

EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPRING MILLS PRIMARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JANUARY 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Spring Mills Primary School in Berkeley County was conducted November 19, 2013. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. “The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period.”

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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Technology – Gloria Burdette, eLearning Program Assistant, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Leslie Wade Armentrout	Elementary School Principal	Moorefield Elementary School Hardy County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Vickie N. Lambert	Retired Teacher	Grant County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Nicole R. Shaffer	Primary School Principal	Blue Ridge Primary School Jefferson 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

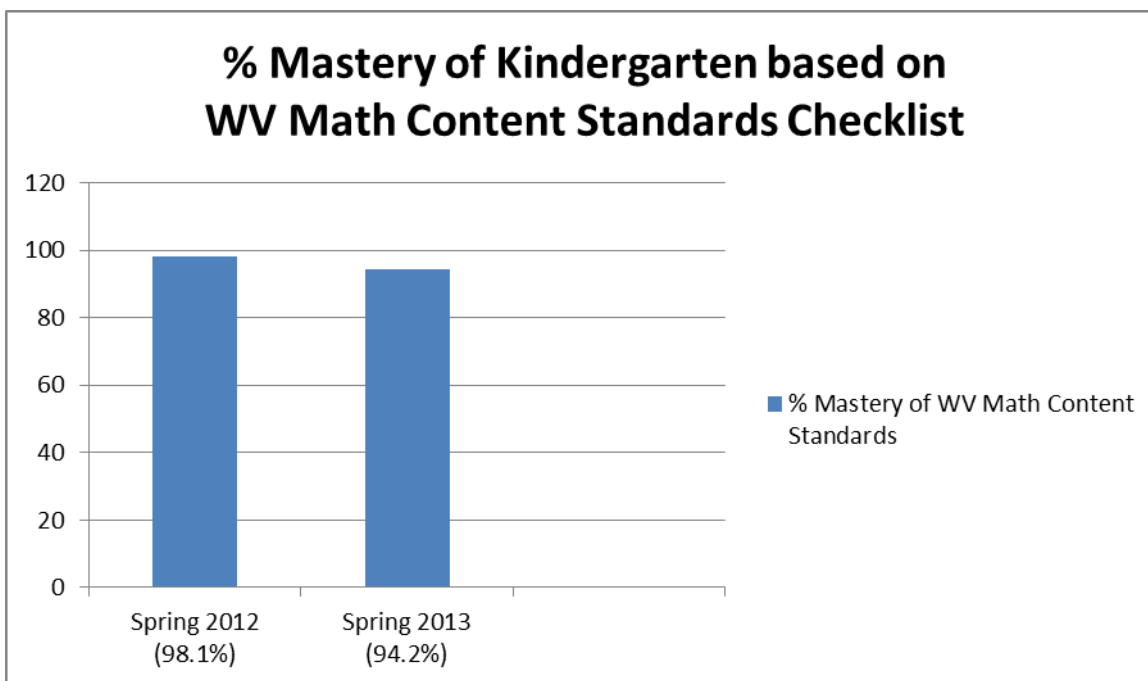
221 SPRING MILLS PRIMARY SCHOOL

Sherry Rogers, Principal

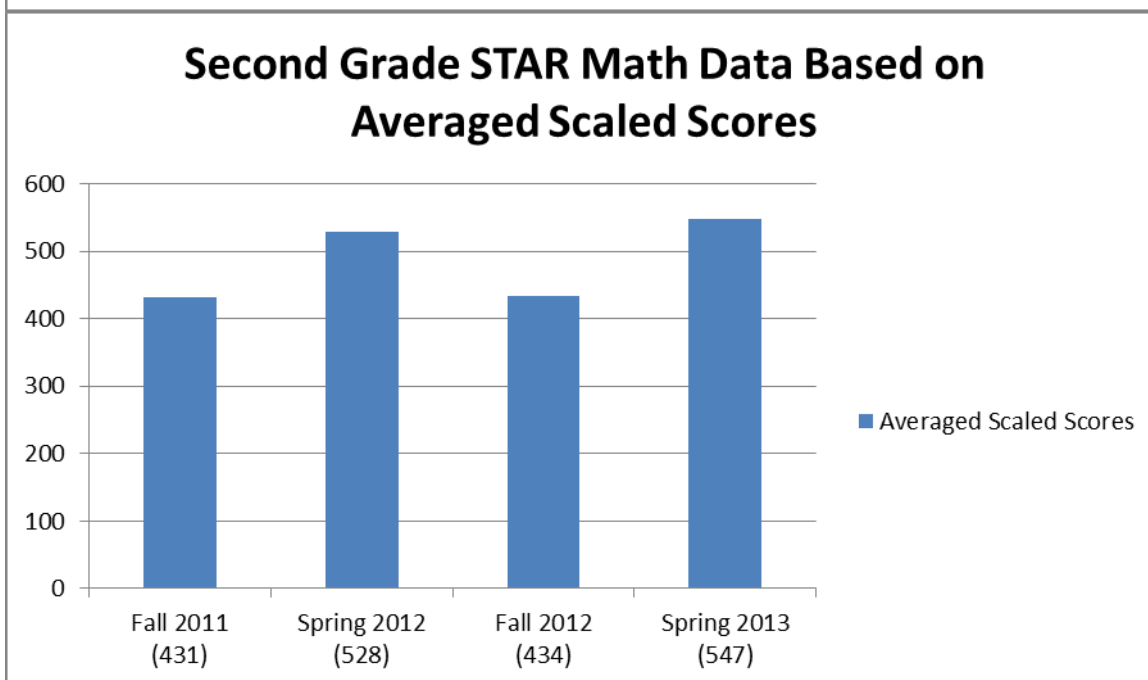
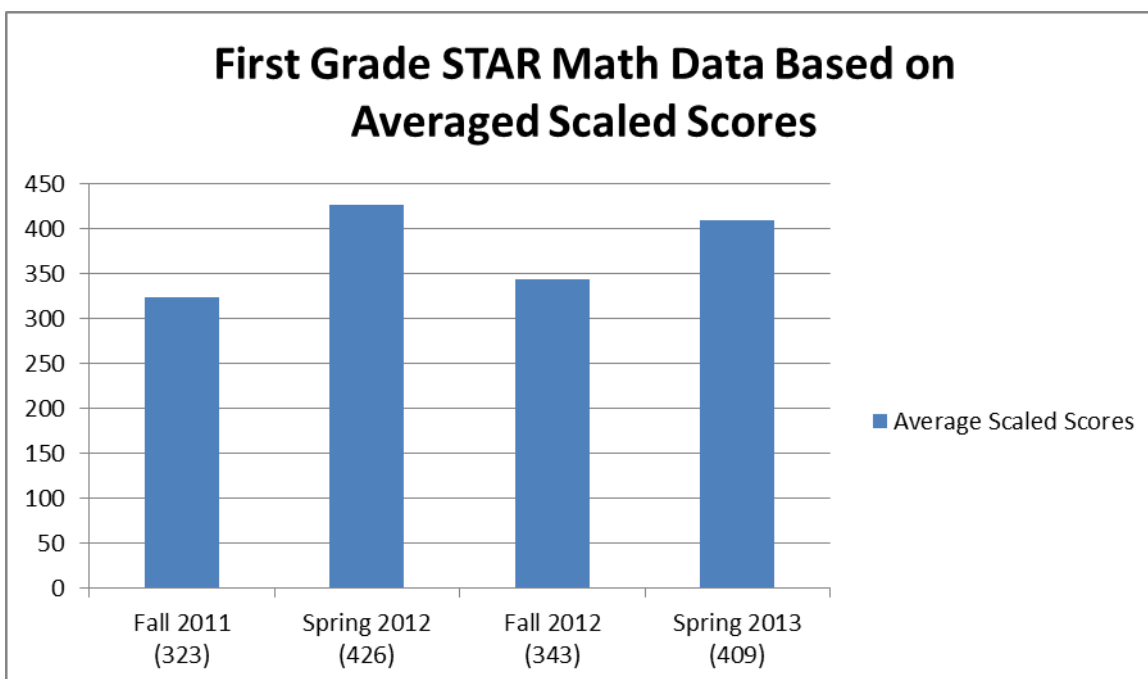
Grades PK-02, Enrollment 387 (2nd month 2012-2013 enrollment report)

