



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HILLSBORO ELEMENTARY SCHOOL**

**POCAHONTAS COUNTY SCHOOL SYSTEM**

**JANUARY 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced (five days in advance) Education Performance Audit of Hillsboro Elementary School in Pocahontas County was conducted October 15, 2009. 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 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 – Monica Beane, Assistant Director, Office of Instruction

West Virginia Department of Education Team Leader – Jared Hughes, Coordinator, Office of Institutional Education Programs

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Linda E. Sears	Elementary School Principal	Frametown Elementary School Braxton County

### SCHOOL PERFORMANCE

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

#### 69 POCAHONTAS COUNTY

Dr. J. Patrick Law, Superintendent

#### 101 HILLSBORO ELEMENTARY SCHOOL – Passed

Leonard R. Paranac, Principal

Grades PK - 05

Enrollment 100 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	42	42	42	100.00	64.28	Yes	Confidence Interval	✓
White	42	42	42	100.00	64.28	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	58.82	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	42	42	42	100.00	71.42	Yes	Averaging	✓
White	42	42	42	100.00	71.42	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	67.64	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 93.8%**

**69 POCAHONTAS COUNTY**  
Dr. J. Patrick Law, Superintendent  
**101 HILLSBORO ELEMENTARY SCHOOL – Passed**  
Terrence Beam, Principal  
Grades PK - 05  
Enrollment 103 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	34	40	40	100.00	55.88	Yes	Confidence Interval	✓
White	34	40	40	100.00	55.88	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	29	29	100.00	54.16	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	34	40	40	100.00	41.17	Yes	Confidence Interval	✓
White	34	40	40	100.00	41.17	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	29	29	100.00	37.50	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 94.8%**

HILLSBORO ELEMENTARY SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	13	7	13	7	100.00	0.00	28.57	57.14	14.29	0.00	71.43
04	17	17	17	17	100.00	0.00	52.94	35.29	11.76	0.00	47.06
05	10	10	10	10	100.00	0.00	40.00	60.00	0.00	0.00	60.00

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	13	7	13	7	100.00	14.29	57.14	14.29	14.29	0.00	28.57
04	17	17	17	17	100.00	0.00	70.59	29.41	0.00	0.00	29.41
05	10	10	10	10	100.00	0.00	30.00	70.00	0.00	0.00	70.00

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

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Met Standard.**

#### **5.1.1. Achievement.**

**Hillsboro Elementary School, with a number (N) less than 50 in all subgroups, achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by application of the confidence interval. All subgroups declined in the percent proficient from the 2007-2008 school year to the 2008-2009 school year with a substantial decline in reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans 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 – 28.57 percent in mathematics and 71.43 percent in reading; Grade 4 – 52.94 percent in mathematics and 70.59 percent in reading; Grade 5 – 40 percent in mathematics and 30 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. SAT Process Training.
2. WESTEST 2 Analysis.
3. Writing Roadmap.
4. Creative Writing Workshop.
5. McKenney-Vento Training.
6. Special Education – Procedures Concerning Student Data.
7. RESULTS Book Study.
8. Preschool Special Needs Workshop.
9. Odyssey.
10. Touch Math Workshop.

## **EDUCATION PERFORMANCE AUDIT**

### **INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS**

**The Education Performance Audit Team reported that Hillsboro Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). A prominent initiative and activity included the following.**

**7.8.1. Leadership.** The Team commended the principal for his commitment to implementing change and the desire to stabilize administration. The staff members interviewed, expressed their confidence in the principal as an instructional leader and their desire to retain him as the school leader. Five principals served the school in the past nine years.

The Team further commended the principal for his excellent communication skills with students, parents, and staff. Parents interviewed reported that the principal was a “welcome change” and was “really making the school a great place this year.”

## **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

### **7.1. Curriculum**

**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 observed two teachers who did not exhibit high expectations for all students and not encouraging higher order thinking/learning skills. The Team observed students completing worksheets and at times doing nothing because they had not been given adequate instructions prior to working individually.

While these two teachers had lesson plans and the principal reviewed the plans, the plans contained limited evidence of varied instructional strategies and high expectations for all students.



**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team found that classroom management was an area of weakness for two teachers. This created an environment that was not conducive to learning nor one of high expectations for student achievement.

The Team members, on three separate occasions, observed the following areas of concern in various classrooms.

1. Teacher A – The teacher appeared to have a negative attitude, spoke in a loud voice, and was never observed smiling or uttering a positive comment to a student. This teacher left the room to monitor students in the restroom; leaving multiple students unattended in the classroom. The Team observed that this teacher used poor grammar and did not correct students' improper grammar. The teacher said "[I] made lesson plans last night" and the teacher was reading the wrong story. One Team member observed this teacher for 15 minutes. During this time, the teacher scolded Student 1 four times, Student 2 five times, Student 3 two times, and Student 4 one time.

