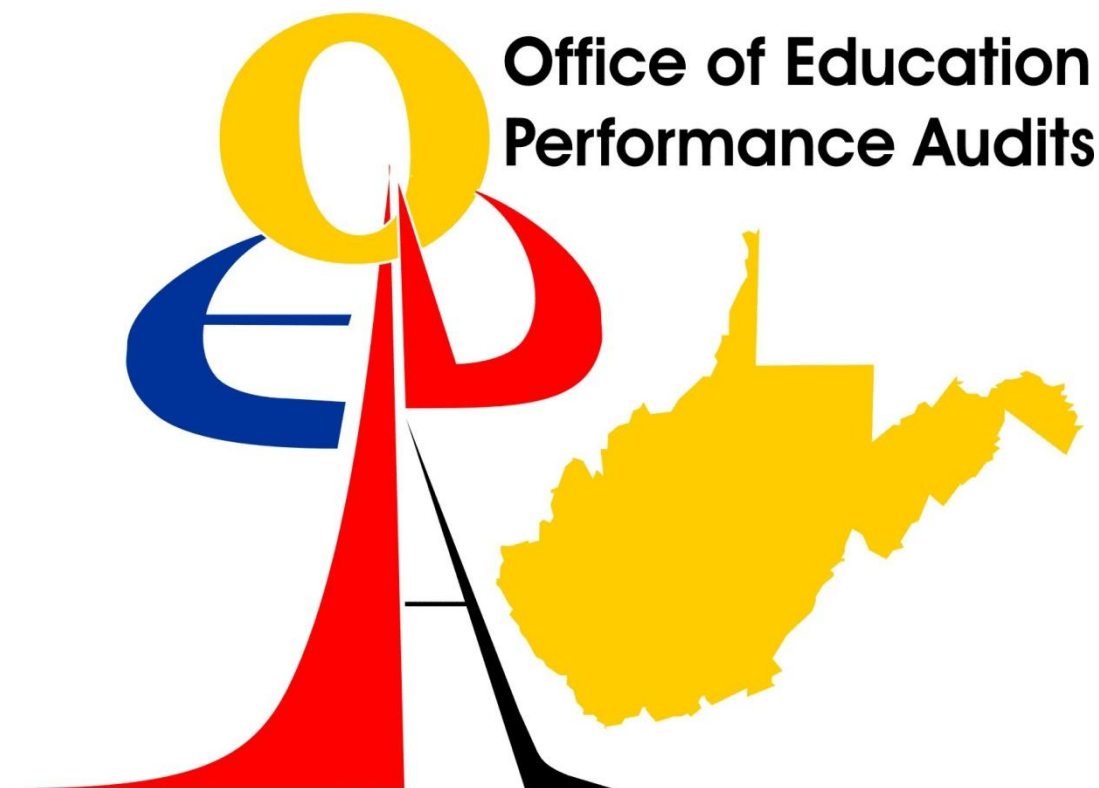


Final  
June 2012



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**VAN ELEMENTARY SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**JUNE 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Van Elementary School in Boone County was conducted February 23, 2011.

A Follow-up Education Performance Audit of Van Elementary School was conducted April 17, 2012. The purpose of the follow-up review 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.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

## SCHOOL PERFORMANCE

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

### 06 BOONE COUNTY

John G. Hudson, Superintendent

### 215 VAN ELEMENTARY SCHOOL – Passed

Amy Pritt, Principal

Grades K - 05

Enrollment 134 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	61	63	63	100.00	54.09	Yes	Confidence Interval	✓
White	61	63	63	100.00	54.09	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	41	43	43	100.00	51.21	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	61	63	63	100.00	44.26	Yes	Confidence Interval	✓
White	61	63	63	100.00	44.26	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	41	43	43	100.00	41.46	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.2%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**215 VAN ELEMENTARY SCHOOL – Passed**  
Amy Pritt, Principal  
Grades K - 05  
Enrollment 120 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	54	63	63	100.00	24.07	Yes	Confidence Interval	✓
White	54	63	63	100.00	24.07	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	40	47	47	100.00	17.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	54	63	63	100.00	20.37	Yes	Confidence Interval	✓
White	54	63	63	100.00	20.37	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	40	47	47	100.00	15.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 99.6%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**215 VAN ELEMENTARY SCHOOL – Passed**  
Pamela Campbell, Principal  
Grades K - 05  
Enrollment 101 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

