



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR**

WIDMYER ELEMENTARY SCHOOL

MORGAN COUNTY SCHOOL SYSTEM

AUGUST 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Widmyer Elementary School in Morgan County was conducted on April 23, 2009.

A Follow-up Education Performance Audit of Widmyer Elementary School in Morgan County was conducted May 18, 2010. The purpose of the follow-up 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.

58 MORGAN COUNTY

David Banks, Superintendent

207 WIDMYER ELEMENTARY SCHOOL

Dan Reynolds, Principal

Grades PreK – 02

Enrollment 413 (2nd month 2007-2008 enrollment report)

DIBELS RESULTS

Mathematics

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	152	135	145	-7
2008-2009	179	171	N/A	N/A

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	36	48	69	+33
2008-2009	58	89	N/A	N/A

FIRST GRADE (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	70	65	44	-26
2008-2009	62	60	N/A	N/A

SECOND GRADE (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	46	22	32	-14
2008-2009	59	22	N/A	N/A

BOY - Beginning of Year
MOY - Middle of Year
EOY - End of Year
NA - Not Available

Reading

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	277	284	278	+1
2008-2009	259	281	N/A	N/A

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	74	91	99	+25
2008-2009	81	107	N/A	N/A

FIRST GRADE (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	110	87	87	-23
2008-2009	97	85	N/A	N/A

SECOND GRADE (% BENCHMARK)				
	BOY	MOY	EOY	GROWTH
2007-2008	93	106	92	-1
2008-2009	81	89	N/A	N/A

BOY - Beginning of Year
 MOY - Middle of Year
 EOY - End of Year
 NA - Not Available

DIBELS Results (percent growth) for the 2007-2008 school year showed a low percentage of growth for the school level in reading and a negative percentage growth in mathematics, Grade 1 and Grade 2 also showed negative growth in both mathematics and reading. These growth results are a compelling indication for Morgan County to immediately provide and seek support for Widmyer Elementary School.

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

1. Phonemic Awareness.
2. Understanding Autism.
3. Reading Intervention Resource Development.
4. WESTEST analysis from Feeder School (Warm Springs Intermediate).
5. Blueprint Interventions.
6. Individualized Education Plan (IEP) Training.
7. Crisis Prevention Intervention.
8. Quick Problem Solving Strategies.
9. Three Tier Model for Reading.
10. Reading Symposium.
11. State Reading Conference.
12. New Principals' Academy.
13. Response to Intervention (RTI).

**School Performance
2009-2010**

58 Morgan County
David Banks, Superintendent
207 Widmyer Elementary School
Richard Weber, Principal

Math

2009-2010

Overall	Intensive	Strategic	Proficient
Beginning of Year	31%	39%	27%
Middle of Year	39%	42%	23%
End of Year	13%	31%	56%
Change	18% decrease	8% decrease	29% increase

Kindergarten	Intensive	Strategic	Proficient
Beginning of Year	16%	48%	15%
Middle of Year	35%	35%	17%
End of Year	17%	19%	62%
Change	1% increase	29% decrease	47% increase

First Grade	Intensive	Strategic	Proficient
Beginning of Year	46%	35%	18%
Middle of Year	35%	43%	22%
End of Year	1%	38%	62%
Change	45% decrease	3% increase	44% increase

Second Grade	Intensive	Strategic	Proficient
Beginning of Year	22%	41%	37%
Middle of Year	38%	48%	14%
End of Year	21%	26%	52%
Change	1% decrease	15% decrease	15% increase

207 Widmyer Elementary
Richard Weber, Principal
Grade K-02

Dibels Results

Reading

School Year 2009-2010

Overall	Intensive	Strategic	Proficient
Beginning of Year	15%	24%	61%
Middle of Year	16%	19%	65%
End of Year	20%	18%	62%
Change	5% increase	6% decrease	1% increase

Kindergarten	Intensive	Strategic	Proficient
Beginning of Year	13%	28%	59%
Middle of Year	3%	17%	80%
End of Year	5%	14%	81%
Change	8% decrease	14% decrease	22% increase

First Grade	Intensive	Strategic	Proficient
Beginning of Year	10%	20%	70%
Middle of Year	19%	25%	56%
End of Year	26%	28%	46%
Change	16% increase	8% increase	24% decrease

Second Grade	Intensive	Strategic	Proficient
Beginning of Year	24%	25%	51%
Middle of Year	22%	15%	63%
End of Year	23%	12%	65%
Change	1% decrease	13% decrease	14% increase

DIBELS results for the 2009-2010 school year percent growth showed a significant increase at each grade level in mathematics. The end of year proficiency levels ranged from 52 percent proficient at second grade to 62 percent proficient at both the kindergarten and first grade level. Reading percent growth improved at all grade levels except first grade which showed a decrease to 46 percent proficient at the end of the year. Overall percent proficient was at 62 percent. Kindergarten showed 81 percent proficient and second grade posted 65 percent proficient.

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)**

One kindergarten teacher and one special education teacher did not keep students actively engaged in the learning process. Students were off task in both classrooms, walking around the classrooms and not redirected or reengaged in the educational process

FOLLOW-UP REVIEW

COMPLIANCE

The teacher was observed in a small group setting and was functioning effectively. The special education teacher now had two aides to assist with high needs students. All students were being taught and re-directed when necessary.

