



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GREENWOOD ELEMENTARY SCHOOL

MORGAN COUNTY SCHOOL SYSTEM

FEBRUARY 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Greenwood Elementary School in Morgan County was conducted November 20, 2013. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reasons for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and to the West Virginia Board of Education on such matters 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.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Technology – Gloria Burdette, eLearning Program Assistant, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Vickie N. Lambert	Retired Teacher	Grant County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County

SCHOOL PERFORMANCE

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

58 MORGAN COUNTY

David Banks, Superintendent

202 GREENWOOD ELEMENTARY SCHOOL – TRANSITION

Barbara Miller, Principal

Grades K-05, Enrollment 57 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to struggling schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Greenwood Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Greenwood Elementary School.

Designation:	TRANSITION	Next Year's Target:	71.2246
Index Score:	26.977	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	70.6507	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (95% of the index score)	22.04
Achievement Gaps Closed (0% of the index score)	N/A
Observed Growth (0% of the index score)	N/A
Adequate Growth (0% of the index score)	N/A
<u>Attendance Rate (5% of the index score)</u>	<u>4.94</u>
Total Accountability Index (out of 100)	26.98

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above are set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Greenwood Elementary School is not achieving the Accountability Index Target. When considering the achievement targets, a significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

Grade Level Proficiency Data School Year 2013

Grade	Group	Mathematics			Reading/Language Arts		
		Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	57.14%	42.86%	93.33%	71.43%	28.57%
3	Special Education	93.33%	>95%	< 5%	> 95%	>95%	< 5%
3	Total	83.33%	57.14%	42.86%	93.33%	71.43%	28.57%
4	White	83.33%	60.00%	40.00%	83.33%	60.00%	40.00%
4	Total	> 95%	60.00%	40.00%	83.33%	60.00%	40.00%
5	White	> 95%	57.14%	42.86%	> 95%	71.43%	28.57%
5	Total	> 95%	57.14%	42.86%	> 95%	71.43%	28.57%

Attendance Rate 2013: 98.80%

The Grade-Level Proficiency Data for School Year 2013 depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts. An analysis of grade level performance showed 42.86 percent of students were proficient in mathematics and 28.57 percent of students were proficient in reading/language arts in Grades 3 and 5, while 40.00 percent of students in Grade 4 were proficient in both mathematics and reading/language arts. All subgroups were below the cell size of 20; therefore, specific numbers of students were not reported.

**GREENWOOD ELEMENTARY SCHOOL
Growth Model School Level Summary
Results by Sub-Group**

**Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST2 score.*

Low between 1-34th percentile
Typical between 35th-65th percentile
High between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	*	*	*	53.0	39.3%	*	*	*	52.0	28.6%
	County	448 (33%)	412 (31%)	487 (36%)	53.0	40.2%	383 (28%)	434 (32%)	527 (39%)	56.0	46.6%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.8%
White Sub-Group	School	*	*	*	53.0	39.3%	*	*	*	52.0	28.6%
	County	440 (34%)	402 (31%)	468 (36%)	52.0	40.0%	378 (29%)	419 (32%)	510 (39%)	55.0	46.6%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Non-Spec.Ed Sub-Group	School	*	*	*	53.0	44.0%	*	*	*	52.0	32.0%
	County	385 (32%)	369 (30%)	464 (38%)	55.0	43.5%	347 (29%)	382 (31%)	486 (40%)	56.0	50.5%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	*	*	*	67.0	39.3%	*	*	*	52.0	28.6%
	County	209 (35%)	179 (30%)	214 (36%)	52.0	39.0%	176 (29%)	197 (33%)	227 (38%)	54.0	44.5%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.8%
Non-LSES Sub-Group	School	*	*	*	34.0	(NA)	*	*	*	57.0	(NA)
	County	239 (32%)	233 (31%)	273 (37%)	53.0	46.0%	207 (28%)	237 (32%)	300 (40%)	57.0	56.0%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	*	*	*	53.0	37.5%	*	*	*	48.0	12.5%
	County	239 (36%)	204 (31%)	220 (33%)	50.0	39.8%	209 (32%)	206 (31%)	247 (37%)	53.0	38.1%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	*	*	*	71.0	41.7%	*	*	*	76.0	50.0%
	County	209 (31%)	208 (30%)	267 (39%)	55.0	40.6%	174 (26%)	228 (33%)	280 (41%)	57.0	55.0%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

