



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

VOLGA-CENTURY ELEMENTARY SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Volga-Century 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 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

West Virginia Department of Education Team Leader – Cynthia Sundstrom, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Dennis J. Albright	Superintendent	Braxton County Schools
Kelly D. Waggoner	High School Assistant Principal	Ritchie County High School Ritchie 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

205 VOLGA-CENTURY ELEMENTARY SCHOOL – Passed

Jennifer Swift, Principal

Grades K - 05

Enrollment 66 (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	61.90	Yes	Yes	✓
White	41	42	42	100.00	60.97	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	29	30	30	100.00	55.17	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	42	43	43	100.00	45.23	Yes	Confidence Interval	✓
White	41	42	42	100.00	43.90	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	29	30	30	100.00	41.37	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.0%

02 BARBOUR COUNTY
Jeff Kittle, Superintendent
205 VOLGA-CENTURY ELEMENTARY SCHOOL – Passed
Jennifer Swift, Principal
Grades K - 05
Enrollment 74 (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	44	44	100.00	26.82	Yes	Confidence Interval	✓
White	36	38	38	100.00	19.44	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	26	29	29	100.00	30.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	41	44	44	100.00	26.82	Yes	Confidence Interval	✓
White	36	38	38	100.00	19.44	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	26	29	29	100.00	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.8%

VOLGA-CENTURY 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	10	13	10	100.00	30.00	30.00	20.00	10.00	10.00	40.00
04	14	14	14	14	100.00	28.57	57.14	14.29	0.00	0.00	14.29
05	17	17	17	17	100.00	41.18	29.41	29.41	0.00	0.00	29.41

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	13	10	13	10	100.00	50.00	20.00	20.00	10.00	0.00	30.00
04	14	14	14	14	100.00	57.14	21.43	21.43	0.00	0.00	21.43
05	17	17	17	17	100.00	41.18	29.41	17.65	11.76	0.00	29.41

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	11	30
White	36	7	29
SES	26	8	18

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	41	11	30
White	36	7	29
SES	26	6	20

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Volga-Century Elementary School achieved adequate yearly progress (AYP). Volga-Century Elementary School does not meet the minimum N (number) in the tested grade levels. Policy 2320, *A Process for Improving Education: Performance Based Accreditation System* states for these schools “the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three year period.” The 2010 WESTEST2 percent proficient declined significantly from the 2009 assessment. The county curriculum staff and school staff are urged to address all 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 and novice in both mathematics and reading: Grade 3 – 60.00 percent in mathematics and 70.00 percent in reading; Grade 4 – 85.71 percent in mathematics and 78.57 percent in reading; Grade 5 – 70.59 percent in mathematics and 70.59 percent in reading.

The following professional development and/or training opportunities were provided as reported by the principal.

1. APL Training.
2. Curriculum Alignment.
3. Esuite Everyday Math.
4. TechSteps.
5. WESTEST On-line Writing Assessment Training.
6. Read Naturally.
7. SAT/Special Education Designee Training.
8. Introduction to Everyday Math.
9. Data Management.
10. Tier II Phonics.
11. LETRS Module 1 and 11.
12. Tier 2 Vocabulary and Fluency Activities.
13. WESTEST2 Data Analysis.
14. Phonemic Awareness.
15. Phoneme Grapheme Mapping.
16. Functional Behavior Assessment.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)**

Two teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) as the basis for curriculum. One teacher stated that she was told to follow the book from front to back and to use it as the guide for CSOs. Another teacher stated that she did not know what the CSOs were or how to implement them. Staff development must be provided in the implementation of the CSOs in all classrooms.

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.**

Only one teacher knew the goals and action steps of the school's Five-Year Strategic Plan. The plan must be an integral part of the school and used as the basis for decisions on the curriculum and instruction.

- 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)**

One teacher did not have lesson plans that had been checked by the principal at least on time per quarter. Another teacher had lesson plans that included "Snow Day" that was listed in the plans. This practice was indicative of lesson plans not developed in advance.

7.6. Personnel

- 7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The West Virginia Department of Education, Office of Professional Preparation, reported that one teacher did not hold licensure for the teaching assignment.

RECOMMENDATION

7.1.12. Multicultural activities. It was reported by teachers that the school's Multicultural Plan was in the draft stage. The Team recommended that the plan be completed and implemented buildingwide.

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 Volga-Century 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 is in her first year of administration, was splitting her time between two schools in Barbour County. The principal was extremely well-organized and had a clear plan as to where the school needed to go academically. The Team believed that she was well on the way to being a true academic leader; however, the Barbour County Central Office is urged to continue high levels of support and provide the assistance needed.

All teachers must have continuing education and support in delivering the West Virginia 21st Century content standards and objectives (CSOs).

All teachers must be aware of the goals and action steps of the school's Five-Year Strategic Plan and implementing the plan in the classrooms.

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 Volga-Century 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 organization and knowledge of the principal coupled with the devotion to student education by the teachers led the Team to determine that the school has the ability to correct the deficiencies found at Volga-Century Elementary School.

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 11 usable acres.
- 19.1.3. Teachers' workroom.** A teachers' work area of adequate size was not available.
- 19.1.4. Counselor's office.** A counselor's office of adequate size was not available.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, online periodical indexes, and copying equipment were not provided.
- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms; therefore, the equipment listed in the facilities checklist was not available. The music facilities did not have music chairs with folding arms, music stands, a podium,

or acoustical treatment. The physical education facilities did not have provisions for two or more teaching stations.

19.1.14. Food service. A teachers' dining area of adequate size and a locker/dressing room were not available.

19.1.15. Health service units. A health service unit of adequate size, refrigerator with locked storage, and locked medication box were not available. The room was designated for other purposes when the nurse was not scheduled at the school. It was also used for storage.

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.

Through the efforts of the principal, the dedication of the staff, and the high quality support provided by the Barbour County Central Office, Volga-Century Elementary School should expect student achievement to increase.

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

Education Performance Audit Summary

Volga-Century 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 four high quality standards necessary to improve performance and progress.

- 7.1.1. Curriculum based on content standards and objectives** (two teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) to guide instruction).
- 7.2.1. County and School electronic strategic improvement plans** (many teachers were unfamiliar with the strategic plan).
- 7.2.3. Lesson plans and principal feedback** (two lesson plan irregularities).
- 7.6.2. Licensure** (one teacher lacked licensure for the assignment).

The Team presented one recommendation (7.1.12. Multicultural activities), 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 Volga-Century Elementary School and Barbour County to correct the findings noted in the report by the next accreditation cycle.