



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LAURETTA B MILLSOP PRIMARY SCHOOL

BROOKE COUNTY SCHOOL SYSTEM

MARCH 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Laretta B Millsop Primary School in Brooke County was conducted December 17, 2013. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education – Mark Moore, Coordinator, Employee Development Center, Office of Instructional Technology

TEAM MEMBERS

| Name | Title | School/County |
|--------------------|-----------------------------|--|
| Wendy R. Clutter | Elementary School Principal | Cameron Elementary School Marshall County |
| Krista A. DeVaughn | Elementary School Principal | Sistersville Elementary School Tyler County |
| Casey A. Kerns | Elementary School Principal | Smithville Elementary School Ritchie County |

SCHOOL PERFORMANCE

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

10 BROOKE COUNTY

Dr. Kathy Kidder-Wilkerson, Superintendent

206 LAURETTA B MILLSOP PRIMARY SCHOOL – TRANSITION

Tina Zago, Principal

Grades K-04, Enrollment 87 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Laretta B Millsop Primary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Laretta B Millsop Primary School.

| | | | |
|-------------------|------------|---|---------|
| Designation: | TRANSITION | Next Year's Target: | 53.4584 |
| Index Score: | 22.5698 | Met at least 50% of targets in Mathematics and Reading: | YES |
| Index Target: | 49.9234 | Met Participation Rate Indicator: | YES |
| Met Index Target: | NO | | |

Supporting Data

| | |
|---|-------------|
| Proficiency (95% of the index score) | 17.61 |
| Achievement Gaps Closed (0% of the index score) | N/A |
| Observed Growth (0% of the index score) | N/A |
| Adequate Growth (0% of the index score) | N/A |
| <u>Attendance Rate (5% of the index score)</u> | <u>4.96</u> |
| Total Accountability Index (out of 100) | 22.57 |

The West Virginia Accountability Index targets are set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above are set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Lauretta B Millsop Primary School did not achieve the Accountability Index Target for the 2013-2014 school year.

Considering the achievement target index of 53.4584 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 22.5698, Lauretta B Millsop Primary School has a steep trajectory to achieve both short term and long term goals. A significant gap exists in both the WVAI target and the target of 75 percent by 2020.

**LAURETTA B MILLSOP PRIMARY SCHOOL
Grade Level Proficiency Data
School Year 2013**

| Grade-Level and Subgroup | | Mathematics | | | Reading/Language Arts | | |
|--------------------------|--------------------------|---------------|----------------|------------|-----------------------|----------------|------------|
| Grade | Group | Participation | Non-Proficient | Proficient | Participation | Non-Proficient | Proficient |
| 3 | White | > 95% | 88.24% | 11.76% | > 95% | 88.24% | 17.65% |
| 3 | Special Education | > 95% | >95% | < 5% | > 95% | < 5% | > 95% |
| 3 | Low Socioeconomic Status | > 95% | >95% | < 5% | > 95% | 88.89% | 11.11% |
| 3 | Total | > 95% | 88.24% | 11.76% | > 95% | 82.35% | 17.65% |
| 4 | White | > 95% | 43.75% | 56.25% | > 95% | 50.00% | 50.00% |
| 4 | Hispanic | > 95% | 50.00% | 50.00% | > 95% | 50.00% | 50.00% |
| 4 | Low Socioeconomic Status | > 95% | 50.00% | 50.00% | > 95% | 62.50% | 37.50% |
| 4 | Total | > 95% | 44.44% | 55.56% | > 95% | 50.00% | 50.00% |

Attendance Rate = 99.20%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

Mathematics. In mathematics, Grade 4 students at 55.56 percent proficient substantially outperformed Grade 3 students (11.76 percent proficient). Less than 5 percent of Grade 3 special education and low socioeconomic subgroups were proficient while 50 percent of the low socioeconomic subgroup was proficient in Grade 4.

Reading/Language Arts. In reading/language arts, Grade 3 scored 17.65 percent proficient, and Grade 4 scored 50.00 percent proficient. While low achievement levels are evident for in subgroups at each grade level, the Grade 3 special education and low socioeconomic subgroups are of greatest significance with scores of less than 5 percent in mathematics. Also of concern was the low socioeconomic subgroup in Grade 4 reading/language arts with 37.5 percent proficient.

