



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ORCHARD VIEW INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Orchard View Intermediate School in Berkeley County was conducted on March 24, 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 – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Tara S. Aycock	Elementary School Principal	Page Jackson School Jefferson County
Tara Mahoney	Coordinator of Elementary Schools, Grades 3-5	Jefferson County Schools
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Terrie J. Saville	Elementary School Principal	Romney Elementary School Hampshire County

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

219 ORCHARD VIEW INTERMEDIATE SCHOOL – Needs Improvement

Joyce Chapman, Principal

Grades 04 - 06

Enrollment 496 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	455	508	504	99.21	85.17	Yes	Yes	✓
White	332	370	368	99.45	87.31	Yes	Yes	✓
Black	78	90	90	100.00	79.48	Yes	Yes	✓
Hispanic	37	37	35	94.59	77.14	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	230	262	261	99.61	80.78	Yes	Yes	✓
Spec. Ed.	88	93	93	100.00	56.81	Yes	No	✗
LEP	12	12	10	83.33	70.00	NA	NA	NA
Reading/Language Arts								
All	455	508	504	99.21	87.83	Yes	Yes	✓
White	332	370	368	99.45	89.72	Yes	Yes	✓
Black	78	90	90	100.00	82.05	Yes	Yes	✓
Hispanic	37	37	35	94.59	82.85	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	230	262	261	99.61	81.22	Yes	Yes	✓
Spec. Ed.	88	93	93	100.00	56.81	Yes	Safe Harbors	✓
LEP	12	12	10	83.33	50.00	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.1%

04 BERKELEY COUNTY
Manuel P. Arvon, II, Superintendent

219 ORCHARD VIEW INTERMEDIATE SCHOOL – Needs Improvement

Joyce Chapman, Principal
Grades 04 - 06
Enrollment 540 (2nd month 2007-2008 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
Mathematics								
All	489	555	552	99.45	77.82	Yes	Yes	✓
White	350	393	392	99.74	81.37	Yes	Yes	✓
Black	89	107	106	99.06	62.92	Yes	Averaging	✓
Hispanic	44	49	48	97.95	76.74	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	238	287	284	98.95	71.18	Yes	Averaging	✓
Spec. Ed.	74	86	85	98.83	42.46	Yes	No	✗
LEP	11	13	12	92.30	70.00	NA	NA	NA
Reading/Language Arts								
All	489	555	552	99.45	80.90	Yes	Yes	✓
White	350	393	392	99.74	81.37	Yes	Yes	✓
Black	89	107	106	99.06	75.28	Yes	Averaging	✓
Hispanic	44	49	48	97.95	86.04	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	238	287	284	98.95	71.61	Yes	Confidence Interval	✓
Spec. Ed.	74	86	85	98.83	39.72	Yes	No	✗
LEP	11	13	12	92.30	70.00	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.6%

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
04	271	238	268	236	98.89	1.69	22.88	39.41	22.88	13.14	75.42
05	283	250	283	250	100.00	3.20	16.80	44.00	27.60	8.40	80.00
06	1	1	1	1	100.00	0.00	0.00	0.00	100.00	0.00	100.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
04	271	238	268	236	98.89	2.97	15.68	44.92	25.42	11.02	81.36
05	283	250	283	250	100.00	2.00	17.60	53.60	24.00	2.80	80.40
06	1	1	1	1	100.00	0.00	0.00	0.00	100.00	0.00	100.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Orchard View Intermediate School failed to achieve adequately yearly progress (AYP) for two consecutive years in the special education (SE) subgroup in mathematics. Also, Orchard View Intermediate School achieved AYP in the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or averaging. It is further noted that the limited English proficiency (LEP) subgroup with the number (N) less than 50, scored below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Orchard View Intermediate School performed within the point range (751-640) for full accreditation status.

