



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WILSONBURG ELEMENTARY SCHOOL**

**HARRISON COUNTY SCHOOL SYSTEM**

**JULY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Wilsonburg Elementary School in Harrison County was conducted April 22, 2010.

A Follow-up Education Performance Audit of Wilsonburg Elementary School in Harrison County was conducted May 12, 2011. 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.”

## SCHOOL PERFORMANCE

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

### 33 HARRISON COUNTY

Susan Lee Collins, Superintendent

### 226 WILSONBURG ELEMENTARY SCHOOL – Passed

Rosalee Dolan, Principal

Grades PK - 05

Enrollment 235 (2<sup>nd</sup> month 2008-09 enrollment report)

### WESTEST 2008-2009

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
<b>Mathematics</b>								
All	73	78	77	98.71	43.83	Yes	Confidence Interval	✓
White	69	74	73	98.64	44.92	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	56	59	58	98.30	46.42	Yes	Confidence Interval	✓
Spec. Ed.	22	23	22	95.65	27.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	73	78	77	98.71	57.53	Yes	Yes	✓
White	69	74	73	98.64	57.97	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	56	59	58	98.30	57.14	Yes	Yes	✓
Spec. Ed.	22	23	22	95.65	18.18	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 96.1%**

**33 HARRISON COUNTY**  
Susan Lee Collins, Superintendent  
**226 WILSONBURG ELEMENTARY SCHOOL – Passed**  
Rosalee Dolan, Principal  
Grades PK - 05  
Enrollment 248 (2<sup>nd</sup> month 2009-10 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
<b>Mathematics</b>								
All	83	92	92	100.00	37.34	Yes	Yes	✓
White	80	87	87	100.00	37.50	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	23	23	100.00	15.00	NA	NA	NA
Low SES	57	64	64	100.00	36.84	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	83	92	92	100.00	39.75	Yes	Yes	✓
White	80	87	87	100.00	40.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	23	23	100.00	10.00	NA	NA	NA
Low SES	57	64	64	100.00	35.08	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 95.7%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Wilsonburg 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 only by application of the confidence interval. It is further noted that the special education (SE) subgroup in mathematics and reading/language arts with the number (N) less than 50, scored far below the State's percent proficient. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 50.00 percent in mathematics and 53.13 percent in reading; Grade 4 – 66.66 percent in mathematics and 52.39 percent in reading; Grade 5 – 55.00 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. WESTEST2 Data Analysis.
2. DIBELS.
3. Response to Intervention (RTI).
4. Acuity.
5. mClass Mathematics Data Analysis.
6. Positive School Climate.
7. iPod Touch.
8. MacBook Pro Training.
9. Presentation Station and Responders Training.
10. ELMO Training.
11. Writing Consultant - Cheryl Ware.
12. Training Teachers to Work With Parents.
13. TechSteps.
14. Odyssey.
15. Harrison County Mathematics Collaborative.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Wilsonburg Elementary School achieved adequate yearly progress (AYP) in all subgroups. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The principal, who was in her first year in the position, had

implemented/continued a variety of programs to increase student achievement. A majority of these programs were delivered through the Title I program; however, the programs benefited the entire school. Listed are the professional development programs that were implemented during the 2010-2011 school year.

- **Data Days.** Data Days were held to disaggregate data from WESTEST2 scores, DIBELS, mClass, and Acuity benchmarks for both mathematics and reading from beginning, middle, and end of the year.
- **Professional Learning Communities.** Professional Learning Communities (PLC) trainings and meetings with classroom teachers occurred throughout the school year.
- **Monthly Meetings.** The teachers met together for an hour each month for professional development sessions which included:
  - ✓ Technology Trainings.
  - ✓ Making Math Games and resources for use with Math Intervention.
  - ✓ How to put together a classroom book using student writing.
  - ✓ Discipline (Ruby Paine training).
- **Writing Consultant.** A consultant worked with teachers, students, and parents on writing strategies to develop better writers.
- **Literacy Coach and Numeracy Coach.** Harrison County central office provided a Literacy Coach and Numeracy Coach to provide support for classroom teachers and to lead some of the professional development trainings.
- **Odyssey and techSteps.** Odyssey and techSteps training was ongoing.

#### **Tiered Instruction**

- Title I provided Tier 2 (Response to Intervention) instruction in both mathematics and reading.
- Wilsonburg used a “Walk-To” model for Reading Intervention where each grade, at a given time, separated into skill groups and received intervention from various teachers.
- Math Intervention was provided both in and out of the classroom by both Title I and classroom teachers.

#### **Other Title I programs**

**Leap Ahead Program.** The Leap Ahead Program is an after school tutoring program for at risk students provided by Title I teachers and classroom teachers. Students participated in the program based on WESTEST2 and DIBELS data.