Performance Data

Kindergarten students are assessed each Spring individually using a West Virginia Content Standards Kindergarten Math Checklist.

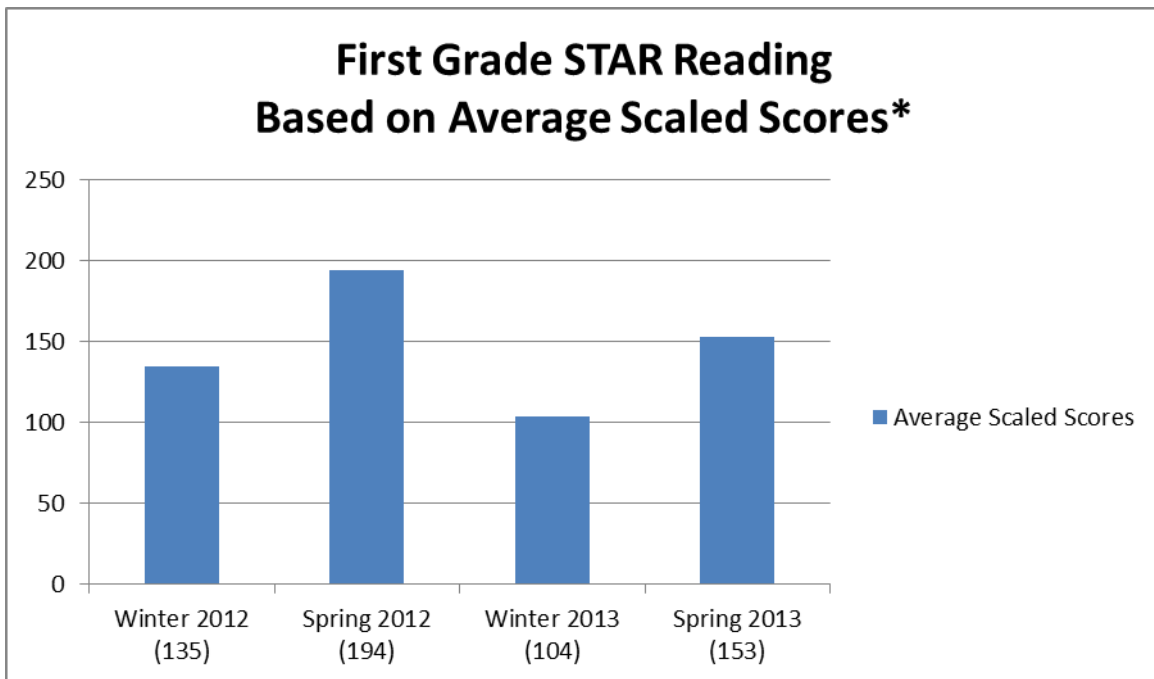
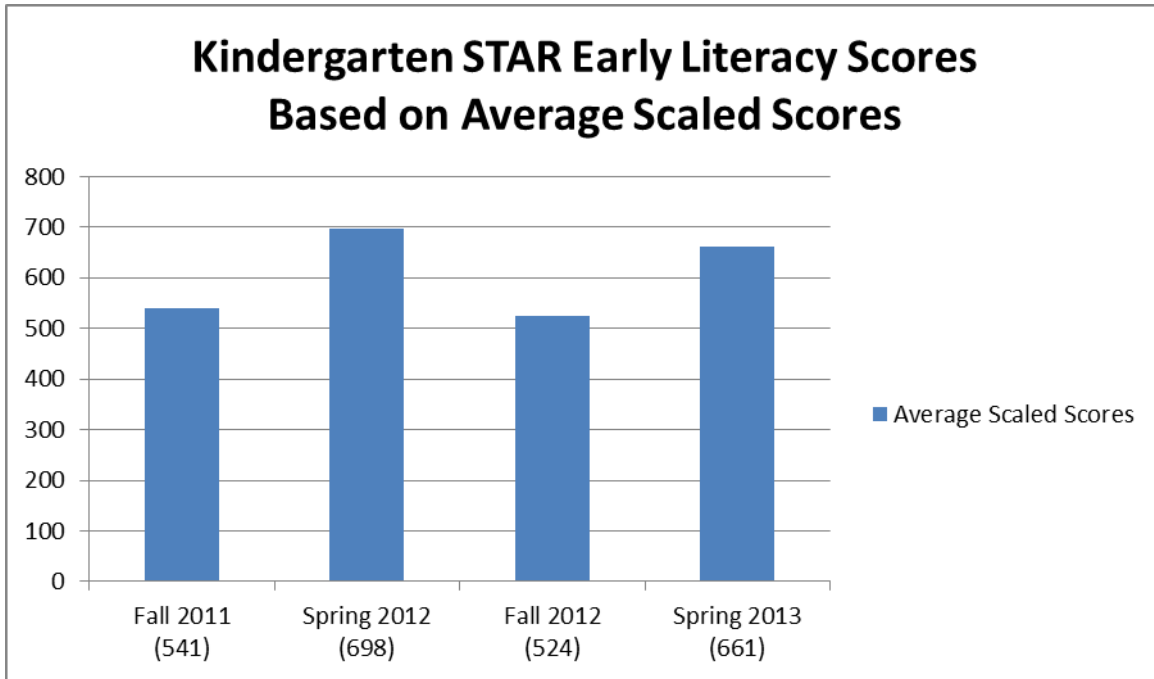