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

1. Assessment.
2. Technology training.
3. WESTEST Data Analysis.
4. Saxon.
5. Thinklink.
6. Literacy Plan.
7. Five-Year Strategic Plan.
8. 21st Century Classroom.
9. Collaboration.
10. Content Standards and Objectives (CSOs) and Planning.
11. Acuity.
12. TechSteps.
13. Writing Assessment.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

7.1.2. High expectations. The Team commended the staff for changing the mission statement to “Knowledge is power and effort is everything” and adapting the school culture to support this statement. Through student interviews, the Team observed that students felt safe and confident in their ability to succeed. Many students communicated the statement “Knowledge is power” and shared their Frequent Flyer Effort Passport.

7.1.3. Learning environment. The Team commended the students on their appropriate behavior in all areas of the school. Classroom observations, student interviews and interactions with students in common areas revealed the students’ positive attitudes and respectful nature. The Team commended their “can do” attitude and personal ownership for learning.

The Team commended the custodians for maintaining a clean, attractive environment conducive to learning.

7.1.7. Library/educational technology access and technology application. The Team commended the principal for securing funding for a full time Technology Integration Specialist (TIS) as well as the availability and access of classroom technology and technology laboratories. The staff and students regularly used Computers on Wheels (COW) and the Internet Café. Each classroom has three computer stations and the school has two computer laboratories, laptops, and six teacher presentation stations. The TIS created a teacher technology guide for each classroom teacher with passwords for each site as well as an extensive educational research site.

7.2.4. Data analysis. The Team commended the principal and staff on their extensive use of data analysis. The variety of data and how they used data results exhibited their knowledge of curriculum and instruction. An area of weakness was mathematics in the special education subgroup. The Five-Year Strategic Plan addressed this area of weakness. In addition, a strategic plan was developed for students utilizing STAR Math, Acuity, Thinklink, etc., to support students.

The Team commended the staff for their use of formative assessments. The Team observed teachers checking for understanding, student self-assessments (Thumbs Up, Think Pair Share, Red Yellow Green Dots, Bell Ringers, etc.). I can statements for 21st Century Content Standards and Objectives (CSOs) were evidenced in all classrooms.

- 7.5.1. Parents and the community are provided information.** The Team commended the special education and general education teachers for their effective use of collaboration and team teaching. Through classroom observations, the Team could not determine which teacher was the general educator and which was the special education teacher in the collaboration.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

- 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)

Not all Grades 4 and 5 teachers were teaching science with 50 percent inquiry, investigation, and hands-on activities. Numerous lesson plans indicated that science was not being taught on a daily or weekly basis. Less than five laboratory activities were noted in teacher lesson plans.

RECOMMENDATION

- 7.2.2. Counseling services.** While it was evident that the guidance counselor was meeting with students in excess of 75 percent of the time, a counseling log was not maintained. The Team recommended that a log be maintained to verify student counseling time.

Exemplary Programs & Practices

7.1.2. High expectations.

Title: Frequent Flyer Effort Passport

Description of Program

The Orchard View Intermediate School staff studied brain research that indicated EFFORT to be the most powerful factor leading to student success, even stronger than student intelligence (Dweck). After a summer workshop focused on Self-Efficacy (Stiggins et. al.), the staff developed a schoolwide program to recognize and reward student effort.

Teachers shared articles on creating achievement through developing the brain with all students during reading lessons. This article stated that the brain is like any muscle, it needs exercise to grow. Starting the second nine weeks, each child received a grade appropriate passport. This passport included a chart with the grade level mathematics 21st Century Content Standards and Objectives (CSOs) for students to record, understand, and take responsibility for their progress in this previously weak instructional area. The back of the passport provided students a summary of common characteristics of effort and a space to write their personal goals for reading, mathematics, and writing. The center of the passport contained a daily chart where teachers stamp each student's record of exhibited EFFORT during the school day. Students were instructed what effort looks like in the classroom and were able to individually confer with their teachers about the designation.

At the end of the mid-nine week period, all students who achieved 80 percent of their stamps received a classroom incentive. At the end of the nine weeks, a student who earned 80 percent of all the stamps received a designation on their report card, a certificate, pencil, and food coupon during the honors assembly. Students receiving each of the three nine weeks certificates will be invited to an hour with inflatable gymnasium equipment at the end of the year. Each teacher also chooses one student to receive the Captain's Effort Award each nine weeks, where they are individually recognized by the principal.

