



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ARNOLDSBURG SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

JULY 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Arnoldsburg School in Calhoun County was conducted October 19, 2011.

A Follow-up Education Performance Audit of Arnoldsburg School was conducted March 26, 2013. 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 – Allen Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County

SCHOOL PERFORMANCE

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

14 CALHOUN COUNTY

Roger Propst, Superintendent

201 ARNOLDSBURG SCHOOL – Passed

Jeannie Wade, Principal

Grades PK - 04

Enrollment 215 (2nd 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
Mathematics								
All	75	79	79	100.00	29.33	Yes	Confidence Interval	✓
White	74	78	78	100.00	29.72	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	23	23	100.00	30.00	NA	NA	NA
Low SES	54	57	57	100.00	35.18	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	75	79	79	100.00	34.66	Yes	Yes	✓
White	74	78	78	100.00	35.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	23	23	100.00	15.00	NA	NA	NA
Low SES	54	57	57	100.00	37.03	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.0%

14 CALHOUN COUNTY
Roger Propst, Superintendent

201 ARNOLDSBURG SCHOOL – Needs Improvement

Jeannie Wade, Principal
Grades PK - 04

Enrollment 231 (2nd 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
Mathematics								
All	80	88	88	100.00	35.00	Yes	No	X
White	80	88	88	100.00	35.00	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	26.31	NA	NA	NA
Low SES	55	61	61	100.00	30.90	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	80	88	88	100.00	23.75	Yes	No	X
White	80	88	88	100.00	23.75	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	26.31	NA	NA	NA
Low SES	55	61	61	100.00	23.63	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

14 CALHOUN COUNTY
Roger Propst, Superintendent

201 ARNOLDSBURG SCHOOL – Passed

Jeannie Wade, Principal
Grades PK - 04

Enrollment 219 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	66	71	71	100.00	34.84	Yes	No	✗
White	65	70	70	100.00	35.38	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	12	12	100.00	45.45	NA	NA	NA
Low SES	39	43	43	100.00	28.20	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	65	70	70	100.00	30.76	Yes	No	✗
White	64	69	69	100.00	31.25	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	12	12	100.00	36.36	NA	NA	NA
Low SES	38	42	42	100.00	18.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Arnoldsburg Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Arnoldsburg Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts. Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup in mathematics and reading/language arts needs attention and plans for improved performance.” The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient 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 – 57.89 percent in mathematics and 71.06 percent in reading; Grade 4 – 71.42 percent in mathematics and 80.96 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 reported by the principal.

1. Interactive Strategies to Enhance Mathematics Instruction.
2. Implementing for Success-Pearson Envision and Investigations.
3. Quality Service/Making the Most of Your Time.
4. WESTEST2, School Expectations, Policy Review.
5. Five-Year Strategic Plan.
6. Odyssey.
7. Pre-K Symposium.
8. Tech Tools and Resources.
9. TechSteps.
10. Benchmark Testing/Data Analysis/Instructional Plans/CSO Tracker.
11. Kindergarten Institute.
12. Strategic Teaching/Literacy K-04.
13. DIBELS Next.
14. Technology Resources for Social Studies.
15. Classroom Management.
16. Leveled Literacy Interventions K-03.
17. Analyze Math and Technology Best Practices.
18. Parent Involvement.
19. Guided Reading.
20. Reading Strategies.
21. Kansas Writing.

FOLLOW-UP REVIEW

STANDARD NOT MET. Arnoldsburg School continued to fail to achieve adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts. While student achievement in these subgroups in mathematics remained approximately the same from the 2010-2011 school year to the 2011-2012 school year, achievement in these subgroups (AS and W) increased in reading/language arts. The principal continued the professional development from the original Education Performance Audit, and reported that the programs were beginning to show benefits to the students and that WESTEST2 scores for spring 2013 should show increases in all areas.

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)

One teacher did not exhibit high expectations for all students. Curriculum in this class was not challenging and instruction was not occurring throughout the entire class period. Lesson plans in this class were sketchy and did not provide adequate information to instruct the class. The teacher used nine minutes of class for a two-digit subtraction problem.

FOLLOW-UP REVIEW

COMPLIANCE. This teacher was no longer at the school. Other classes observed revealed high quality instruction, high expectations for students, and appropriate lesson plans.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Two teachers did not vary instruction. Students in these classes remained in small groups for the entire 30 minutes of the Team's observation periods with little or no teacher guidance, feedback, or instruction.