Grade 1 and Grade 2 Mathematics STAR Data is based on a scaled score which compares performance over time and across grades. The scaled score is calculated based on the difficulty of questions and the number of correct responses. STAR math scaled scores range from 0 to 1400.

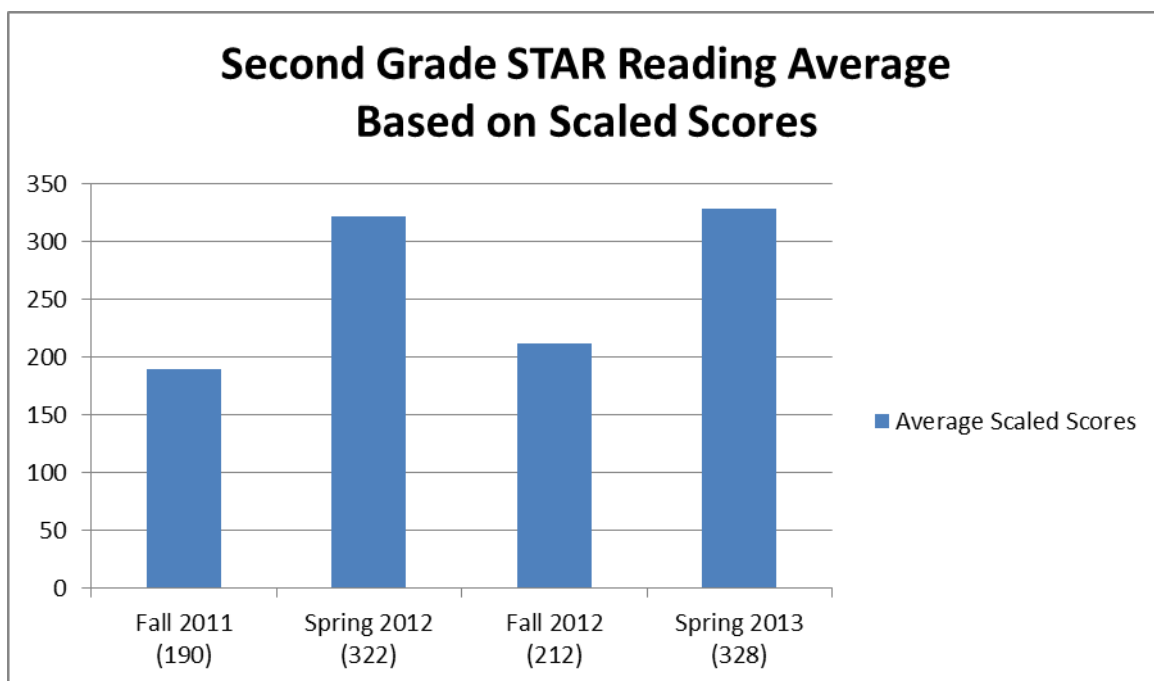


- **Kindergarten** students do not take this assessment. They are individually assessed each spring using a content standards checklist. Kindergarten assessments results showed a 4 percent decrease in mastery from Spring 2012 to Spring 2013.
- **Grade 1** students increased both years from fall to spring; however, scores decreased 17 points from Spring 2012 to Spring 2013.
- **Grade 2** students increased both years from fall to spring and increased 19 points from Spring 2012 to Spring 2013.

All students take the STAR Reading or STAR Early Literacy assessment. The scaled score is calculated based on the difficulty of questions and the number of correct responses. STAR reading scaled scores range from 0 to 1400.



*Grade 1 students take the STAR Early Literacy test in the fall and take the STAR reading in winter and spring.



- **Kindergarten** students increased both years from fall to spring; however, scores decreased 37 points from Spring 2012 to Spring 2013.
- **Grade 1** students increased both years from winter to spring; however, scores decreased 41 points from Spring 2012 to Spring 2013.
- **Grade 2** students increased both years from fall to spring and increased 6 points from Spring 2012 to Spring 2013.

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

1. Next Generation Standards Training.
2. Test Analysis.
3. Everyday Mathematics.
4. Number Talks.
5. Data Team Introductions.
6. Diversity Training.
7. New Evaluation Training.
8. Safe Schools.
