



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

JUNIOR ELEMENTARY SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

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

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 concentrated on the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Dennis J. Albright	Superintendent	Braxton County Schools
Susan N. Braithwaite	Middle School Assistant Principal	Capon Bridge Middle School Hampshire County
Paul Joe Hoskins	Elementary School Principal	Burnsville Elementary School Braxton County

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%

JUNIOR ELEMENTARY SCHOOL

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	Proficient
03	13	13	13	13	100.00	46.15	38.46	7.69	7.69	0.00	15.38
04	13	12	13	12	100.00	41.67	41.67	8.33	8.33	0.00	16.67
05	16	16	16	16	100.00	31.25	31.25	25.00	12.50	0.00	37.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	13	13	13	13	100.00	84.62	7.69	0.00	7.69	0.00	7.69
04	13	12	13	12	100.00	66.67	33.33	0.00	0.00	0.00	0.00
05	16	16	16	16	100.00	37.50	31.25	18.75	6.25	6.25	31.25

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	41	10	31
White	40	10	30
SES	31	2	29

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	41	6	35
White	40	6	34
SES	31	1	30

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, any subgroup the performance of the (AS) subgroup is average 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.

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.

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.

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.
- 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.

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.

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.

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.

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.

Education Performance Audit Summary

Junior Elementary School's Education Performance Audit concentrated on the declining student achievement. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified two high quality standards necessary to improve performance and progress.

7.1.13. Instructional day (grades 2 and 3 were short on class time requirement).

7.2.3. Lesson plans and principal feedback (two teachers' lesson plans were inadequate for a substitute to follow).

The Team presented two recommendations (7.1.6. Instruction in writing and 7.1.11. Guidance and advisement), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Junior Elementary School and Barbour County to correct the findings noted in the report by the next accreditation cycle.