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.**

The school's electronic Five-Year Strategic Plan did not clearly show that it was predicated on the establishment of high expectations for performance of all students in the school. The plan did not meet the needs of the school and the objectives were poorly written. Teachers could not discuss the goals and objectives of the plan. Therefore, the strategic plan was not the foundation for school and student achievement.

FOLLOW-UP REVIEW

COMPLIANCE.

The Five-Year Strategic Plan had been revised and updated with current needs assessment data as well as the deficiencies noted in the initial on-site review. A broad group of stakeholders was involved in the revision of the plan which is now the guiding document for school improvement efforts. Faculty could identify the goals in the current plan and were familiar with the document. Each had a copy of the document on their desk for ready reference.

- 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)**

All teachers had not developed lesson plans in advance. Twelve teachers either had incomplete lesson plans or had “Snow Day” as the only item in the plans, which was indicative of not writing lesson plans in advance. Approximately four teachers’ lessons plans did not have clearly stated procedures.

FOLLOW-UP REVIEW

COMPLIANCE.

The school now has a lesson plan format. The principal conducted weekly lesson plan reviews by grade level one week in advance. All lesson plans the Team observed were complete and prepared in advance.

7.6. Personnel

- 7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

One new teacher and mentor did not meet at least one time per week the first semester. The principal was not involved in any of the meetings that did occur.

FOLLOW-UP REVIEW

COMPLIANCE.

The principal was meeting with the two new teachers and their mentors. Logs were maintained to document that procedures were being followed.

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 the number and quality of deficiencies found at Widmyer Elementary School, the Team determined that assistance in school leadership needed to be developed in the school's operations and management.

FOLLOW-UP REVIEW

COMPLIANCE.

The new principal is now in his second year at the school. He has addressed the leadership issues at the school and has been instrumental in changing the strategic plan, developing new schedules and lesson plan formats. The school environment was stimulating. The walls and classrooms were decorated with student work. The new principal was personally connected to most students in the school and made constant contact and communicated with them. A supportive environment existed at the school. The principal was organized and had the apparent support of county level administrators and the faculty.

RECOMMENDATIONS

7.1.1. Curriculum based on content standards and objectives. The art, music, and library teachers developed lesson plans then matched them to 21st Century Content Standards and Objectives (CSOs). One kindergarten teacher stated that she "tries to use the CSOs". The Team recommended that staff development be provided to guide teachers in the proper implementation of the CSOs.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

County and school level professional development has been offered to guide teachers in implementing the CSOs.

7.1.12. Multicultural activities. While the school had a written Multicultural Plan, teachers could not explain the basic components of the plan. The Team recommended that the principal provide staff development on the Multicultural Plan and cover its various parts.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

Multicultural activities are required to be in lesson plans with specific targets for each semester.

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 Widmyer 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.

Lesson plan development must be improved. It is imperative that all teachers maintain an up-to-date lesson plan book with lessons that have been developed in advance. The principal must ensure that all lesson plans are complete and show the steps to implement the plan of the day.

FOLLOW-UP CONCLUSION

All teachers had up-to-date lesson plans that met the standardized format. Lesson plans were being reviewed and monitored by the principal and assistant principal.

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 Widmyer 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.**

The school's electronic Five-Year Strategic Plan had several problems. It must be completely redone to provide the foundation for curriculum and instruction. Communication and staff involvement also are essential components of the plan's development and implementation.

The Team recommended that the Morgan County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The electronic Five-Year Strategic Plan had been revised. The weekly professional learning community (PLC) time is being used to review and revise the plan. All teachers had copies of the plan together with their lesson plans with goals labeled for easy reference. County office staff assisted with the revisions and meshed the revised plan with the county plan. A representative from the West Virginia Department of Education was also utilized and assisted in the data analysis.

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 was not five acres, plus one acre for each 100 students over 240.

FOLLOW-UP CONCLUSION

Further investigation revealed the school site was actually 45.9 acres and met the size requirement.

19.1.4. Counselor's office. The counselor's office did not have adequate space.

FOLLOW-UP CONCLUSION

The counselor's office had been re-located and had adequate space.

19.1.5. Library/media and technology center. Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.

FOLLOW-UP CONCLUSION

The library had electronic card catalogs and automated circulation capacity.

19.1.10. Specialized instructional areas. The art area did not have access to artificial light, two deep sinks, hot water, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility was not located away from quiet areas of the building and did not have a chalkboard and bulletin board, music stands, and a podium. The physical education facilities did not have provisions for two or more teaching stations, a display case, bulletin board, or seating available.

FOLLOW-UP CONCLUSION

No changes.

19.1.15. Health service units. The health service unit did not have scales or a work counter.

FOLLOW-UP CONCLUSION

Scales were available.

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.

Student performance on the DIBELS assessment showed a troubling negative school level growth in mathematics and a negative growth of Grades 1 and 2 in both mathematics and reading.

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

FOLLOW-UP TEAM SUMMARY

The trend in both reading and mathematics has now reversed and showed an increasing trend toward proficiency at each grade level.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
58-207 Widmyer Elementary School	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 Widmyer Elementary School.