9. Jason Foundation Suicide Prevention.
10. West Virginia Board of Education Policy 5000 Online Training.
11. Culturally Responsive Teaching.
12. Primary Focus – Next Generation Standards.
13. Co-Teaching/Special Education Workshop.
14. STAR Training.
15. Dr. Jean: Rock, Rhyme, and Read.

16. Engrade.
17. Olweus Bully Prevention.
18. APL Workshop.
19. TechSteps.
20. Geek Week Technology.

EDUCATION PERFORMANCE AUDIT

COMMENDATION

- 7.1.3. Learning environment.** The learning environment was impeccable. The building was three years old and was maintained immaculately. A great deal of student work was posted throughout the classrooms. The hallways and the facility were clean and conducive to the learning process.

The principal and teachers were extremely organized and knowledgeable of student needs based on student data and individual student observations. Staff was well-prepared and could discuss the educational direction of the school and what was needed to move students to higher levels of achievement.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

While the Team observed high expectations throughout the building and most students being challenged in classrooms to do their best work, two instances were found that needed to be addressed by the administration.

One student in one Grade 1 classroom was off task for at least six minutes. This student was not engaged in any educational activities during this time. The student then moved back into the whole group after six minutes on his own accord. Three additional students in this class were off task for at least 14

minutes and were not redirected by the teacher. These students were sitting in the back of the classroom, writing on paper, looking around the room, and disengaged from the educational process.

