom use is kept and shows it being used 12 times during instructional time this year (2008-09). The reading and math instructional blocks are not interrupted unless there is an emergency. Students are not removed from class for other services during the reading and math instructional blocks. Schedules were developed for the supplemental services that required students to be removed from the regular classrooms. Students know the schedules and move in and out of the classrooms with minimal disruption.

## **7.2. Student and School Performance**

**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)

It was reported that some teachers with group planning kept different classes on the same pace. This practice appeared to be in place for teacher comfort rather than student need. Additionally, this did not allow for individual student differences in achievement from classroom to classroom. Each grade level team had group planning. This planning time needed to be better utilized to address student needs.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Grade level teachers work together and share ideas and strategies for instruction, but each teacher prepares multiple lessons for several groups of students in their room. These plans are based upon student needs as shown by the bimonthly DIBELS assessments.

**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)

All staff had WESTEST data at their disposal; however, some teachers could only discuss how the WESTEST results were used for whole class instruction but could not discuss how results were used for individual students. All teachers must be intimately aware of individual student needs to assure that curricular delivery will provide the highest level of student achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Staff analyzed the WESTEST results and used this information as the starting point for instruction for each student. Teachers used the DIBELS

assessment program to continually assess student achievement. Instruction and classroom groupings were frequently adjusted to address current student needs.

#### **7.4. Regulatory Agency Reviews**

**7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

One item on the 4-17-07 Barbour County Department of Health report had not been corrected. Carpet in the media room had not been replaced.

Two items on the 6-4-07 Food Establishment Inspection Report had not been corrected. Ceiling tiles in the lunchroom had not been replaced and the dumpster lid had not been closed.

#### **FOLLOW-UP REVIEW**

#### **COMPLIANCE.**

#### **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)**

Due to the number and degree of deficiencies found at Philippi Elementary School, the Team determined the central office administration, the West Virginia Department of Education, and RESA VII needed to assist the building administrator in the operation of the school. The principal must be the curricular leader of the school and ensure that all students receive a high quality education to increase student achievement.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Philippi Elementary School received a new principal at the beginning of the 2008-2009 school year. The principal received assistance from the county superintendent and central office staff as she reorganized the school. The principal involved the staff in efforts to reorganize to improve student achievement. Interviews with several teachers and observations in classrooms were used to evaluate the effectiveness of the school leadership. There

appeared to be unanimous support from the school staff for the new school leadership. The school was running smoothly and good instructional strategies were being used in all classrooms the Team visited.

## **RECOMMENDATION**

**7.1.11. Guidance and advisement.** With an enrollment of 370 students, and the services of 1/4<sup>th</sup> counselor time, the Team believed that the school needed further assistance. The counselor provided excellent services while at the school; however, her schedule limited services. The Team recommended that Philippi Elementary School and Barbour County investigate means to provide additional counseling services.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION PARTIALLY FOLLOWED.** The school and county investigated ways to provide additional counseling services, but they were unable to find enough funding to provide additional services.

## 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 Philippi Elementary School in providing a thorough and efficient system of education. Barbour 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 Barbour 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.**

All staff must be properly using the West Virginia Content Standards and Objectives (CSOs) to ensure student success. Teachers must be provided individual student data and staff development on the proper use of this data.

West Virginia Writing Assessment scores must become a priority for Philippi Elementary School. All staff must conduct writing assignments at least weekly and provide written feedback to all students, based on an effective rubric that is aligned with the Statewide Writing Assessment.

### **FOLLOW-UP CONCLUSION**

All teachers have been provided copies of a CD which contains the West Virginia Content Standards and Objectives (CSOs) that they use to review the CSOs for their grade levels. Curriculum maps, which contain all the CSOs for each subject, have been prepared to help teacher pace their instruction to ensure all CSOs are taught. Teachers plan their instruction around the CSOs and report student progress to parents with a form that allows the report to show CSOs mastered by the student. The curriculum at Philippi Elementary School is now guided by the West Virginia 21<sup>st</sup> Century Content Standards and Objectives.

The staff is emphasizing writing across the curriculum with writing in all classes at least weekly. Teachers are using the writing rubric that is part of the core reading program in all grades. Teachers are also using the West Virginia Writing Assessment Rubric in grades 4 and 5.

## **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 Philippi Elementary 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.**

The Team determined that Philippi Elementary School and Barbour County have not demonstrated the capacity to correct the identified deficiencies. However, the capacity must be developed in all areas to provide quality services to increase student achievement. Also, Philippi Elementary School must continue to address the special education scores in mathematics and reading/language arts although the number (N) is below 50. The Team recommended that the Barbour County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA VII in developing the school's capacity to improve the school's achievement of all students.

### **FOLLOW-UP CONCLUSION**

Philippi Elementary School has a new principal this year. The new principal has brought new ideas and new ways of doing things to the school. Major changes have been made in the organization and operation of the school that have already or soon should correct all the deficiencies cited by the OEPA Audit Team. All members of the school staff interviewed by the Follow-up Team were supportive of the changes at the school and felt the changes would improve classroom instruction and student achievement this year and in years to come. It appears Philippi Elementary School and Barbour County now have the capacity to bring substantial improvements to student achievement at Philippi Elementary School.

## 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.

- 19.1.10. Specialized instructional areas.** The music facilities were not located away from quiet areas of the building and did not have acoustical treatment. The physical education facilities did not have a display case or a ceiling height of 24 feet.

### FOLLOW-UP CONCLUSION

No change.

## **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) subgroup and the number of individual cells meeting adequate yearly progress (AYP) through the application of the confidence interval/averaging, Philippi Elementary School and Barbour County must implement high yield instructional practices and instruction that will improve students' achievement. It will be increasingly difficult for the school to achieve AYP in any of the applicable subgroups without substantive interventions.

The Office of Education Performance Audits recommends that the West Virginia Department of Education, Office of School Improvement, assist Philippi Elementary School in increasing student achievement.

### **FOLLOW-UP TEAM SUMMARY**

Staff development has been provided to the faculty of Philippi Elementary School in the areas of effective instructional strategies to improve student achievement. These effective instructional strategies are being implemented in teachers' classrooms throughout the school. The faculty has been trained in using the DIBELS program to assess student progress and use this program to assess student progress twice monthly. After each assessment, teachers identify student weaknesses. Grade level teachers and Title I teachers meet together to plan strategies that will address the identified student weaknesses. These strategies are implemented in various ways, including regrouping for instruction, within the classrooms. This process permits teachers to identify student weaknesses quickly and apply instructional interventions to address these weaknesses in a timely manner.

### SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
02-204 Philippi Elementary	Conditional Accreditation		5.1.1.	May 31, 2012

#### Education Performance Audit Summary

W.Va. Code §18-2E-5(n) School accreditation. (3). provides Conditional accreditation status shall be given to a school when the school's performance and progress are below the level required for full accreditation, but the school's electronic strategic plan . . . has been revised to improve performance and progress by a date certain and the plan is meeting the objectives and timeline specified in the revised plan.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade the accreditation status of Philippi Elementary School from Temporary Accreditation to Conditional Accreditation with a May 31, 2012 Date Certain to achieve adequate yearly progress (AYP).