



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PLEASANT HILL SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

JULY 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

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

A Follow-up Education Performance Audit of Pleasant Hill 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
Todd H. Layhew	Assistant Director	Roane Jackson Technical Center Jackson 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

203 PLEASANT HILL SCHOOL – Passed

Robert Bonar, Principal

Grades PK - 04

Enrollment 240 (2nd month 2009-2010 enrollment report)

WESTEST 2009-10

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	41.25	Yes	Yes	✓
White	80	87	87	100.00	41.25	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	13	13	100.00	0.00	NA	NA	NA
Low SES	58	65	65	100.00	39.65	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	80	88	88	100.00	46.25	Yes	Yes	✓
White	80	87	87	100.00	46.25	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	13	13	100.00	9.09	NA	NA	NA
Low SES	58	65	65	100.00	44.82	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

14 CALHOUN COUNTY
Roger Propst, Superintendent
203 PLEASANT HILL SCHOOL – Passed

Robert Bonar, Principal
Grades PK - 04
Enrollment 260 (2nd month 2010-2011 enrollment report)

WESTEST 2010-11

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	76	86	86	100.00	39.47	Yes	Confidence Interval	✓
White	74	83	83	100.00	39.18	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	55	65	65	100.00	34.54	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	76	86	86	100.00	42.10	Yes	Confidence Interval	✓
White	74	83	83	100.00	41.89	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	55	65	65	100.00	36.36	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.3%

14 CALHOUN COUNTY
Roger Propst, Superintendent
203 PLEASANT HILL SCHOOL – Passed

Robert Bonar, Principal
Grades PK - 04
Enrollment 270 (2nd month 2011-2012 enrollment report)

WESTEST 2011-12

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	93	96	96	100.00	36.55	Yes	Confidence Interval - Averaging	✓
White	91	94	94	100.00	36.26	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	11	100.00	0.00	NA	NA	NA
Low SES	59	62	62	100.00	28.81	Yes	No	x
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	93	96	96	100.00	35.48	Yes	Confidence Interval - Averaging	✓
White	91	94	94	100.00	36.26	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	11	100.00	0.00	NA	NA	NA
Low SES	59	62	62	100.00	27.11	Yes	Confidence Interval - Averaging	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Pleasant Hill School achieved 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 only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups 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 – 48.72 percent in mathematics and 56.41 percent in reading; Grade 4 – 72.97 percent in mathematics and 59.46 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. Odyssey.
2. WVEIS WOW.
3. Health/Wellness.
4. Mathematics content standards and objectives (CSOs).
5. MAP Testing.
6. TechSteps.
7. DIBELS Voyager/Teach21.
8. Edline/WVEIS Webtop/Thinkfinity/Clickers.
9. Saxon Phonics.
10. Kindergarten Institute.
11. Strategic Teaching.
12. DIBELS Next.
13. Classroom Management.
14. Reactive Attachment Disorder.

FOLLOW-UP REVIEW

STANDARD MET. While Pleasant Hill School achieved adequate yearly progress in the all students (AS), the racial/ethnicity white (W) subgroups in mathematics and reading/language arts, and the economically disadvantaged (SES) subgroup in reading/language arts, it was only by application of the confidence interval. The principal was continuing the professional development sessions from the original Education Performance Audit and had added additional sessions to enhance student achievement in the areas of mathematics and reading/language arts.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

The Team noted a class of 10 students with a multi-categorical instructor without the services of an aide. Policy 2419 specifies no more than six special education students per teacher in Grades 1-4. The class included Grades 1-4 and the teacher taught both mathematics and reading/language arts in the same classroom. The number of students, the students' age and grade range, and the variety of classroom subjects resulted in students not receiving the instruction they needed and the content standards and objectives (CSOs) were not being addressed to the level for student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. An additional special education teacher was hired for one-half time and an aide was hired one-half time.

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)

Both Kindergarten classrooms failed to meet the minimum required 315 instructional minutes. One teacher's classroom had 290 minutes of instruction and the other teacher's classroom had 300 minutes of instruction.

FOLLOW-UP REVIEW

COMPLIANCE. A review of all classroom schedules revealed that all students were receiving in excess of 315 minutes of instruction per day.

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)**

Pleasant Hill School did not have a counselor provided by the Calhoun County Board of Education. A social worker, contracted through a local hospital, provided services. A social worker is not a licensed school counselor. While a social worker provides needed services, this does not take the place of a licensed guidance counselor.

FOLLOW-UP REVIEW

COMPLIANCE. Pleasant Hill School now had a counselor to meet the needs of students. The counselor is at the school on Wednesdays.