**LAURETTA B MILLSOP PRIMARY SCHOOL
Growth Model School Level Summary
Results by Sub-Group**

**Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

Low between 1-34th percentile
Typical between 35th-65th percentile
High between 66th-99th percentile

| Subgroup | | Mathematics 2013 | | | | | Reading/Language Arts 2013 | | | | |
|-----------------------|--------|------------------|--------------|--------------|-------------------|--------------------|----------------------------|--------------|--------------|-------------------|--------------------|
| | | Low | Typical | High | Median Percentile | Percent Proficient | Low | Typical | High | Median Percentile | Percent Proficient |
| All Sub-Group | School | * | * | * | 38.0 | 34.3% | * | * | * | 38.0 | 34.3% |
| | County | 688 (40%) | 524 (30%) | 526 (30%) | 46.0 | 44.5% | 675 (39%) | 482 (28%) | 560 (33%) | 46.0 | 42.9% |
| | State | 51,165 (35%) | 45,256 (31%) | 50,057 (34%) | 50.0 | 45.1% | 50,484 (35%) | 45,076 (31%) | 50,227 (34%) | 50.0 | 48.8% |
| White Sub-Group | School | * | * | * | 38.0 | 33.3% | * | * | * | 38.0 | 33.3% |
| | County | 662 (40%) | 511 (31%) | 495 (30%) | 46.0 | 44.7% | 651 (40%) | 462 (28%) | 534 (32%) | 46.0 | 43.0% |
| | State | 47,034 (35%) | 41,704 (31%) | 46,085 (34%) | 50.0 | 45.7% | 46,584 (35%) | 41,462 (31%) | 46,170 (34%) | 50.0 | 49.2% |
| Non-Spec.Ed Sub-Group | School | * | * | * | 38.0 | 35.3% | * | * | * | 38.0 | 32.4% |
| | County | 546 (38%) | 442 (31%) | 456 (32%) | 47.0 | 50.3% | 535 (37%) | 405 (28%) | 491 (34%) | 48.0 | 50.3% |
| | State | 43,209 (34%) | 39,628 (31%) | 45,276 (35%) | 51.0 | 49.6% | 43,078 (34%) | 39,588 (31%) | 44,936 (35%) | 51.0 | 54.2% |
| LSES Sub-Group | School | * | * | * | 30.0 | 23.5% | * | * | * | 51.0 | 23.5% |
| | County | 348 (40%) | 260 (30%) | 258 (30%) | 44.0 | 36.1% | 361 (42%) | 245 (29%) | 248 (29%) | 43.0 | 32.7% |
| | State | 26,545 (38%) | 21,619 (31%) | 22,119 (31%) | 47.0 | 37.5% | 25,763 (37%) | 21,435 (31%) | 22,576 (32%) | 47.0 | 40.8% |
| Non-LSES Sub-Group | School | * | * | * | 57.0 | 44.4% | * | * | * | 32.0 | 44.4% |
| | County | 340 (39%) | 264 (30%) | 268 (31%) | 48.0 | 53.6% | 314 (36%) | 237 (27%) | 312 (36%) | 49.0 | 54.1% |
| | State | 24,620 (32%) | 23,637 (31%) | 27,938 (37%) | 52.0 | 58.1% | 24,721 (33%) | 23,641 (31%) | 27,651 (36%) | 52.0 | 62.5% |
| Male Sub-Group | School | * | * | * | 34.0 | 38.9% | * | * | * | 32.0 | 27.8% |
| | County | 349 (41%) | 245 (29%) | 259 (30%) | 45.0 | 45.0% | 373 (44%) | 236 (28%) | 237 (28%) | 41.0 | 33.9% |
| | State | 27,113 (37%) | 22,439 (30%) | 24,615 (33%) | 48.0 | 44.3% | 27,485 (37%) | 22,259 (30%) | 24,047 (33%) | 47.0 | 41.0% |
| Female Sub-Group | School | * | * | * | 38.0 | 29.4% | * | * | * | 51.0 | 41.2% |
| | County | 339 (38%) | 279 (32%) | 267 (30%) | 47.0 | 43.9% | 302 (35%) | 246 (28%) | 323 (37%) | 51.0 | 51.9% |
| | State | 24,052 (33%) | 22,817 (32%) | 25,442 (35%) | 51.0 | 45.9% | 22,999 (32%) | 22,817 (32%) | 26,180 (36%) | 52.0 | 56.9% |