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
<b>Mathematics</b>								
All	44	50	50	100.00	29.54	Yes	No	✗
White	44	49	49	100.00	29.54	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	28	32	32	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	44	50	50	100.00	43.18	Yes	Confidence Interval	✓
White	44	49	49	100.00	43.18	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	28	32	32	100.00	39.28	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 94.7%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Van Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval for two consecutive years. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address this subgroup as well as the subgroups that did not make AYP 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 – 75.00 percent in mathematics and 87.50 percent in reading; Grade 4 – 70.00 percent in mathematics and 75.00 percent in reading; Grade 5 – 83.33 percent in mathematics and 77.78 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. WESTEST2 Data Disaggregation.
2. West Virginia Reading Conference.
3. West Virginia Math Conference.
4. Model Schools Conference.
5. West Virginia Writes with RESA 3.
6. DIBELS and DIBELS Next Training.
7. Differentiated Instruction.
8. "Make and Take" Learning Centers.
9. Odyssey.
10. Personal Responder Training.
11. Effective Schools Conference.
12. Everyday Math Training.
13. WESTEST2 Writing Assessment Training.
14. Understanding Response to Intervention (RTI).
15. Response to Intervention (RTI) Changes Presented by RESA 3.
16. Principal's Institute.
17. Renaissance Learning.
18. Kindergarten Conference.

## **FOLLOW-UP REVIEW**

### **ACHIEVED STANDARD.**

Van Elementary School improved the student percent proficient of all subgroups in both mathematics and reading/language arts. The following analysis shows the percentage of improvement from the 2010 WESTEST2 to the 2011 WESTEST2.

#### **Mathematics**

- All Students (AS) - (+5.47 percent)
- Racial/Ethnicity White (W) - (+5.47 percent)
- Economically Disadvantaged (SES) (+7.50 percent)

#### **Reading/Language Arts**

- All Students (AS) - (+22.81 percent)
- Racial/Ethnicity White (W) - (+22.81 percent)
- Economically Disadvantaged (SES) - (+24.28 percent)

According to the federal No Child Left Behind (NCLB) specifications for adequate yearly progress (AYP), this was the 1<sup>st</sup> year that the school failed to achieve AYP in one of more subgroups designated in 5.1.1. Achievement. Therefore, the school met the standard for full accreditation status.

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

1. 4 Square Writing.
2. E Learning Class- A leadership and teaming class taught by Richard Lawrence that defined the role of teams in school improvement.
3. Using DIBELS.
4. Teaching for Depth of Knowledge (DOK) Learning.
5. Using Student Responders.
6. Instructional Practices Inventory (IPI).
7. How to Effectively Work with Parents.
8. Data Disaggregation Day.
9. West Virginia Reading Conference.
10. Using Benchmark Data to Improve Instruction.
11. Using Data to Guide Instruction.
12. Effective Instructional Strategies.
13. Ongoing training from Instructional Coaches.

## EDUCATION PERFORMANCE AUDIT

### 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)**

Instructional practices in two grades did not demonstrate high expectations for the learning and achieving of all students. The Depth of Knowledge (DOK) instruction was on Level 1. Rigor and relevance needed to be greatly increased in these classes.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** Instructional coaches provided ongoing training on designing effective lesson plans using Depth of Knowledge (DOK) techniques, designing lessons with rigor and relevance, using effective instructional techniques, varying instructional activities, etc. The Team observed classes, reviewed lesson plans, and interviewed teachers and confirmed that more effective instructional practices were being implemented. The Team also found that the lessons were well planned and presented and students were actively engaged in learning.

- 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)**

Two teachers stated that science was less than 50 percent active inquiry, investigation, and hands-on activities. One of these teachers stated that there was not enough time to teach with these activities because of having to rotate science and social studies. According to the teacher, she taught active experimentation about one-third of the time. A third teacher stated that she did not know about a 50 percent hands-on science “rule”.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** A room had been designated for the science laboratory and was equipped with tables, materials, and equipment. All classrooms had science related displays and activities students prepared that demonstrated science



principles. The principal regularly reviewed lesson plans and conducted classroom walkthroughs to ensure that 50 percent of science instruction involved active inquiry, investigation and hands-on activities. The Team observed numerous science hands-on activities occurring during classroom observations. All teachers reported that science instruction included at least 50 percent active inquiry, investigation, and hands-on activities.

**7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Although technology was available and used by some teachers, technology use by student logs, student interviews, and Team observation indicated that instructional technology was not being utilized to the fullest extent possible. The Team determined that teachers needed to integrate technology into their instructional delivery.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** County instructional coaches provided the staff technology training and worked with teachers in classrooms by modeling the use of technology in instruction. The Team observed technology being used in all classrooms and teachers were using the computer laboratory on a regular basis. Teachers documented the use of technology in their lesson plans. Teachers were provided training on Teach 21, 21st Century Technology, Using iPads, student responders, DIBELS, Tech Steps, Acuity mini-assessments, and E-Suites (for Everyday Math on-line). Most staff members attended the Boone County Technology Academy during the summer 2011. All teachers were effectively integrating technology into their classroom instruction.

## 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.**

One teacher was listed as a Strategic Plan Committee member; however, the teacher stated that she did not work on the committee. Two other teachers stated that a plan was in place but that they did not know the goals.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The faculty reviewed and revised the school's Five-Year Strategic Plan. The plan was regularly discussed and reviewed during various school team meetings and during staff meetings. All staff members had a copy of the revised strategic plan and were knowledgeable of the school's goals, objectives, and action steps.

