



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

JUNIOR ELEMENTARY SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Junior Elementary School in Barbour County was conducted March 15, 2011.

A Follow-up Education Performance Audit of Junior Elementary School was conducted March 12, 2012. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

02 BARBOUR COUNTY

Jeff Kittle, Superintendent

202 JUNIOR ELEMENTARY SCHOOL – Passed

Jennifer Swift, Principal

Grades PK - 05

Enrollment 120 (2nd month 2008-2009 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
Mathematics								
All	42	43	43	100.00	59.52	Yes	Yes	✓
White	40	41	41	100.00	62.50	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	28	28	100.00	40.74	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	42	43	43	100.00	52.38	Yes	Confidence Interval	✓
White	40	41	41	100.00	55.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	28	28	100.00	37.03	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.8%

02 BARBOUR COUNTY
Jeff Kittle, Superintendent
202 JUNIOR ELEMENTARY SCHOOL – Passed
Jennifer Swift, Principal
Grades PK - 05
Enrollment 126 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	41	42	42	100.00	24.39	Yes	Confidence Interval	✓
White	40	41	41	100.00	25.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	32	32	100.00	6.45	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	41	42	42	100.00	14.63	Yes	Confidence Interval	✓
White	40	41	41	100.00	15.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	32	32	100.00	3.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.8%

02 BARBOUR COUNTY
Dr. Joe Super, Superintendent
202 JUNIOR ELEMENTARY SCHOOL – Needs Improvement
Jennifer Swift, Principal
Grades PK - 05
Enrollment 133 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	46	51	51	100.00	19.56	Yes	No	X
White	46	51	51	100.00	19.56	Yes	NA	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	36	41	41	100.00	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	46	51	51	100.00	10.86	Yes	No	X
White	46	51	51	100.00	10.86	Yes	NA	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	36	41	41	100.00	2.77	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

To determine adequate yearly progress (AYP) of a school with a number (N) less than 50 in any subgroup, the performance of the all students (AS) subgroup is averaged for three years. The percent proficient of all subgroups was very low, especially the economically disadvantaged (SES) subgroup. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 84.62 percent in mathematics and 92.31 percent in reading; Grade 4 – 83.33 percent in mathematics and 100.00 percent in reading; Grade 5 – 62.50 percent in mathematics and 68.75 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. The Power of Words.
2. Building Fluency.
3. Strengthening Tier 3 Interventions.
4. Data Transition Meetings.
5. APL Training.
6. Curriculum Alignment.
7. WESTEST2 Analysis.
8. TechSteps.
9. WESTEST On-line Writing Assessment.
10. LETRS Modules 6 and 11.
11. Data Management.
12. Managing K-03 Literacy Book.
13. Introduction to Everyday Math.
14. Florida Centers Using Activities Tier 2.
15. Visualizing and Verbalizing.
16. Positive Behavior Management.
17. Mathematics ACUITY.
18. Creative Curriculum Gold Training.

FOLLOW-UP REVIEW

ACHIEVED STANDARD.

According to the federal No Child Left Behind (NCLB) specifications for adequate yearly progress (AYP), this was the 1st year that the school failed to achieve AYP in one or more subgroups designated in 5.1.1. Achievement. Therefore, the school met the standard for full accreditation status. Junior Elementary School continued to decline in the percent of students scoring proficient on the WESTEST2.

The school staff implemented the following instructional activities designed to improve student learning.

1. Twenty minute tutoring sessions in all subjects for students who arrive early to school and/or leave school late.
2. A Support for Personalized Learning (SPL) program.
3. A thirty minute writing block.
4. The County Literary Coach assists teachers with student writing one-half day per week.
5. A one hour and fifteen minute critical skills tutoring class after school for Grade 3 students.

The principal reported the following professional development and/or training opportunities had been provided.

1. WESTEST2 results analysis with focus on how to use the results to improve classroom instruction.
2. Training in Acuity.
3. Training in WV Writes.
4. Classroom Management Training.
5. Writing Strategies.
6. Training in Classroom Use of Technology.
7. Teaching Writing and Math Across the Curriculum.
8. Read Naturally.
9. DIBELS Training.
10. Number Sense.
11. Next Generation CSOs.
12. Curriculum Mapping and Alignment.
13. Project Based Learning (PBL).
14. Teach 21.
15. Positive Behavior Management.
16. Beginning Teacher Classroom Management.
17. Ruby Payne.
18. Best Practices in Teaching Reading Comprehension.
19. Reading Strategies.
20. LETR Program.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

Grades 2 and 3 did not have the required amount of instructional time daily. Grade 2 had 310 minutes due to no transitional time for students going to specialists. Grade 3 had 255 minutes due to a time at the end of the day where students could choose recess instead of instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed classroom schedules and interviewed teachers and confirmed that the instructional day exceeded 330 minutes for all students.