During another Team member's observation, for a period of 25 minutes, the teacher verbalized to the class, "It is your choice, as long as it has to do with reading something" during the 90 minute reading block. She began working with a group of three students at a table. Two students were unsure of their assignment. One girl raised her hand at 11:06 a.m. At 11:12 a.m., the student said, "I give up, my arm is falling asleep." At 11:13 a.m., the student raised it again and went unnoticed by the teacher or the interventionist. At 11:15 a.m., she said, "I'll just go up and ask her." When she asked the teacher what she was supposed to be doing, the teacher responded, "Sequencing, go ask (student name)." After asking the other student, she returned to her seat and told her classmate, "I don't know what we are supposed to do." During this time, the teacher was scolding another student, "I don't wanna hear you, [set] (sic) there and be quiet!" She directed him to sit at the table with her group. When he tried to participate with the group, the teacher scolded him, "You are not in the group . . . you are just [setting] (sic) here." Later, she scolded this student again, "You're just up here so you don't get wound up tight . . . you're on your own . . . you can read." Again, the teacher scolded this student, "[Set] (sic) there and be quiet, you're not disrupting my group!"

2. Teacher B – A Team member observed this teacher using cues at lower levels. The classroom management style distracted from learning as students seemed to talk freely about non-curriculum issues (social) and were not on task. The Team observed improper implementation of the Everyday Math program, which is researched-based and the program must be followed explicitly. Another Team member observed the teacher during the Grade 5 class and reported it was out of control. Students were not on task and questioned what they were to do, with the teacher responding, "If you listened, you would know what to do." While most students were talking

out of turn, one student was scolded four times and another student was scolded one time.

**7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

The Team found the special education teachers were not providing full instructional day services to an autistic/blind student. In the morning, the student was with an aide, in isolation. In addition, students were not provided occupational therapy according to teacher interviews. At least one student had an obvious need for occupational therapy.

**7.1.12. 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)**

The Team found that a Multicultural Plan was not in place. In addition, teachers could not verbalize multicultural activities nor did the lesson plans indicate multicultural activities for students.

## **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.**

Teachers could not verbalize the school goals identified in the Five-Year Strategic Plan. The principal indicated he was submitting the document on the day of the Education Performance Audit. The Team observed a print out of the three goals for 2009-10 (dated 10-15-09) on two teachers' desks; however, these two teachers could not discuss the goals during teacher interviews.

## **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)**

Two items from the most recent West Virginia Department of Agriculture Donated Foods Program (04-28-09) had not been corrected: 1. Wooden shelving and rack in dry storage in poor repair and needed to be replaced and 2. Dry storage was in excess of 70 degrees.

**7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

**7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

The Team found that no two-way communication plan was in place for emergency situations. When a seriously disabled student had a negative reaction three adults were required to restrain the student. No system was in place to contact the office, except sending a student to the office. The Team recommended that a system of two-way communication to the office (or perhaps two-way radios) be installed.

The Team found a room in the school building dedicated to the Senior Citizens of the community. No system was in place for ensuring a background check had been conducted nor was there supervision for these visitors when they were in the building. The Team recommended that a plan be devised for monitoring individuals entering and leaving the building to provide a safe environment for all students and staff.

The Team found that professional development attendance records were maintained at the school level. The Team recommended that the central office and the administration collaborate in maintaining a centralized record of professional development for teachers.

**7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

The Team found there was no password on the wireless Internet in the school, as required in Policy 6200 Section 302.081. All wireless implementations shall be secured with encryption.

## 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 Hillsboro Elementary School in providing a thorough and efficient system of education. Pocahontas 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 Pocahontas 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.**

Given the low number of teachers at the school, the number of classroom management and learning environment issues was a major concern. The principal must actively pursue high quality, research-based staff development for all staff and aggressively address these issues. All students must be encouraged to do their best in a low stress, nurturing environment. Poor statewide assessment scores will continue to plague the school until high expectations and appropriate classroom management techniques are prevalent across all grade levels.

### **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 Hillsboro 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 new principal has a proven record of school improvement from his previous school and a vision for the school to increase student achievement. The Team believed that he has the ability to correct the issues in this report, increase morale, and improve student achievement.

The Team recommended that the Pocahontas County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support 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.**

- 19.1.5. Library/media and technology center.** Computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, and space for technology, including computer laboratories, were not provided.
- 19.1.10. Specialized instructional areas.**

The art facility did not have instructional boards or a ceramic kiln.

The music facility was not of adequate size, did not have adequate storage, and did not have the following equipment and materials: Bulletin board, music chairs with folding arms, podium, piano, instructor's station, and acoustical treatment.

The physical education facility did not have provisions for two or more teaching stations, a data projector or a 50 inch screen monitor, network connection, internet access, audio equipment, and a ceiling height of 20-24 feet.

- 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 room with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and locked medication box.

### **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.

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 eight high quality standards necessary to improve performance and progress.

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.12. Multicultural activities.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.4.1. Regulatory agency reviews.
- 7.7.1. School rules, procedures, and expectations.
- 7.7.2. Policy implementation.

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

Hillsboro Elementary School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Hillsboro Elementary School in improvement efforts.

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 Hillsboro Elementary School and Pocahontas County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.