**Summer Reading Challenge.** Students were challenged to continue to read throughout the summer. This was coupled with the WBOY Snowbird Challenge program.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. Curriculum

**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The urinals were visible from the hallway in the boys' rest room. This was a privacy issue and needed to be addressed.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. A partition was constructed so that the urinals were not visible from the hallways.**

**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)**

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> Century Science K-8 Content Standards and Objectives for West Virginia Schools, states, "Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills." Teachers gave varying answers to the degree of hands-on science activities. No specific reason was given for this lack of instruction.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. Science was being taught with at least 50 percent active inquiries, investigations, and hands-on activities in all classes. The Team observed multiple examples of science activities throughout the building.**

**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)**

At least 60 percent of the teachers observed did not vary instruction. Teacher directed instruction was the predominant instructional strategy.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. Varied instructional strategies were being used in all classes the Team observed. However, three classes were using teacher-**

directed instruction for approximately 25 minutes and some student attention lagged during this time. The Team recommended that teachers vary instructional strategies sooner and/or make instruction more interesting to maintain student engagement.

## 7.2. Student and School Performance

**7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

At least 60 percent of the lesson plans were incomplete and did not have enough information to instruct the class. "Snow Day" was written in at least five plan books, which was indicative of journaling and not planning lessons in advance. The Team could not verify that the principal had checked all lesson plans.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Lesson plans were thorough and complete and written in advance. Snow Day was not written in any of the plans. The principal had a checklist that was followed for all classes.

## 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 Team reviewed teacher observation and evaluation forms and reported that the forms contained minimal comments. Some evaluation sheets had only check marks and no comments. Observation and evaluation sheets must contain adequate information to provide the individual teacher with sufficient feedback to guide performance.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The observations and evaluations were complete and thorough.

## **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 Wilsonburg Elementary School in providing a thorough and efficient system of education. Harrison 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 Harrison 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.**

This is the last year for the principal at the school due to retirement. Harrison County must actively assist the incoming principal to correct the deficiencies identified in this report.

The lack of varied instructional strategies was detrimental to the learning process at the school. Teacher guided instruction results in inattentive students and is a barrier to the learning process. All teachers must vary instructional strategies at intervals to ensure that students remain active participants and engaged in learning.

### **FOLLOW-UP CONCLUSION**

**The new principal was highly organized and was effectively monitoring classroom curriculum. All teachers appeared to have high expectations for all students.**

## **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 Wilsonburg Elementary 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.**

While the Team believed that Wilsonburg Elementary School and Harrison County have the capacity to correct the issues found at the school, the superintendent is advised to closely monitor the progress of the new principal to give assistance and guidance until the deficiencies are corrected.

The Team recommended that the Harrison County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**Under the leadership of the principal, the staff of Wilsonburg Elementary School corrected the identified deficiencies and was working toward improved student achievement. All teachers will need to make instruction interesting and relevant to engage students in learning.**

## 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 five usable acres, plus one acre for each 100 students over 240 and did not have stable, well-drained soil free of erosion. On-site, solid surface parking was insufficient for staff, visitors, and individuals with limited mobility. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area was not provided.
- 19.1.4. Counselor's office.** There was not easy access to student records.
- 19.1.5. Library/media and technology center.** Copying equipment was not provided.

- 19.1.7. K classrooms.** The Kindergarten classrooms were not of adequate size and did not have sufficient pupil storage areas.
- 19.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate size and did not have sufficient storage.
- 19.1.9. Grades K-12 remedial.** The size of the remedial area was not sufficient.
- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms; therefore, equipment and furnishings were not provided.
- The music facility did not have adequate space and storage was inadequate. Instructional boards, bulletin board, music chairs with folding arms, a podium, an instructor's station, and acoustical treatment were not available.
- The physical education facility did not have a drinking fountain, provisions for two or more teaching stations, a data projector, a 50 inch screen monitor, network connection, or Internet access.
- 19.1.14. Food service.** Adequate space was not provided. An instructional board and a bulletin board were not available. A teachers' dining area of adequate size was not provided. A locker/dressing room was not provided.
- 19.1.15. Health service units.** A health service unit was not available. The following items were not available: Toilet, lavatory, medicine chest, refrigerator with locked storage, or a work counter.

### **FOLLOW-UP CONCLUSION**

**19.1.2. An adequate waiting/reception area was available.**

**All other issues remained the same as in the original Education Performance Audit.**

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

### FOLLOW-UP TEAM SUMMARY

The principal is strongly urged to contact the staff of RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to assist in the implementation of high quality professional development.

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-226 Wilsonburg Elementary	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 Wilsonburg Elementary School.