7.6. Personnel

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The observation/evaluation forms completed by the principal were not a true evaluation of teacher performance. Policy 5310, *Performance Evaluation of School Personnel*, states, "Evaluations shall address all levels of teacher responsibilities as outlined in §126-142-13. Evaluations shall identify deficiencies and shall provide written recommendations for meeting performance criteria and characteristics." Instructive feedback was not given as the forms had only checkmarks for each teacher. Greater detail was needed to provide a clear picture of the performance of the teacher being observed. With the declining student performance the principal will need to provide meaningful and diagnostic feedback to teachers.

FOLLOW-UP REVIEW

COMPLIANCE. A review of teacher observation and evaluation forms revealed that the principal was providing high quality feedback on the classroom instruction by teachers. The observations and evaluations were meeting the needs of the teachers.

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 Pleasant Hill 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.

The Team was not able to absolutely verify that the staff was teaching on a regular basis the level and strategies the Team observed during the day of the Education Performance Audit. The central office acknowledged that they had extended knowledge of the impending audit well beyond the five days in code and policy. At the school level it was apparent that the educators had been well prepared for the Team's classroom observations and interview questions. The declining student achievement and the level of instruction the Team observed were incongruent. Day to day instruction will need to be sustained and evolve to a higher level to improve student achievement.

FOLLOW-UP CONCLUSION

Under the guidance of the new principal, the Team observed excellent classroom instruction, high expectations, and the proper usage of the West Virginia 21st Century content standards and objectives (CSOs). Teacher interviews revealed that the staff felt cohesive and was receiving high quality professional development to assist in delivering the curriculum. The principal is strongly recommended to continue to elicit assistance from the Calhoun County Central Office and various State agencies to provide teachers with the tools and programs to assist students in the learning process.

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 Pleasant Hill 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.**

Two years of WESTEST2 data indicated that Pleasant Hill School and Calhoun County had not demonstrated the capacity to correct the identified deficiencies in student performance.

The Team believed that the potential exists to develop the school's capacity to improve student percent proficient and prepare them to move to the next level in the education system.

The Team recommended that the Calhoun County School System Director of Instructional Services and the school administrator engage the Professional Development Director at RESA 5 in developing the school's capacity to improve the school's achievement of all students.

The Office of School Improvement will be contacting the school regarding the necessary revisions of the Five-Year School Strategic Plan and providing assistance through the West Virginia Department of Education, State System of Support.

FOLLOW-UP CONCLUSION

While Pleasant Hill School and Calhoun County demonstrated the capacity to correct the identified deficiencies, they had not demonstrated the capacity to increase student achievement. The new principal was highly organized and knowledgeable of the needs of the school and students; therefore, the Team believed that he has the capacity to foster change. Student achievement must increase, and it is the responsibility of the principal and teachers to make this happen through high quality instruction, data analysis, high expectations, and a curriculum rich in meaningful and interactive content.

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.

- 19.1.3. Teachers' workroom.** The teacher's workroom was not adequate in size.
- 19.1.5. Library/media and technology center.** The library/resource/media center did not have computer work stations, capacity for on-line research, electronic card catalogs, or copying equipment.
- 19.1.8. Grades 1-12 classrooms.** Storage was inadequate in all classrooms.
- 19.1.10. Specialized instructional areas.** The music facility was not located away from quiet areas of the building and did not have adequate storage, music chairs with folding arms, music stands, or acoustical treatment.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** The health service unit did not have curtained or small rooms with cots, a bulletin board, or a refrigerator with locked storage.

FOLLOW-UP CONCLUSION

19.1.3. The school had a teachers' workroom that is of adequate size.

19.1.5. Computer work stations, capacity for on-line research, electronic card catalogs, and copying equipment were now available.

19.1.14. A teachers' dining area of adequate size was now available.

All other 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.

Pleasant Hill School achieved adequate yearly progress (AYP) in all reporting subgroups only by application of the confidence interval. While the Team observed classroom instruction that appeared to be high quality, the actual effectiveness will be determined by the May 2012 WESTEST2. The Calhoun County Director of School Improvement will need to assess if programs and instruction are leading to student success and adjust current practices as determined by data analysis.

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

FOLLOW-UP TEAM SUMMARY

The new principal was providing the leadership necessary to guide the school. The principal must ensure that all teachers are using the formal and informal student data, keeping students on task with high quality instruction, and exhibiting high expectations for all students to increase student achievement. Assistance must continue to be sought from the Calhoun County Central Office and the various State agencies to ensure that student achievement increases.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Pleasant Hill 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 Pleasant Hill School.