**Note: Schools are those schools that have at least a 4th grade.*

**Denotes cell size <20.*

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

The chart, Growth Model School Level Summary Results by Sub- Group, identifies the percent proficient of Greenwood Elementary School's students in each subgroup, as well as the county and State percent proficient. In addition, subgroup growth is presented and represented to be low, typical, or high growth based on previous performance. Schoolwide, 39.3 percent of all students were proficient in mathematics and 28.6 percent of all students were proficient in reading/language arts.

Greenwood Elementary School is a small school performing significantly below the county and State averages in reading/language arts and mathematics in almost every subgroup. Research supports small class size to make greater student gains. Provided the target is 75 percent proficient in all subgroups, Greenwood Elementary has a steep trajectory to achieve this level by 2020.

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

1. Setting High Expectations/APL.
2. Ruby Payne.
3. Administrators' Academy.
4. Lexile Levels/Running Records.
5. Next Generation Standards.
6. Number Talks/8 Math Practices.
7. Acuity.
8. Writing Standards.
9. Writing Assessment.
10. Suicide Prevention.
11. Literacy Summit.
12. Writing Benchmark Analysis.
13. Crisis Prevention Institute (CPI).
14. Test Data Analysis Seminar.
15. New Teacher Training Academy.
16. Evaluation.
17. *The Daily 5-Book Study*.
18. First 20 Days (Set Up Reading).

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

Greenwood Elementary School has three regular education teachers who teach split grade classes: One teacher for Grades K-1, one teacher for Grades 2-3, and one teacher for Grades 4-5. Team observations and interviews indicated high expectation issues in two of the three classrooms.

The Team observed a classroom in which students were not being challenged. Instruction in the classroom was minimal, and students exhibited passive disengagement during the entire observation session. During instruction at least two to three students were off task, had their head down on their desk, were looking around the room, and were playing with pencils or other objects. One student was off task for at least 20 minutes. This student was on the floor playing with objects and completely disengaged from the learning process. High quality instruction was not observed during two 30-minute Team observations. The students were not redirected, and the teacher remained seated for 50 of the 60 minutes of observation.

The Team observed another classroom in which students were not being challenged. The teacher assigned worksheet and textbook activities; however, at least half the students did not follow directions and did other activities, such as, draw pictures; write in a journal; play with various objects; talk; and fidget at their desks. The students were assigned basic multiplication practice and word-search worksheets which were not challenging activities. During one 30-minute observation and one 45-minute observation, the Team observed many students off task and many negative student comments to one another. Six students stated that they did not understand the assignment; however, the teacher did not engage these students to cover what was required in the material. The teacher was heard by the Team to say, "I don't want to hear it", at least five times when the students were complaining about not wanting to do the class work. Students made minimal to no eye contact with the teacher during instruction.

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)

Two teachers did not vary instructional strategies. Lecture and teacher-directed instruction were the predominant instructional strategies applied at Greenwood

Elementary School. Student attention waned severely during these classes. This was demonstrated by students not paying attention to directions, writing in notebooks, playing with various objects, having their heads down on their desks, looking around the room, and kneeling on the floor while playing with a pencil.

7.2. STUDENT AND SCHOOL PERFORMANCE.

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 Team could not verify that the counselor was dedicating 75 percent of the work day in a direct student counseling relationship. The counselor was scheduled at the school two half-days per week and was assigned recess duty, which greatly reduced the amount of time to counsel students. The counselor was scheduled to see students 135 minutes per day out of 195 minutes possible, which equated to 69.2 percent direct student contact.

