



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PLEASANT HILL SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

MARCH 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Pleasant Hill 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 performance and progress that declined 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

West Virginia Department of Education Team Leader – Abby Heid, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
James E. Frazier	Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	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

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%

PLEASANT HILL 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	46	39	46	39	100.00	28.21	20.51	20.51	20.51	10.26	51.28
04	40	37	40	37	100.00	24.32	48.65	8.11	13.51	5.41	27.03

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	46	39	46	39	100.00	41.03	15.38	25.64	17.95	0.00	43.59
04	40	37	40	37	100.00	43.24	16.22	18.92	18.92	2.70	40.54

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Pleasant Hill Elementary 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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Pleasant Hill School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.2. **High expectations.** All students exhibited excellent behavior and were respectful to the visiting Team. The students also exhibited pride in their school and represented their school in a positive manner.
- 7.5.1. **Parents and the community are provided information.** The Team commended parents for their commitment to the school for volunteer services to computerize and organize over 4,000 library books for the students. This was a major undertaking that took numerous hours to complete.

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.

- 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.

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 Elementary 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.

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.

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.

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 Elementary 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.

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.

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 Elementary 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.

Education Performance Audit Summary

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

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

They include the following:

- 7.1.4. Instruction.** (A multi-categorical class exceeded the number of special education students permitted and included students in Grades 1-4.)
- 7.1.13. Instructional day.** (Kindergarten classrooms did not provide 315 minutes of instruction. One had 290 minutes and the other had 300 minutes.)
- 7.2.2. Counseling services.** (The school did not have counseling services.)
- 7.6.3. Evaluation.** (Teacher observations/evaluations only had checkmarks and did not provide written recommendations for meeting performance criteria or provide any detail.)

The Team presented two commendations (7.1.2. High expectations and 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 Pleasant Hill School and Calhoun County to correct the findings noted in the report by the next accreditation cycle.