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)

Two teachers' lesson plans would have been difficult for a substitute teacher to follow due to a lack of content. Sufficient information must be included in all lesson plans for a substitute teacher to follow to provide continuity in instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the principal and teachers and reviewed lesson plans and found the lesson plans were comprehensive and could be followed by a substitute teacher.

RECOMMENDATIONS

- 7.1.6. Instruction in writing.** While writing instruction was occurring buildingwide, a formal writing process was not in place to address the WESTEST2 writing assessment. The Team recommended that a formalized writing process be implemented to ensure student mastery on the writing assessment.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The principal and staff formalized writing into a 30 minute writing block each day for all grade levels. The county literacy coach provided assistance to teachers in implementing the writing program. Teachers also showed instruction in writing activities in their lesson plans.

- 7.1.11. Guidance and advisement.** The school had a counselor one half day a week. Teachers reported that they would like to have more counseling time and the Team believed that the students would benefit from additional counseling services. The Team recommended that Barbour County investigate means to increase counseling services.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The school and county staff considered means to increase counseling services but were unable to find ways to do so.

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 Junior 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.

The principal, who was highly organized, was in her first year of administration, and was splitting time between two schools in the county. She was highly aware of the needs of the school and had implemented high quality staff development and was monitoring the instruction in the building. The teachers were organized and kept all students on task throughout the day of the Education Performance Audit. The Team believed that with the dedication of the teachers, the leadership of the principal, and the staff development student achievement will increase.

FOLLOW-UP REVIEW CONCLUSION

The principal and teaching staff continued to attend numerous staff development activities designed to increase student achievement. Student achievement as measured on WESTEST2 continued to decline. The staff has expended extensive effort to improve student performance.

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 Junior 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.**

Given the abilities of the principal and the dedicated staff, the Team believed that Junior Elementary School has the ability to develop capacity to correct the deficiencies found and to increase student achievement.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

FOLLOW-UP REVIEW CONCLUSION

The deficiencies reported in the Office of Education Professional Audit Report had been corrected. Student achievement continued to be a problem as the WESTEST2 scores showed a further decline in all subgroups in both mathematics and reading/language arts.

Although the Team found that Barbour County School District and Junior Elementary School had targeted resources strategically through the electronic strategic plan, professional development, student tutoring, Grade 3 critical skills tutoring class, and other initiatives, the school was unable to realize the capacity to improve student and school performance.

The Office of Education Performance Audits recommends that the West Virginia Department of Education, Office of School Support, provide intensive support and assistance to this 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.

- 19.1.1. School location.** The school site was not five acres.
- 19.1.3. Teachers' workroom.** A teachers' workroom of adequate size was not provided.
- 19.1.4. Counselor's office.** A designated counselor's office was not provided.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.8. Grades 1-12 classrooms.** Communication technologies (intercoms) were not provided for all classrooms. Room 124 (Title I) was not of adequate size.

- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms and did not have the recommended equipment and materials. The music facility did not have music chairs with folding arms, music stands, a podium, an instructor's station, or acoustical treatment. The physical education facility did not have a drinking fountain.
- 19.1.14. Food service.** A teachers' dining area of adequate size and a locker/dressing room was not provided.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report.

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 decline in achievement levels of all subgroups, Junior Elementary School and Barbour County must implement high yield instructional practices and instruction that will improve students' achievement. While the Team believed the principal was an excellent curriculum leader, Barbour County must actively pursue assistance from RESA 7, 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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The principal reported that the Barbour County School District Central Office staff assisted in revising and updating the Five-Year Strategic Plan that included action steps to improve instruction and student learning and relevant professional development. RESA 7 provided staff training with technology and its use in classroom instruction, particularly with MOBI and WhiteBoards. RESA 7 also provided training in using TechSteps. The West Virginia Center for Professional Development (CPD) provided Ruby Payne training, math training, and the Beginning Teachers' Academy for the new teachers.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Junior Elementary School	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Junior Elementary School. The OEPA further recommends that the West Virginia Department of Education, Office of School Improvement, provide intensive support to this school.