



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

POINT PLEASANT INTERMEDIATE SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Point Pleasant Intermediate School in Mason County was conducted October 26, 2010.

A Follow-up Education Performance Audit of Point Pleasant Intermediate School was conducted December 6, 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.

49 MASON COUNTY

Dr. William Capehart, Superintendent

218 POINT PLEASANT INTERMEDIATE SCHOOL – Needs Improvement

Paul Ashby, Principal

Grades 03 - 06

Enrollment 385 (2nd month 2008-2009 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
Mathematics								
All	364	387	387	100.00	63.46	Yes	Yes	✓
White	355	377	377	100.00	63.09	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	70	72	72	100.00	44.28	Yes	Confidence Interval	✓
Low SES	202	217	217	100.00	56.93	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	364	387	387	100.00	62.08	Yes	Yes	✓
White	355	377	377	100.00	61.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	70	72	72	100.00	31.42	Yes	No	X
Low SES	202	217	217	100.00	52.47	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.5%

49 MASON COUNTY
Suzanne Dickens, Superintendent
218 POINT PLEASANT INTERMEDIATE SCHOOL – Passed

Amy Kammer, Principal
Grades 03 - 06
Enrollment 388 (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	367	390	390	100.00	43.59	Yes	Yes	✓
White	356	378	378	100.00	43.53	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	47	48	48	100.00	23.40	NA	NA	NA
Low SES	209	228	228	100.00	34.44	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	367	390	390	100.00	42.50	Yes	Yes	✓
White	356	378	378	100.00	42.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	47	48	48	100.00	25.53	NA	NA	NA
Low SES	209	228	228	100.00	33.01	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

49 MASON COUNTY
Suzanne Dickens, Superintendent
218 POINT PLEASANT INTERMEDIATE SCHOOL – Needs Improvement

Cameron Moffett, Principal
Grades 03 - 06
Enrollment 378 (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	344	365	365	100.00	45.34	Yes	Confidence Interval	✓
White	325	344	344	100.00	44.61	Yes	Confidence Interval	✓
Black	14	15	15	100.00	57.14	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	39	39	100.00	23.52	NA	NA	NA
Low SES	190	205	205	100.00	36.31	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	344	365	365	100.00	42.15	Yes	No	✗
White	325	344	344	100.00	42.15	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	39	39	100.00	23.52	NA	NA	NA
Low SES	190	205	205	100.00	36.31	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.3%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Point Pleasant Intermediate School achieved adequately yearly progress (AYP) in all subgroups in mathematics and reading/language arts; however, there was a substantial decline in each of these areas. Point Pleasant Intermediate School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 67.44 percent in mathematics and 63.95 percent in reading; Grade 4 – 55.32 percent in mathematics and 64.89 percent in reading; Grade 5 – 54.74 percent in mathematics and 48.42 percent in reading; Grade 6 – 48.91 percent in mathematics and 53.26 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 provided as reported by the principal.

1. Coaching/Modeling from Contracted Services.
2. Weekly Professional Learning Communities Focused on Raising Student Achievement.
3. Collaborative Culture.
4. Administrative Leader Training.
5. Teacher Leader Training.
6. School Culture and Discipline.
7. WESTEST2 Data Analysis.
8. West Virginia Chief Instructional Leaders Conference.
9. Progress Monitoring Support.
10. Mastery Math Facts Webcast.

FOLLOW-UP REVIEW

MET STANDARD. Point Pleasant Intermediate 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 reading/language arts, and the SES subgroup in mathematics for the first year. Achievement increased, if only slightly, in all areas in mathematics, and in the SES subgroup in reading/language arts. Achievement in all other areas of reading/language arts declined. Attention must be given to all areas and staff development must be directed to increase student achievement.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

The Team could not verify that all teachers were conducting writing instruction at least one time per week. When Team members asked how often instruction in writing was being conducted, at least one-fourth of the staff indicated times in excess of once per week.

FOLLOW-UP REVIEW

COMPLIANCE. The Team verified that all classes were given writing assignments at least one time per week and that students were given feedback on their writing regularly.

- 7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Revisions to the school's Technology Plan were needed. The principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan had been revised and approved by the West Virginia Department of Education, Office of Instructional Technology.

- 7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

A written Multicultural Plan was not in place at the school. The Team recommended that a comprehensive Multicultural Plan be written and implemented.

