



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BLUEFIELD INTERMEDIATE SCHOOL

MERCER COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Bluefield Intermediate School in Mercer County was conducted February 2, 2011.

A Follow-up Education Performance Audit of Bluefield Intermediate School was conducted March 21, 2012. 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 – Carroll Staats

SCHOOL PERFORMANCE

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

51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

240 BLUEFIELD INTERMEDIATE SCHOOL – Needs Improvement

Cathy Daniels, Principal

Grades 03 - 05

Enrollment 326 (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	297	326	324	99.38	64.52	Yes	Yes	✓
White	185	206	205	99.51	72.28	Yes	Yes	✓
Black	111	119	118	99.15	51.35	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	50	54	53	98.14	24.48	Yes	No	✗
Low SES	207	231	229	99.13	55.82	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	297	326	324	99.38	60.81	Yes	Yes	✓
White	185	206	205	99.51	66.84	Yes	Yes	✓
Black	111	119	118	99.15	50.45	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	50	54	53	98.14	12.24	Yes	No	✗
Low SES	207	231	229	99.13	54.36	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
240 BLUEFIELD INTERMEDIATE SCHOOL – Needs Improvement

Cathy Daniels, Principal
Grades 03 - 05
Enrollment 331 (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	302	340	338	99.41	40.66	Yes	Yes	✓
White	169	196	196	100.00	50.29	Yes	Yes	✓
Black	127	138	136	98.55	28.80	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	47	54	52	96.29	11.11	Yes	NA	✓
Low SES	219	246	244	99.18	34.10	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	302	340	338	99.41	34.33	Yes	Yes	✓
White	169	196	196	100.00	43.78	Yes	Yes	✓
Black	127	138	136	98.55	22.40	Yes	No	✗
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	47	54	52	96.29	4.44	Yes	NA	✓
Low SES	219	246	244	99.18	27.64	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 98.6%

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
240 BLUEFIELD INTERMEDIATE SCHOOL – Needs Improvement
Linda Richards, Principal
Grades 03 - 05
Enrollment 330 (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	326	371	369	99.46	43.69	Yes	No	x
White	189	219	218	99.54	56.08	Yes	Yes	✓
Black	133	143	142	99.30	26.51	Yes	No	x
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	51	49	96.07	17.07	Yes	NA	✓
Low SES	241	274	272	99.27	36.25	Yes	No	x
LEP	**	**	**	100.00	100.00	NA	NA	NA
Reading/Language Arts								
All	326	371	370	99.73	37.84	Yes	No	x
White	189	219	219	100.00	47.61	Yes	Confidence Interval	✓
Black	133	143	142	99.30	23.48	Yes	No	x
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	51	50	98.03	17.07	Yes	NA	✓
Low SES	241	274	273	99.63	28.75	Yes	No	x
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 97.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Bluefield Intermediate School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Bluefield Intermediate School failed to achieve AYP in the racial/ethnicity black (B) subgroup in reading/language arts. Bluefield Intermediate School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts, and in the B subgroup in mathematics only by application of the confidence interval. 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 and novice in both mathematics and reading: Grade 3 – 59.18 percent in mathematics and 65.31 percent in reading; Grade 4 – 58.12 percent in mathematics and 64.96 percent in reading; Grade 5 – 61.18 percent in mathematics and 67.06 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. Effective Instructional Strategies.
2. Mathematics Implementation.
3. Tiered Reading Instruction.
4. Kansas Writing Training.
5. Boys in Crisis.
6. Reading – The Bridge to Learning.
7. Differentiation/Comprehension Strategies.
8. Exceptionalities.
9. Implementing Number Worlds.
10. Test Taking Strategies.
11. Professional Learning Communities -- Acuity.
12. SIPPS Intervention Program.
13. Changing School Culture.
14. Everyday Math.
15. Edline.
16. A-Z Reading Technology and Intervention.
17. Math Solutions Literacy.
18. Make-A-Book.
19. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs)/Depth of Knowledge.
20. Digital Storytelling.

21. Acuity.
22. Beyond the Data.
23. GEEK Week Technology Training.
24. West Virginia Writes.
25. Standards-Based Mathematics.
26. Getting to Know Special Education.
27. Project-Based Learning.

FOLLOW-UP REVIEW

BELOW STANDARD.

Bluefield Intermediate made gains in mathematics in all subgroups except the racial/ethnicity black (B) subgroup, which declined in percent proficient. All subgroups made gains in reading/language arts.

Even though the percent of students scoring proficient improved, Bluefield Intermediate School failed to achieve adequate yearly progress (AYP) in the all students (AS), racially/ethnicity black (B), and economically disadvantaged (SES) subgroups in mathematics and in the AS, B, and SES subgroups in reading/language arts on the 2011 WESTEST2. The school was issued Temporary Accreditation status in December 2010 and upgraded to Conditional Accreditation status with the revision of the electronic strategic plan and given a June 30, 2014, Date Certain to achieve AYP. The school did not improve to the level to make AYP or meet the index for full accreditation status.

The following professional development/trainings were provided as reported by the principal:

1. Capturing Kids Hearts.
2. Smokey Mt. Institute of Best Practices.
3. IEP development.
4. Standard Based Math Training.
5. Everyday Math Training.
6. K-3 Ashlock Strategies Training.
7. Working on Writing Factors Summer Institute.
8. Mercer County Data Analysis.
9. Data Analysis WESTEST2 .
10. Smartboard Training.
11. Digital Storytelling.
12. Perfectly Planned Parent Involvement.
13. Motivating the Unmotivated.
14. Math Internet Resources.
15. Math Strategies.
16. Differentiated Instruction.
17. Deconstructing CSOs.