**Note: Schools are those schools that have at least a 4th grade.*

**Denotes cell size <20.*

Growth Model School Level Summary Results by Sub-Group

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient of Laretta B Millsop Primary School's Grade 4 students in each subgroup as well as the county and the State percent proficient. In addition, subgroup growth is examined and determined to be low, typical or high based on previous performance. The low socioeconomic subgroup and male subgroup demonstrated low growth in mathematics and all other subgroups demonstrated typical growth. The non-low socioeconomic subgroup and male subgroup demonstrated low growth in reading/language arts and all other subgroups demonstrated typical growth.

The chart indicates the percent proficient in both mathematics and reading/language arts was 34.3 percent. In mathematics, the low socioeconomic subgroup (23.5 percent) scored significantly lower than those in the non-low socioeconomic subgroup (44.4 percent), creating a gap of 20.9 percent. The male subgroup (38.9 percent) scored 9.5 percent higher than the female subgroup (29.4 percent).

In reading/language arts, the low socioeconomic subgroup (23.5 percent) scored significantly lower than those in the non-low socioeconomic subgroup (44.4 percent), creating a gap of 20.9 percent. The female subgroup (41.2 percent) scored 13.4 percent higher than the male subgroup (27.8 percent).

Note: The chart represents growth for only Grade 4 students who completed the WESTEST2 the previous year in Grade 3.

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

1. Educator Enhancement Academy.
2. Brooke County Principal Academy.
3. Engrade and Edline.
4. Next Generation Standards in Mathematics and Reading/Language Arts.
5. Edmodo and Technology Resources.
6. Smartboard Training.
7. Common Core Resources and Curriculum Mapping.
8. Educator Evaluation Training.
9. Think Through Math.
10. Pearson Social Studies.
11. Star Reading.
12. Edvation-EducateWV (techSteps).
13. Academic Vocabulary.
14. Special Education Compliance.
15. Career Exploration.
16. Suicide Prevention.

17. Classroom Management, Effective Instruction, and Student Motivation.
18. Olweus Bully Prevention.
19. Principal Regional Institute.
20. Look Who's Reading in Brooke County.
21. Individualized Education Program (IEP) Development.
22. Mentoring and New Teachers.
23. Professional Learning Communities.
24. Five-Year Strategic Plan.
25. SPL Training and Smart Responders.
26. Collins Writing Program.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Laretta B Millsop Primary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

- 7.1.4. Instruction.** The Success for All KinderCorner program was highly commendable. KinderCorner is a full-day comprehensive program that fosters students' language, cognitive, mathematical, emotional, interpersonal, creative, and physical development. The program includes rich thematic units, centering on student engagement. It is based on constructivist principles of developmentally appropriate practices and encourages students to work cooperatively with partners and small groups as they explore new concepts and share information. The overall goal of KinderCorner is to ensure that every child enters Grade 1 with the language skills, early literacy, numeric concepts, social skills, self-help skills, and confidence necessary for success in the elementary grades.
- 7.5.1. Parents and the community are provided information.** The school's Local School Improvement Council (LSIC) was very active. Parents were an integral part of the school and participated in activities such as completing school needs assessments for the Extended Day Program, participating in the very active PTA, monitoring the "School of Champions" Parent Involvement Reading and Math-at-Home program, volunteering for duties at the school, participating in fund raising activities, and attending school during American Education Week to participate in training sessions, with their children. Also active at the school are the PTA president and parent representatives, the Brooke County Reading Council/retired teachers, the Weirton City Mayor, Weirton City Council, the Brooke County Commission, staff of the Mary H. Weir Public Library, West Liberty University, the WVU Extension Office, local attorneys, local police officers, and others.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

High expectations were not evident in two classrooms. It was not evident that a challenging curriculum was provided in these classrooms and students were not observed to be working above the Depth of Knowledge Level 1. Students in these classrooms were given basic recall material and were not actively involved in activities that required higher level thinking skills.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

According to the individual classroom schedules, the daily instructional minutes requirement was not met in any of the classrooms.