FOLLOW-UP REVIEW

COMPLIANCE. One of the two identified teachers was no longer at the school. The other teacher was utilizing a wide variety of instructional strategies.

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)

There was no counselor assigned to the school. A social worker was contracted through the local hospital and provided much needed services; however, this does not replace the services of a licensed guidance counselor.

FOLLOW-UP REVIEW

COMPLIANCE. The school has an itinerant counselor who serves the students every Monday. A review of the counseling log revealed direct student counseling time exceeded 75 percent of the work day.

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 Arnoldsburg School in providing a thorough and efficient system of education. Calhoun 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 Calhoun 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.

Arnoldsburg Elementary School failed to achieve adequate yearly progress (AYP) in all reporting subgroups on the 2010-2011 WESTEST2. The principal and staff had completed a thorough data analysis and the principal and county had provided numerous high quality staff development opportunities to address the low performance. It is essential that the staff development be applied, monitored for effectiveness, and practices adjusted if student performance is not showing the desired results.

The principal and staff must strive to challenge all students to increase student achievement through efficient and effective application of a content rich curriculum and meaningful and high level instruction.

FOLLOW-UP CONCLUSION

The principal and staff continued to implement the high quality professional development provided by Calhoun County Central Office and various State agencies. Mathematics scores remained stagnant while reading/language arts scores increased. The principal must continue to monitor classroom instruction and curriculum to ensure that all students are provided every opportunity to learn.

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 Arnoldsburg 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.**

Student achievement was deficient in at least two assessment years and had not shown measurable improvement. Reading WESTEST2 scores declined substantially in all subgroups except the special education (SE) subgroup, which improved. Although research-based and pertinent staff development occurred, Arnoldsburg Elementary School and Calhoun County have not demonstrated the capacity to improve student achievement.

The Education Performance Audit Team observed what appeared to be effective instruction in most classes and a capable principal. To promote success, all teachers will need to apply this level of instruction from day to day and pay attention to individual students' mastery of the content standards and objectives (CSOs). The principal will need to connect data to actions and evaluate the effectiveness of actions. The curriculum will need to be content rich to help students succeed.

Assistance will need to be provided from the Calhoun County Central Office, RESA 5, the West Virginia Center for Professional Development, and the West Virginia Department of Education in increasing the effectiveness of the school's capacity to improve the school's achievement of all students.

FOLLOW-UP CONCLUSION

Arnoldsburg School has not yet demonstrated the capacity to significantly increase student achievement in mathematics. Furthermore, additional increases must be made in reading/language arts and mathematics for the school to achieve adequate yearly progress (AYP). Continued assistance will need to be provided by the Calhoun County Central Office staff and various State agencies.

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.

A new facility is under construction to replace the current school.

- 19.1.1. School location** Playgrounds/recreational areas were not well equipped and appropriate for the age levels.
- 19.1.7. K classrooms.** One of the two kindergarten classrooms did not have a sink and hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** The classrooms did not have adequate storage.
- 19.1.10. Specialized instructional areas.** Art was taught in the individual classrooms; therefore, the equipment in an individual art classroom was not available; however, the various art materials were available. 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 a ceiling height of 20-24 feet.

19.1.14. Food service. Food and non-food storage was not adequate.

19.1.15. Health service units. Curtained or small rooms with cots were not available.

FOLLOW-UP CONCLUSION

The current building will be closed and all students will be moved into the new Arnoldsburg School during the 2013-2014 school year; therefore, all facility resource needs remained as previously identified.

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 reported some extenuating circumstances that contributed to the low student achievement. These issues included: Three core teachers were absent for a high number of days due to health issues, family concerns, and pregnancy; a high number of student absences due to illness; 18 inclement weather days; and two teachers were assigned to teach Grade 3 with experience from different grade levels. Since the factors have been identified as contributing to low student and school performance, Calhoun County and the school will need to initiate action to overcome them.

Calhoun County and the school must actively pursue assistance from RESA 5, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts.

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

FOLLOW-UP TEAM SUMMARY

The issues reported by the principal in the original Education Performance Audit to have been contributing to the low student achievement had been corrected. Therefore, it is imperative that all staff strive to increase student achievement through extensive test data analysis, high quality instruction, high expectations, and implementation of professional development.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Arnoldsburg School	Conditional Accreditation	5.1.1		June 30, 2016

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Conditional Accreditation status of Arnoldsburg School with a June 30, 2016, Date Certain to achieve adequate yearly progress (AYP).