One Grade 1 classroom teacher lacked control of three of the four groups of students in the classroom. The teacher had the students divided into four groups and while the teacher was working with one group, the other three groups of students remained off task and very talkative. The teacher was attempting to keep the students under control by telling them to concentrate on their assignment; however, the students remained off task. The classroom was so loud that the students in the group in which the teacher was working could not hear the teacher talking.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

The Team could not verify that the students were receiving physical education three times per week for 30 minutes each session as required by West Virginia Board of Education Policy 2510. The school schedule stated that physical education was to be conducted during the last ten minutes of recess; however, the Team did not observe high quality involvement in organized educational activities addressing the West Virginia content standards and objectives during this time.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315; Policy 5310)

West Virginia Board of Education Policy 2315, Comprehensive Developmental Guidance and Counseling, requires that counseling activities of a clerical nature not exceed more than 25 percent of the counselor's time. According to the school guidance counselor, and after reviewing the counseling log, the Team verified that the counselor was not meeting the requirement of 75 percent direct student counseling. There was an increase in the counseling percentage after an Education Performance Audit in-service was conducted at the school covering the requirements of West Virginia Board of Education Policy 2320. This in-service was conducted on October 21, 2013, approximately one month prior to the Education Performance Audit. The percentage before the in-service was approximately 63 percent. This percentage increased to approximately 78 percent after the in-service; however, the overall percentage remains under 75 percent. The Team determined that the overall percentage should rise above 75 due to increased knowledge of what is required of the counselor.

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)**

One teacher did not hold the appropriate licensure for the class taught; however, this individual had applied for the credentials authorizing him/her to teach. The West Virginia Department of Education, Office of Professional Preparation, will be processing this form as soon as possible.

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 Spring Mills Primary School in providing a thorough and efficient system of education. Berkeley 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 Berkeley 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 staff of Spring Mills Primary School was working efficiently and effectively to provide a high quality education for students. The student to teacher ratio was conducive to this effort with an average class which appeared to be no more than a 20:1 student to teacher ratio. Adequate supplies and materials were provided and high quality professional development was in place to effectively deliver the classroom curriculum. The physical facility was clean, neat, and orderly. The school administrators were supportive of teachers and students and school staff reported that the Berkeley County central office staff provided a great deal of support through the professional development for staff and administrators.

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 Spring Mills Primary 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 the staff of Spring Mills Primary School, with assistance from the Berkeley County central office, has the capacity to correct the deficiencies found in the Education Performance Audit report. While high expectations were evident in almost all classes, the principal must focus on correcting the issues enumerated in this report. Classroom monitoring and implementation of high quality professional development in student engagement must be considered in the correction of these issues. All students must be kept on task with interesting and engaging instruction to ensure the highest levels of student achievement. Assistance from the Berkeley County central office may be required in the area of personnel scheduling to ensure that students receive the required amount of physical education time.

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 or black-out areas. (Did not adversely affect program and student performance).
- 19.1.15. Health service units.** The health service unit did not have a refrigerator with locked storage. (A refrigerator with locked storage is essential equipment for a health service unit).

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 interviews with the principal and staff at Spring Mills Primary, the Team was able to determine that a variety of early detection and intervention strategies are in place at both the school and district levels to monitor student progress. The principal utilizes both quantitative (student achievement and discipline data) and qualitative (teacher feedback) data to make instructional decisions at the school. Additionally, finances and staffing are considered at both the school and district level regarding implementation of programs to support student achievement. The support provided by the central office, as well as information collected by the Team, indicated a willingness on the part of all staff to make corrective actions that may be necessary to increase student achievement.

Education Performance Audit Summary

Spring Mills Primary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. 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.

They include the following:

- 7.1.2. High expectations.
- 7.1.9. Programs of study.
- 7.2.2. Counseling services.
- 7.6.2. Licensure.

The Team presented one commendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and discussed early detection and intervention monitoring.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Spring Mills Primary School to correct the findings noted in the report by the next accreditation cycle, and revise the five-year strategic plan.