- 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)**

The principal had provided a great deal of feedback on the lesson plans, but staff had not adjusted or improved the plans based on the principal's feedback. The Team noted the same comments on lesson plans appeared week after week; however, the teachers did not make the requested changes.

Seven out of eight lesson plans lacked clear procedures to guide the lessons. A substitute teacher could not follow these plans.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff developed a lesson plan template that contained the areas that needed to be addressed in all lesson plans and spaces for individual teacher needs. Teachers used this template when planning their lessons. The principal used a form for reviewing lesson plans during classroom walkthroughs and lesson plan monitoring. Lesson plans were submitted to the principal each week for review and monitoring. Lesson plans reviewed by the Team were well

prepared and could easily be used by a substitute teacher. Lesson plans appeared to have been adjusted based on the principal's comments.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

The Team reported that an underlying achievement issue was staff did not know how to analyze data and determine instructional needs based on data. Everyone was able to state that they were using Acuity, West Virginia Writes, Odyssey, and Quick Phonic Screener; however, none of the Grades 3-5 teachers was able to clearly show or explain how the data were being analyzed to identify and assist students to improve student achievement.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff participated in a two day training session (August 2011) on analyzing and using test data to improve instruction. During the training teachers reviewed and analyzed WESTEST2 data for the students they would have in class during the 2011-2012 year. Training sessions included using the data to identify individual student and class weaknesses and how to use this information to adjust classroom instruction to address identified needs. This process was repeated with the benchmark test data during the year. Teachers met together regularly and discussed student information and devised activities to address student needs. The principal was a vital member of this team and monitored the implementation of the activities in classrooms and offered assistance with the implementation where needed. The county instructional coaches for reading, mathematics, and technology provided teachers assistance with this process weekly.

## **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 Van Elementary School in providing a thorough and efficient system of education. Boone 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 Boone 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.**

Data analysis appeared to be severely lacking by the intermediate elementary teachers. The principal must ensure that all teachers are trained for interpreting, analyzing, and implementing the WESTEST2 data and use the data to increase student achievement.

Rigor of curriculum must increase in all classes and students must be kept on task with high quality instruction throughout the entire instructional time. All students must be challenged and encouraged to function at the higher Depth of Knowledge levels.

## **FOLLOW-UP REVIEW CONCLUSION**

**Staff participated in training on analyzing and interpreting assessment data and using the data to identify student needs and improve instruction. Instructional coaches and the principal regularly visited classrooms and provided assistance to teachers in using data to target student weaknesses and prepare and present instruction to address identified weaknesses. According to the Team's observation, rigor in instruction had increased student active engagement in 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 Van 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 principal was working on her second year in administration at the school and must continue to be given support by the Boone County Central Office. It is important for the principal to follow through on lesson plan feedback to improve instruction. The Team believed that the principal, with assistance, possesses the skills to develop the capacity to correct the deficiencies found at the school.

The Team recommended that the Boone County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP REVIEW CONCLUSION**

**The new principal assigned to Van Elementary School had been able to mold the faculty into a smoothly functioning team. The principal and teachers worked together to learn new approaches and methods to improve instruction. Student data were analyzed and used to design instruction specific to students' academic weaknesses. The deficiencies noted in the OEPA audit report had been corrected. The Five-Year Strategic Plan, developed with assistance from the Boone County Central Office staff and the West Virginia Department of Education, Office of School Improvement, has been implemented and continued to provide guidance for the 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.

- 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.**

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have music chairs with folding arms, a podium, recording devices, microphones, stereo sound system, piano, instructional technology equipment, an instructor's station, or acoustical treatment.

**19.1.15. Health service units.** A health service unit of adequate size was not available. The health services unit did not have a bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, or locked medication box.

**FOLLOW-UP REVIEW CONCLUSION**

All facility resource needs remained the same as identified in the original Education Performance Audit report.

**19.1.15. It is essential that the school provide a refrigerator with locked storage and a locked medication box.**

## **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.**

Given the achievement levels of students in all subgroups, Van Elementary School and Boone County must implement high yield instructional practices and instruction that will improve students' achievement. Boone County must actively pursue assistance from RESA 3, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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

### **FOLLOW-UP REVIEW TEAM SUMMARY**

**The principal and staff of Van Elementary School received substantial professional development in effective instruction and instructional planning. Techniques learned in the professional development were being implemented in the classrooms.**

**The Boone County Superintendent of Schools and Central Office staff provided training and support for the Van Elementary School staff in their efforts to improve student achievement. Instructional coaches provided in-classroom training for teachers. RESA 3 staff provided assistance with implementing the Instructional Practices Inventory (IPI). The IPI had been conducted two times and classroom practices were adjusted based on the results. The principal received training at the West Virginia Principals' Academy provided by the West Virginia Center for Professional Development (CPD).**



## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Van Elementary School	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that **the West Virginia Board of Education continue the Full Accreditation status of Van Elementary School.**