

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

POTOMACK INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Potomack Intermediate School in Berkeley County was conducted on April 27, 2005. 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 Unified School 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 Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Dr. Marsha Carr-Lambert	Superintendent	Grant County
Larry Dalesio	Elementary School Principal	Cameron Elementary Marshall County
Ann Downs	Assistant Early/Middle School Principal	East Hardy Early/Middle Hardy County
Alesia Green	Primary School Principal	Point Pleasant Primary Mason County
Julie Handley	Elementary School Principal	Vienna Elementary Wood County
Patricia Lucas	Director of Special Education	Morgan County
Sandra Wolfe	Elementary School Principal	Westover Elementary Monongalia County

SCHOOL PERFORMANCE

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

04-216 POTOMACK INTERMEDIATE - Needs Improvement

BERKELEY COUNTY

Stephen Crowell, Principal

Grades 03 - 05

Enrollment 768

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	706	752	749	99.60	71.87	Yes	Yes	✓
White	661	698	695	99.57	72.83	Yes	Yes	✓
Black	19	24	24	100.00	63.15	NA	NA	NA
Hispanic	18	21	21	100.00	50.00	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	255	287	284	98.95	55.33	Yes	Confidence Interval	✓
Spec. Ed.	146	154	153	99.35	39.31	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	706	752	749	99.60	73.72	Yes	Yes	✓
White	661	698	695	99.57	75.11	Yes	Yes	✓
Black	19	24	24	100.00	57.89	NA	NA	NA
Hispanic	18	21	21	100.00	44.44	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	255	287	284	98.95	60.07	Yes	No	✗
Spec. Ed.	146	154	153	99.35	33.79	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 98.5%

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	232	216	230	214	99.14	3.27	22.90	49.53	19.16	5.14	73.83
04	248	230	247	230	99.60	4.78	26.96	47.39	16.52	4.35	68.26
05	272	260	272	260	100.00	6.54	20.00	53.08	16.92	3.46	73.46

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	232	216	230	214	99.14	2.34	18.69	44.39	28.04	6.54	78.97
04	248	230	247	230	99.60	3.91	24.78	43.91	21.74	5.65	71.30
05	272	260	272	260	100.00	8.46	20.00	40.38	26.92	4.23	71.54

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
9	4%	13	6%	32	14%	39	17%	113	48%	20	9%	8	3%	0	0%	234

Note: Eighty-eight percent (88%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
60.50%	2003-04
55.96%	2002-03
59.562%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Potomack Intermediate School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: economically disadvantaged students (SES) and special education students (SE). In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Potomack Intermediate School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Potomack Intermediate School achieved AYP in the SES subgroup in mathematics only by application of the confidence interval. It is further noted that the racial/ethnicity Hispanic (H) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts and mathematics and the racial/ethnicity black (B) subgroup in reading/language arts as well. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and vigorously work toward their increased achievement and closing the achievement gap.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Potomack Intermediate School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.3. **Learning environment.** Grade level teams demonstrated collaboration, cooperation, and continuous and effective communication in all efforts.
- 6.1.7. **Library/educational technology access and technology application.** The librarian was articulate in data analysis knowledge of group and individual assessment results, as well as application and integration with classroom instruction.
- 6.2.4. **Data analysis.** An in-depth schoolwide data analysis with major emphasis on remediation was evident.

- 6.8.1. Leadership.** The administration demonstrated exemplary leadership. The administration was well-organized, efficient, friendly, and displayed a high level of professionalism.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 Achievement - (SES/SE)

6.6. Personnel

- 6.6.2. 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)

Nine (9) Multiple staff members lacked the appropriate certification.

RECOMMENDATIONS

- 6.1.2 High expectations.** Special Education teachers were not closely incorporated into the development of the curriculum as they should have been. The Team recommended that all teachers be involved with the development and implementation of the curriculum, especially because of the special education (SE) subgroup achievement.
- 6.1.7. Library/educational technology access and technology application.** The Team found a lack of technological tools and software in the regular classrooms. The Team recommended that classroom computers have regular upgrades and maintenance.
- 6.1.12. Multicultural activities.** There was no county multicultural plan at the school. The Team recommended that the existing multicultural activities be compiled into a schoolwide plan.

Note: During the course of the Education Performance Audit, the Team determined that the school administration and staff were fully aware of the deficiencies of the school as they pertain to the economically disadvantaged (SES) and special education (SE) subgroups and were taking the appropriate steps to overcome these issues. The staff was working diligently and effectively to address the issues and were applying proper teaching methods and practices necessary to increase student achievement.

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.

None identified.

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 Potomack Intermediate School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Potomack Intermediate School and Berkeley County have the capacity to correct the identified deficiency.

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

The Team found that the principal and educators at Potomack Intermediate School had introduced and applied programs to improve achievement of students in the racial/ethnicity black (B) in reading/language arts, racial/ethnicity Hispanic (H), and economically disadvantaged (SES) subgroups. Berkeley County also plans to expand programs for Hispanic students during the 2005-2006 school year. The school staff had approached achievement issues in a serious and aggressive manner. Consequently, the Team believes that Potomack Intermediate School and Berkeley County have the capacity to improve students' achievement and achieve adequate yearly progress (AYP).

Provided that the school fails to achieve AYP or show progress in the subgroups on the 2005 WESTEST, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Department of Education school improvement team provide 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.

- 17.1. 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 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.

- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The physical education facilities did not have a display case, bulletin board, or seating available.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-216 Potomack Intermediate	Conditional Accreditation	6.6.2		
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified one (1) high quality standard – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups and presented three (3) recommendations.

Potomack Intermediate School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Potomack Intermediate School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.