Summary of Results

After brain research instruction in reading, 66 percent of all the students in the school maintained a 3.5 grade point average to achieve the honor roll. Last year at the end of the first nine weeks, only 55 percent of the students had met that goal. During the second nine weeks this year, 59 percent achieved the honor roll compared with 52 percent last year. Seventy-five percent of the students at Orchard Valley Intermediate School earned their nine week effort award during the initial record keeping session.

Contact: Joyce Chapman Phone: 304-263-4143 Email: jlchapma@access.k12.wv.us

7.1.7. Library/educational technology access and technology application.

Title: Technology Integration Specialist (TIS)

Description of Program

Technology Rocks at Orchard View Intermediate School! Students and staff were beginning the journey into the 21st Century in the Internet Café, the school computer laboratory, and in all classrooms led by a master guide, the Technology Integration Specialist (TIS).

The Technology Integration Specialist program supports the goal of integrating technology into lessons and instruction and provides professional development activities for all teachers. This ongoing program trains teachers in various technology related educational initiatives during teacher collaboration days and before and after school sessions. The current technology equipment was being used strategically to meet the technology expectations of the new 21st Century Content Standards and Objectives (CSOs). More technology equipment had been made accessible and was being used for instruction, with modeling and coaching provided by the TIS. In-school training and support were also provided for Writing Roadmap2, Acuity, and TechSteps.

Orchard View Intermediate School had taken specific steps, with parental assistance, to enhance a school common area to use it as a technology learning center. A volunteer grandmother helped convert a school stage into a mural street scene of a French Internet Café. The area was designed to stimulate student imagination and serve as a portal to the technological highway. The Internet Café is open throughout the school day for children and for staff before, during, and after the school day with support and coaching provided by the TIS.

Orchard View Intermediate School also infuses the entire educational environment with opportunities to interface with technology. One important tool to accomplish this was the Rover system. A mobile, self-contained multimedia platform, Rover included a laptop, DVD/CD player, projector, interactive whiteboard display, speakers, and microphone outputs. The system is used primarily by the TIS, who transports the Rover to classrooms, presenting engaging lessons to students. The TIS has provided training and support and some teachers are starting to use the system in their classrooms.

Summary of Results

Technology was being used as a tool to grasp student attention, motivate problem solving, improve comprehension, teach students how to manage information, and develop higher level thinking skills. Students were actively engaged in learning, which helped them retain more knowledge and skills. Ultimately, this increased their academic achievement, which may be evaluated by improved test scores on the WESTEST and was shown by overall growth in grade level Star Reading Assessments. Through collaborative trainings and staff development provided by the TIS, teachers had become comfortable using technology to expand the traditional classroom and methods of teaching to meet the new, modern learning requirements of our 21st century students.

Contact: Joanna Banks, TIS Phone: 304-263-4143 Email: jbanks@access.k12.wv.us

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.

While there was a decline in student achievement in most of the individual cells, it was evident that the administration and teachers had taken a proactive approach to reverse this trend. An extensive analysis of student data, high quality staff development on implementing productive teaching strategies, and an overall emphasis on increasing student achievement had been undertaken. The Team believed that this approach will increase student achievement. The Team recommended that the administration continue to investigate and implement high quality, research based instructional strategies to positively impact student learning.

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 Orchard View Intermediate 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 Team determined that Orchard View Intermediate School and Berkeley County have the capacity to correct the identified deficiencies.

The Team recommended that the Berkeley County School System Superintendent and the school administrator contact Dr. Karen L. Huffman, Assistant to the State Superintendent, West Virginia Department of Education, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiency 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.

19.1.10. Specialized instructional areas. The art facility did not have a ceramic kiln. The music facility did not have a podium. The physical education facility did not have a display case. (Did not adversely impact program deliveries)

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.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress to meet 5.1.1 Achievement: 7.1.4. Instruction.

The Team presented five commendations, one recommendation, identified two exemplary programs and practices, and noted an indicator of efficiency.

Orchard View Intermediate 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 draft report to guide Orchard View Intermediate School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

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 Orchard View Intermediate School and Berkeley County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.