



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ORCHARD VIEW INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Orchard View Intermediate School in Berkeley County was conducted March 24, 2009.

A Follow-up Education Performance Audit of Orchard View Intermediate School in Berkeley County was conducted May 12, 2010. The purpose of the follow-up 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.”

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%

04 BERKELEY COUNTY
Manuel P. Arvon, II, Superintendent

219 ORCHARD VIEW INTERMEDIATE SCHOOL – Needs Improvement

Joyce Chapman, Principal
Grades 04 - 06
Enrollment 526 (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	479	529	528	99.81	60.54	Yes	Yes	✓
White	333	360	360	100.00	63.36	Yes	Yes	✓
Black	95	108	108	100.00	50.52	Yes	Confidence Interval	✓
Hispanic	45	53	52	98.11	57.77	Yes	NA	✓
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	240	272	271	99.63	48.75	Yes	Confidence Interval	✓
Spec. Ed.	71	78	78	100.00	23.94	Yes	No	✗
LEP	11	12	11	91.66	54.54	NA	NA	NA
Reading/Language Arts								
All	479	529	528	99.81	72.80	Yes	Yes	✓
White	333	360	359	99.72	75.60	Yes	Yes	✓
Black	95	108	108	100.00	63.15	Yes	Yes	✓
Hispanic	45	53	53	100.00	68.88	Yes	NA	✓
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	240	272	272	100.00	62.08	Yes	Yes	✓
Spec. Ed.	71	78	77	98.71	31.42	Yes	No	✗
LEP	11	12	12	100.00	45.45	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.4%

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.

FOLLOW-UP REVIEW

STANDARD NOT MET. Orchard View Intermediate School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for three consecutive years in mathematics and failed to achieve AYP for two consecutive years in the SE subgroup in reading/language arts with the WESTEST 2 in 2007-2008 and 2008-2009. Achievement declined in the all students (AS) subgroup in both mathematics and reading/language arts and the West Virginia Board of Education issued the school Temporary Accreditation status in December 2009. Orchard View Intermediate School achieved AYP in the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups in mathematics only by application of the confidence interval.

EDUCATION PERFORMANCE AUDIT

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the principal, teachers, and students and reviewed lesson plan and verified that science was being instructed with at least 50 percent inquiry, investigation, and hands-on activities.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A complete, thorough, and up-to-date counseling log was available.

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.

FOLLOW-UP CONCLUSION

The principal spearheaded efforts to increase student achievement and the following activities were initiated beginning with the 2009-2010 school year.

Reading

- 1. Each child was challenged to read 25 chapter books during the school year.**
- 2. The Accelerated Reader program was adopted and students earned prizes for reading books and completing comprehension tests.**
- 3. Reading instructional time was increased to 120 minutes daily.**
- 4. Response to Intervention (RTI) programs were adopted and students received targeted instruction in reading according to tiered levels.**
- 5. The entire school library was lexiled for students to choose reading material on their individual levels.**
- 6. Guided reading groups were required in every class and at least six computers were used daily in each classroom to support reading and writing.**
- 7. STAR Reading and Acuity Benchmark assessments were given three times a year with classroom monitoring of results and parent information sent home with report cards.**

Mathematics

- 1. Teachers met at least weekly in Professional Learning Communities (PLCs) to discuss mathematics curriculum, to check progress on weekly mathematics QuickChecks (based on the Acuity Math assessments and developed by the school's Technology Integration Specialist), and to devise instruction to meet their individual class needs determined by student assessment results.**
- 2. Thirteen staff members participated in the West Virginia Department of Education Math Webinar two-year staff development sessions involving changing instructional strategies for mathematics.**
- 3. Mathematics time had been increased to 70 minutes per day. Skill groupings occurred throughout each grade level team.**
- 4. STAR Mathematics assessments were given three times a year with classroom monitoring of results and parent information sent home with report cards.**
- 5. Teachers attended staff development sessions on Essential Strategies of Computational Fluency, Mathematics Assessment Procedures, and Standards Based Mathematics training provided by the county and/or RESA 8.**
- 6. Special Education and Title I teachers collaborated on strategies to differentiate instruction while focusing on the West Virginia 21st Century content standards and objectives (CSOs).**
- 7. Benchmark Acuity Mathematics tests were given during three nine week periods and teachers had been trained on how to use the results and the Acuity resources to guide instructional practices.**
- 8. All teachers utilized technology, assessment, and student engagement techniques to help students gain "math sense" and students set goals for their individual mathematics achievement based on the West Virginia 21st Century content standards and objectives (CSOs).**

Technology, Effort, and Engagement

- 1. All students had Effort Passports and participated in the schoolwide program to recognize their efforts in reaching goals and completing schoolwork.**
- 2. Several members of the school staff had been trained to become observers for the Instructional Practices Inventory to collect data on the student engagement practices of teachers while science was taught 50 percent hands-on by all staff members.**

3. **All staff had been provided projectors, Elmos, and a laptop. Interactive Whiteboards or Mimeos were also provided to increase the integration of technology into daily instruction. All staff had also been provided extensive staff development by the Technology Integration Specialist.**

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.

FOLLOW-UP CONCLUSION

While student achievement had declined in all subgroups in mathematics and reading/language arts, the principal had implemented several initiatives to reverse this decline. The Team believed that Orchard View Intermediate School and Berkeley County have the capacity to increase student achievement.

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)

FOLLOW-UP CONCLUSION

19.1.10. The art facility had access to a ceramic kiln at Martinsburg High School. The music facility had a podium. The physical education facility had a display case.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-219 Orchard View Intermediate	Conditional Accreditation		5.1.1.	May 31, 2013

Education Performance Audit Summary

W.Va. Code §18-2E-5(n) School accreditation. (3). provides Conditional accreditation status shall be given to a school when the school's performance and progress are below the level required for full accreditation, but the school's electronic strategic plan . . . has been revised to improve performance and progress by a date certain and the plan is meeting the objectives and timeline specified in the revised plan.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade the accreditation status of Orchard View Intermediate School from Temporary Accreditation to Conditional Accreditation with a May 31, 2013 Date Certain to achieve adequate yearly progress (AYP).