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)

One teacher's lesson plans were incomplete and could not be followed by a substitute teacher. The plans did not include enough material to cover the entire class period and it was difficult for the Team to determine the topic of the instruction by what was written in the plans. The principal provided feedback on plans as to what the teacher needed to do to increase the quality of the plans, however; there was negligible improvement of the plans throughout the course of the 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)

One long-term substitute teacher did not hold the appropriate grade level certificate for physical education, as the teacher held certificates in Grades 7-12. There was no request for a waiver in the West Virginia Department of Education, Office of Professional Preparation.

7.7. SAFE, DRUG FREE, VIOLENCE FREE, AND DISCIPLINED SCHOOLS.

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

When asked about classroom rules, two of the three teachers stated that they had rules in the classroom, but school rules were not posted. The teachers stated that the “kids” know the rules, but the Team could only find written playground rules, which were in the handbook. When asked about classroom rules, students were vague and very general about the rules. Additionally, teachers could not discuss how the rules were conveyed to the parents.

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)

This is the principal’s eighth year in the position at the school. Given the low number of teachers and students in the building, all issues pertaining to achievement were generally exacerbated. The Team found that the principal was attempting to guide the teachers and provide training in curriculum and instruction; however, the issues identified in this report were still very detrimental to student achievement. The principal reported that the Morgan County Central Office staff had provided a great deal of assistance and was readily available if needed. While the principal was highly organized and knowledgeable of the Office of Education Performance Audits (OEPA) interview process, the Team determined that additional assistance must be elicited from the Morgan County Board of Education, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education in correcting the issues in this report.

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 Greenwood Elementary School in providing a thorough and efficient system of education. Morgan 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 Morgan 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.

Having only three general classroom teachers required each teacher to teach a split-grade classroom. This, in itself, is very difficult to do effectively. Given the lack of high expectations and challenging curriculum in two of the three classrooms, it would be extremely difficult to ensure that the Next Generation Standards are being addressed in any of the content areas. It is essential that the principal and Morgan County Central Office staff aggressively intervene and provide the teachers assistance and professional development to increase the quality of curriculum delivery and increase student engagement and achievement.

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 Greenwood Elementary School in achieving capacity, the following resources are recommended.

Building Capacity - Transition School

Greenwood Elementary met the target for participation rate and at least 50 percent of the targets in mathematics and reading; however, the school failed to meet the index target due to low proficiency rates. In order to provide capacity for improvement, the school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

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.

Without continued and concentrated assistance in improving the quality of education in all classrooms, it will be very difficult for the principal and teachers to correct the deficiencies and provide a high quality, challenging curriculum for all students. Professional development in classroom management, curriculum delivery, student engagement, and high expectations must be provided and the principal must continue to conduct classroom observations and teacher evaluations to properly address the areas of weakness identified in this report.

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.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available. (Adversely impacts program and student performance.)

19.1.10. Specialized instructional areas.

The art facility did not have a sink, hot and cold water, counter space, mechanical ventilation, a ceramic kiln, or black-out areas. (Adversely impacts program and student performance.)

The music facility was not located away from quiet areas of the building and did not have music chairs with folding arms or acoustical treatment. (Did not adversely impact program and student performance.)

The physical education facility did not have forced ventilation or a data projector or 50 inch screen monitor. (Did not adversely impact program and student performance.)

- 19.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots or a refrigerator with locked storage. (A refrigerator with locked storage is essential equipment for a school.)

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.

Greenwood Elementary School lost two of the three previous classroom teachers at the beginning of the school year. The principal reported to the Team that she was working with the two new teachers to guide them in curriculum delivery, high expectations, and classroom management. Well over one-fourth of the school year is over and the major issues remained. The principal was conducting teacher observations and evaluations; however, a more aggressive approach must be taken in correcting the issues to ensure that all students receive high quality instruction that will increase student achievement.

EDUCATION PERFORMANCE AUDIT SUMMARY

Greenwood Elementary School's Education Performance Audit examined 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 Greenwood Elementary School in improvement efforts.

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

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.6.2. Licensure.
- 7.7.1. School rules, procedures, and expectations.
- 7.8.1. Leadership.

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

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 Greenwood Elementary School and Morgan 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.