7.2. STUDENT AND SCHOOL PERFORMANCE.

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)

It was not evident that instruction was driven by formal and/or informal student data. Many forms of assessments were given; however, four out of seven teachers could not articulate how data were used to guide classroom curriculum. The Team determined that this could be a reason for the lower student achievement scores.

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 Laretta B Millsop Primary School in providing a thorough and efficient system of education. Brooke 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 Brooke 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.

All teachers must review student data regularly and base classroom curriculum on the results of the data. The data being utilized must be a combination of formal and informal data, and evidence of data disaggregation must be shown. Evidence of changes in curriculum delivery based on proper data analysis needs to be evident in lesson planning and in teacher interviews. Also, all teachers must challenge all students to perform at their highest levels of achievement. The classroom curriculum must be delivered in a fashion that will encourage all students to remain involved and active in the classes and produce their highest quality work.

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 Laretta B Millsop 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 staff appeared to be concerned with the low achievement and willing to make changes in areas identified in this report. The principal must actively monitor and provide assistance to teachers in data analysis and high expectations, as well as any other areas determined to be below standard. The school and Brooke County will need to develop the capacity of the staff to improve 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.

- 19.1.1. School location.** The school site did not have 5 usable acres. (Did not adversely impact program and student performance.)
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available. (Adversely impacts program and student performance.)
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size. (May adversely impact program and student performance.)
- 19.1.9. Grades K-12 remedial.** The remedial classroom was not of adequate size. (May adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The art facility did not have a deep sink, hot and cold water, counter space, a ceramic kiln, or black-out areas. The music facility did not have music chairs with folding arms, a podium, an instructor's station, or acoustical treatment. The physical education facility did not have

provisions for two or more teaching stations or a drinking fountain. (Adversely impacts program and student performance.)

- 19.1.14. Food service.** The food service area did not have seating for dining and study purposes, a teachers' dining area of adequate size, a locker/dressing room, a lavatory, or a toilet. (Did not adversely impact program and student performance.)
- 19.1.15. Health service units.** The health services unit did not have a bulletin board, toilet, refrigerator with locked storage, or work counter. (Adversely impacts student health and safety.)

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.

The principal and staff of Laretta B Milsop Primary School had begun several intervention programs to increase student achievement, and the staff had reported positive success with each initiative.

- Professional Development for teachers relative to Common Core State Standards Initiative, Support for Personalized Learning (SPL), and West Virginia Board of Education Policy 4373, *Expected Behavior in Safe and Supportive Schools*.
- Training to assist teachers with effective research-based and differentiated instruction techniques.
- Professional Learning Communities continual data analysis resulting in the establishment of target school and grade level goals.
- Identifying individual needs through formative and summative assessments, including DIBELS and Acuity data.
- Response to Intervention Tiers I, II, and III provided by classroom teachers.
- After-school tutoring services.
- Literacy Centers and Learning Stations implanted into the curriculum to provide differentiated instruction support for SPL.
- Schoolwide Positive Behavior Support Intervention Support (PBIS) program to assist with school culture, increased academic performance, decreased problematic behaviors, and increased attendance.
- Internet-based computer programs, such as techSteps, Odyssey, Harcourt Reading, WV Writes, and other relevant program sites.
- Local School Improvement Council, Partners in Education, and PTA.
- Parental Volunteer “Read Aloud” and Career Education programs.

The listed intervention programs initiated are all relative to improving teachers’ skills and raising student performance. The school will need to maintain focus on what needs to occur at each grade level to bring about higher levels of achievement of all students.

EDUCATION PERFORMANCE AUDIT SUMMARY

Lauretta B Millsop Primary School's Education Performance Audit examined 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 initial report to guide Lauretta B Millsop Primary School in improvement efforts.

The Team identified three high quality standards necessary to improve performance and progress.

- 7.1.2. High expectations.
- 7.1.13. Instructional day.
- 7.2.4. Data analysis.

The Team presented two commendations (7.1.4. Instruction and 7.5.1 Parents and the community are provided information), noted an indicator of efficiency, offered capacity building resources, and noted early detection and intervention initiatives.

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 Lauretta B Millsop Primary School and Brooke County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.