



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BLUEFIELD INTERMEDIATE SCHOOL

MERCER COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	8
Initiatives for Achieving Adequate Yearly Progress	8
High Quality Standards	9
Indicators of Efficiency	11
Building Capacity to Correct Deficiencies.....	12
Identification of Resource Needs	13
Early Detection and Intervention	14
Education Performance Audit Summary	15

INTRODUCTION

An announced Education Performance Audit of Bluefield Intermediate School in Mercer County was conducted February 2, 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 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 concentrated on the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Bodie Fulford, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Todd Barnette	Junior High School Principal	Sherman Junior High School Boone County
Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Shannon Pioch	Elementary School Principal	Marsh Fork Elementary School Raleigh County
Joseph Riley	Director of Transportation and Administrative Services	Mineral County

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%

BLUEFIELD INTERMEDIATE 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	115	100	113	98	98.26	26.53	32.65	27.55	5.10	8.16	40.82
04	130	117	130	117	100.00	29.91	28.21	25.64	10.26	5.98	41.88
05	95	85	95	85	100.00	27.06	34.12	24.71	9.41	4.71	38.82

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	115	100	113	98	98.26	37.76	27.55	20.41	10.20	4.08	34.69
04	130	117	130	117	100.00	38.46	26.50	19.66	13.68	1.71	35.04
05	95	85	95	85	100.00	35.29	31.76	12.94	12.94	7.06	32.94

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	302	122	178
White	169	85	84
Black	127	36	89
Special Education	47	5	40
SES	219	74	143

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	302	103	197
White	169	74	95
Black	127	28	97
Special Education	47	2	43
SES	219	60	157

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The facility was in immaculate condition and was an excellent environment for the students. Staff and students demonstrated a great deal of pride in their school.
- 7.8.1. Leadership.** The principal was highly organized and extremely knowledgeable of the school and student needs and had a clear plan to address the low achievement through high quality staff development. A high number of staff medical issues occurred, including the principal. However, the principal provided high quality leadership to overcome these issues. Staff members spoke very highly of the principal and had a great deal of respect for her.

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.

- 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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.12. Multicultural activities.
- 7.6.2. Licensure.

The Team presented two commendations (7.1.3. Learning environment and 7.8.1. Leadership), one recommendation (7.1.7. Library/educational technology access and technology application), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Bluefield Intermediate School's Education Performance Audit concentrated on 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 Bluefield Intermediate 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 Bluefield Intermediate School and Mercer 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.