



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ARNOLDSBURG SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

MARCH 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Arnoldsburg School in Calhoun County was conducted October 19, 2011. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for low performance and progress and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress.

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. The review concentrated on the low student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Gary A. Cook	Middle School Principal	Winfield Middle School Putnam County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Claude Steve Malnick	Middle School Principal	Monongah Middle School Marion 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%

ARNOLDSBURG SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	38	42	38	100.00	7.89	50.00	26.32	15.79	0.00	42.11
04	46	42	46	42	100.00	35.71	35.71	19.05	9.52	0.00	28.57

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	38	42	38	100.00	44.74	26.32	18.42	7.89	2.63	28.95
04	46	42	46	42	100.00	40.48	40.48	7.14	9.52	2.38	19.05

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Arnoldsburg School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.5.1. Parents and the community are provided information.** The school had excellent parent involvement and community relations. Multiple parents assisted the school every day and were readily available to provide help in any way needed.

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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

Arnoldsburg School's Education Performance Audit investigated the reasons for low performance and progress. The Team also conducted a resource evaluation to assess the resource needs of the school.

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

They include the following:

- 7.1.2. High expectations.** (Curriculum was not challenging in one classroom observed.)
- 7.1.5. Instructional strategies.** (Instruction was not varied in two classes and teachers provided little guidance, feedback, or instruction.)
- 7.2.2. Counseling services.** (The school did not have counseling services.)

The Team presented one commendation (7.5.1. Parents and the community are provided information), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Arnoldsburg School and Calhoun County to correct the findings noted in the report by the next accreditation cycle.