

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ALUM BRIDGE ELEMENTARY SCHOOL

LEWIS COUNTY SCHOOL SYSTEM

MARCH 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Alum Bridge Elementary School in Lewis County was conducted November 10, 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 are persistently below standard 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 to meet the standard.

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 was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Sterling Beane Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Mary Lu MacCorkle, Closing the Achievement Gap (CAG) Liaison, Office of Title II, III, and System Support

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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

201 ALUM BRIDGE ELEMENTARY SCHOOL – Passed

Mary Ellen Scott, Principal

Grades K - 04

Enrollment 100 (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	28	28	28	100.00	25.00	Yes	Confidence Interval	✓
White	28	28	28	100.00	25.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	19	19	19	100.00	21.05	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	28	28	28	100.00	32.14	Yes	Confidence Interval	✓
White	28	28	28	100.00	32.14	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	19	19	19	100.00	21.05	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup


Passed

Attendance Rate = 99.8%

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
201 ALUM BRIDGE ELEMENTARY SCHOOL – Needs Improvement

Mary Ellen Scott, Principal
Grades K - 04
Enrollment 99 (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	31	35	34	97.14	16.12	Yes	No	X
White	31	35	34	97.14	16.12	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	20	24	23	95.83	10.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	31	35	34	97.14	32.25	Yes	Confidence Interval	
White	31	35	34	97.14	32.25	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	20	24	23	95.83	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

ALUM BRIDGE ELEMENTARY 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	17	14	17	14	100.00	35.71	50.00	14.29	0.00	0.00	14.29
04	18	17	17	17	94.44	41.18	41.18	11.76	5.88	0.00	17.65

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	17	14	17	14	100.00	28.57	28.57	21.43	21.43	0.00	42.86
04	18	17	17	17	94.44	23.53	52.94	23.53	0.00	0.00	23.53

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Alum Bridge Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics. Alum Bridge Elementary School does not meet the minimum number (N) in the tested grade levels. Policy 2320, *A Process for Improving Education: Performance Based Accreditation System* states for these schools “the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three year period.” The 2010-11 WESTEST2 percent proficient declined significantly from the 2009-10 assessment in mathematics. The county curriculum staff and school staff are urged to address all 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 and novice in both mathematics and reading: Grade 3 – 85.71 percent in mathematics and 57.14 percent in reading; Grade 4 – 82.35 percent in mathematics and 76.47 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. TechSteps.
2. Everyday Math.
3. Vocabulary Comprehensive Writing.
4. Fluency for K-04.
5. Policy Updates.
6. WESTEST2 Data Analysis.
7. Pre-K WVEIS Assessment.
8. Class Head Start and Pre-K.
9. Writing Strategies.
10. Title I Updates.
11. School Level Strategic Planning.
12. Worker Safety and Loss Prevention.

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)**

The majority of instruction seen at the school was at lower level expectations. Students were given work in class; however, the work observed was not of a challenging nature. Given the low percentage of achievement there was no sense of urgency evident in the classrooms.

- 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)**

Not all of the classes observed had a variety of instructional strategies. One teacher spent 30 minutes on one activity that could have been taught thoroughly in 10 minutes. This teacher used improper grammar on several occasions, including, "Make sure that it is wrote correctly."

- 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)**

Two teachers did not have the required 315 instructional minutes. One class had 297 scheduled instructional minutes and the other class had 300 scheduled instructional minutes.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Less than half of the teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were addressing the goals in their classrooms. The goals and action steps of the school's Five-Year Strategic Plan must be one of the foundation on which curricular decisions are based

- 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)**

The school had a guidance counselor only on Tuesdays. Teachers stated that if a need occurred on a day that the counselor was not at the school that the teachers and principal would have to deal with it. In a tragedy situation, the counselor could be called back to the school; however, there were no provisions to provide counseling to students who needed a more intensive form of counseling, but not to the tragedy level, on days other than Tuesdays.

- 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)**

Two teachers had lesson plans that could not be followed by a substitute teacher because of the lack of information contained in them. More detail needed to be included to show what activities the teacher had planned for the day.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

One teacher stated that WESTEST2 results were not that useful as the Grade 4 students were gone when the school received the results and the Grade 3 students were in Grade 4 when the results came back. WESTEST2 results must be a foundation on which curriculum development is based.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to low student percent proficient and the number and quality of deficiencies found at Alum Bridge Elementary School, the Team determined that assistance from the Lewis County Central Office administration, the West Virginia Department of Education, and RESA 7 needed to be provided to assist the building administrator in the operation and instructional delivery at the school.

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 Alum Bridge Elementary School in providing a thorough and efficient system of education. Lewis 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 Lewis 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 issues found at Alum Bridge Elementary School were alarming to the Team in that the curriculum was not challenging, the delivery of instruction was not sufficient, the school's Five-Year Strategic Plan was not a driving force of the curriculum, and WESTEST2 data were not being used effectively in curricular decisions. The principal and Lewis County Central Office are strongly urged to investigate means to aid the staff in providing high quality instruction. If changes are not made immediately, student achievement will continue to suffer.

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 Alum Bridge 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.**

Capacity building needs to be developed for educators at the school in developing a high quality curriculum and then delivering this curriculum based on the needs of the students. All students must be challenged and all curricular decisions must be grounded in data analysis and the needs of the school as defined in the school's Five-Year Strategic Plan.

The Office of School Improvement will be contacting the school regarding the necessary revisions 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.

- 19.1.1. School location.** The school site did not have five usable acres and was not easily accessible and conveniently located. There was no room for future expansion and the school was not removed from hazards and undesirable noise and traffic. The site was not well landscaped and was not suitable for special instructional needs, i.e., outdoor learning.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area was not provided and administrative personnel were not provided sufficient workspace and privacy.
- 19.1.3. Teachers' workroom.** A teachers' work area of adequate size was not provided and communication technology was not available.
- 19.1.4. Counselor's office.** There was no counselor's office.

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, online periodical indexes, copying equipment, and space for technology were not available.
- 19.1.7. K classrooms.** The Kindergarten classrooms were not of adequate size.
- 19.1.8. Grades 1-12 classrooms.** The Grade 1 classroom was not of adequate size.
- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms; therefore, the materials required were not available.
- The music facilities were not adequate in size and were not located away from quiet areas of the building. Music chairs with folding arms, an instructor's station, and acoustical treatment were not available.
- The physical education facilities were not adequate in size and did not have forced ventilation, provisions for two or more teaching stations, sufficient electrical outlets, audio equipment, and a ceiling height of 20-24 feet.
- 19.1.14. Food service.** The food service area was not convenient to a service drive for deliveries and removal of wastes. There was insufficient space in the area and no teachers' dining area. The kitchen was not adequate in size to meet food production needs and meal service type. Food and non-food storage was not adequate and there was no locker/dressing room or toilet.
- 19.1.15. Health service units.** A health service unit was not available. There were no curtained or small rooms with cots, bulletin board, toilet, scales, lavatory, work counter, desk, and chair.

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.

Alum Bridge Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

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

Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Alum Bridge Elementary School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Alum Bridge Elementary School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Alum Bridge Elementary School and Lewis County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.