18. ***You Got to Reach Them* - Book Study.**
19. **Understanding Economic Diversity Training - Ruby Payne.**
20. **Bullying.**

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)**

While all students were on task throughout the day and teachers were varying instructional strategies on a regular basis, one teacher used sarcasm, never smiled during the classroom observation, or encouraged students. Another teacher was generally negative with students and did not promote an encouraging learning atmosphere.

Three Grade 5 students were left unattended in a classroom for 15-20 minutes. A substitute teacher was supposed to be in place for this teacher; however, the substitute teacher did not arrive.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed instruction in the classrooms of the teachers cited and found they were well prepared for the class and students were actively engaged in class instruction. The teachers appeared to have good rapport with the students and the classes were conducted professionally. Negativism was not observed in any of the classes visited. The principal held discussions with the faculty concerning procedures to follow if it was necessary for a teacher to leave the classroom or school. These procedures include the provision that no teacher will leave without first checking out with the principal. This ensures that students are always supervised.

- 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)**

There was no schoolwide approach for multicultural activities included at the programmatic levels. Minimal activities were discussed with the Team to expose students to cultures other than Mercer County.

FOLLOW-UP REVIEW

COMPLIANCE. School staff prepared a Multicultural Plan that included schoolwide activities for each month of the school year.

7.6. Personnel

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The following certification issue was reported.

School	Teacher	Courses Assigned	Certification	Issue	Recommendation
051-240	Educator	8017	Elementary Permit for Multi-Cat K-6	One course 8017 has no 6 th position exceptionality	Please add 6 th position and identify grade levels of students being served

**No Title I Math courses were coded, those need to be verified by the school or county.

FOLLOW-UP REVIEW

COMPLIANCE. The teacher identified moved to third grade and was fully certified for the position. Title I courses were issued a course code which was verified by the county.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. A computer laboratory log was not available to show use of the computer laboratories. The Team recommended that a log be developed to verify technology use.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Computer laboratory usage logs showed extensive student computer lab operator use for this year (2011-2012).

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 Bluefield Intermediate School in providing a thorough and efficient system of education. Mercer 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 Mercer 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 principal had conducted extensive data analysis with the staff and the reasons for the lower achievement had been addressed through high quality staff development. All students were on task during the day of the Education Performance audit and all teachers were knowledgeable of the academic needs of all students and could articulate the programs that were being used to target the weaknesses.

FOLLOW-UP REVIEW CONCLUSION

A review of the professional development provided the school staff during the summer and this school year (2011-2012) showed the professional development continued to be relevant, high quality, and extensive. Team visits to classrooms and interviews with teachers found quality instruction with active student participation and lessons designed and presented in a manner that addressed student weaknesses and motivated students to learn.

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 Bluefield 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.**

The Team believed the principal and staff have the capacity to correct the deficiencies and to increase student achievement. The principal will need to provide support to the teachers who exhibited classroom behaviors that were not positive. The principal must continue to solicit assistance from the Mercer County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

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

FOLLOW-UP REVIEW CONCLUSION

The school staff, with leadership from the principal and assistance from the county superintendent and central office staff and RESA 1, successfully addressed the deficiencies cited in the OPEA audit report.

Revisions to the electronic strategic plan to address the deficiencies from the OPEA audit and improve student and school performance were prepared by the principal with assistance from the school staff and the county central office staff. The revised plan was submitted to the West Virginia Board of Education and approved. The school's electronic strategic plan targeted resources strategically to improve the teaching and learning process and the staff used the plan to guide student and school improvement. While Bluefield Intermediate School did not make adequate yearly progress (AYP), the school demonstrated progress in increasing the percentage of students achieving at the proficiency level.

To further develop capacity, Mercer County added two part time critical skills teachers and two part time academic coaches to the staff to target specific academic needs.

Mercer County and the school developed and conducted extensive professional development and training formulated for the identified student and school needs.

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.

- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or acoustical treatment. The physical education facility did not have a data projector or a 50 inch screen monitor or network connection.

19.1.15. Health service units. The health service unit did not have curtained or small rooms with cots, a bulletin board, a refrigerator with locked storage, or a work counter.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report.

While the first two resource needs (19.1.5 and 19.1.10) did not negatively impact program and student performance, 19.1.15. Health service units, a refrigerator with locked storage is essential for storage of medication. The county and school are compelled to provide this necessary equipment

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 high number of staff issues (i.e., illnesses, transfers, etc.) has been difficult for the principal and staff; however, the school had developed a clear plan to keep students on task and provided high quality staff development to overcome these issues. The Team believed that student achievement will increase.

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

FOLLOW-UP REVIEW TEAM SUMMARY

Staff issues were not as difficult this school year and the staff and students are looking forward to the 2012 WESTEST2 assessment and anticipate significant improvement in student achievement.

The electronic strategic plan discussed in the Capacity Building Section has been the guiding instrument for the staff in their efforts to increase student and school achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Bluefield Intermediate	Conditional Accreditation		5.1.1	June 30, 2014

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Conditional Accreditation** status of **Bluefield Intermediate School** with a **June 30, 2014 Date Certain** to achieve adequate yearly progress (AYP).