FOLLOW-UP REVIEW

COMPLIANCE. A complete and thorough Multicultural Plan was in place and all staff could discuss the components of the plan and the various multicultural activities buildingwide.

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)

Three teachers' schedules showed instructional time less than what was required. One bus leaves the school early and five to ten minutes of instruction is lost daily. Only a few students leave from each class, yet instruction stops when those students depart.

FOLLOW-UP REVIEW

COMPLIANCE. All students received at least the minimum number of instructional minutes daily. There were no students who left class early as all students leave at 3:15 p.m.

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.

While the general program teachers were knowledgeable of the school's Five-Year Strategic Plan goals and how they were to be addressed in classes, the art, music, and physical education teachers were unaware of the goals and action steps of the plan.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were aware of the goals and action steps contained in the school's Five-Year Strategic Plan and could discuss the implementation of the goals and the various activities that were occurring in each classroom to meet the goals.

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 guidance counselor only met with students 70.9 percent of the time. The remainder of the time was indicated to be consumed with paperwork issues and other duties.

FOLLOW-UP REVIEW

COMPLIANCE. The Team verified that the guidance counselor was meeting with students at least 75 percent of the time through the review of the counseling log and principal verification. The counselor was leaving the school on December 9, 2011; therefore, the school will not have a counselor until one is hired.

NEW ISSUE

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 reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed two physical education classes combined (approximately 50 students) in the gymnasium for an extended amount of time and the students were playing "Duck-Duck-Goose". All 50 students were sitting in a large circle while one student walked around the outside of the circle and would tap a student on the head. The student who was tapped would get up and chase the other student around the circle and try to catch him/her before getting back to the original spot. It was evident that many of the students were not "tapped" and sat idle through the entire period. No instruction was occurring as the two teachers sat on the stage and one of the teachers was drinking from a thermal container. This was an obviously poor use of class time and was not beneficial to the students.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. While the Team saw extensive use of technology buildingwide, the school did not maintain a computer laboratory use log. This log would be beneficial to confirm the amount of time that the computer laboratories were being used.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A thorough computer laboratory usage log was available and maintained.

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 Point Pleasant Intermediate School in providing a thorough and efficient system of education. Mason 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 Mason 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.

It was reported that this was the first year for the principal, assistant principal, counselor, and seven teachers at the school. It was also reported that the school had eight principals in five school years. This lack of staff stability did not foster or sustain continuity in curriculum.

The Team strongly recommended that the Mason County central office continue to provide assistance to the new administration and teachers to improve school and student performance.

FOLLOW-UP CONCLUSION

The consistency in the administrative staff and counseling area continue to be an issue as all three positions were vacated and filled again this school year. As leadership in the county is developed, Mason County Central Office must strive to provide much-needed consistency in these positions as 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 Point Pleasant Intermediate 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.**

Support and direction from the Mason County Central Office will assist the school to correct the deficiencies found at the school and increase student achievement. The staff development provided the staff was high quality and was directly targeting the lower assessment scores. Capacity for targeting resources strategically to improve the teaching and learning process must continue to be developed at Point Pleasant Intermediate School.

FOLLOW-UP CONCLUSION

Strides had been made to correct the deficiencies found in the original Education Performance Audit; however, the counseling position remained a concern, as did the lack of stability in the administrative positions. The new principal was providing leadership and staff development and has the ability to lead the school over the long run.

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 site did not have five usable acres, plus one acre for each 100 students over 240.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facilities did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have music chairs with folding arms.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, first aid kit, or main gas shut-off.

FOLLOW-UP CONCLUSION

19.1.1. The school location has in excess of 6 usable acres.

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.

Mason County must continue the focus on curriculum and instruction and foster staff stability at Point Pleasant Intermediate School.

FOLLOW-UP TEAM SUMMARY

The new principal must aggressively ensure that all teachers have high expectations for all students and that curriculum is based on data analysis and the needs of the school as defined in goals listed in the school's Five-Year Strategic Plan.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-218 Point Pleasant Intermediate	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 Point Pleasant Intermediate School.

The principal must ensure that the new issue (7.1.2. High expectations) found concerning the lack of high expectations in the physical education classes is corrected. The principal must continually monitor these classrooms and ensure that in his absence high expectations remain prevalent. The Office of Education Performance Audits will return to the school at an undisclosed time to evaluate the correction of this issue.