



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HILLSBORO ELEMENTARY SCHOOL

POCAHONTAS COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced (five days in advance) Education Performance Audit of Hillsboro Elementary School in Pocahontas County was conducted October 15, 2009.

A Follow-up Education Performance Audit of Hillsboro Elementary School in Pocahontas County was conducted March 21, 2011. 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.

69 POCAHONTAS COUNTY

Dr. J. Patrick Law, Superintendent

101 HILLSBORO ELEMENTARY SCHOOL – Passed

Terrence Beam, Principal

Grades PK - 05

Enrollment 103 (2nd month 2008-09 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	34	40	40	100.00	55.88	Yes	Confidence Interval	✓
White	34	40	40	100.00	55.88	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	29	29	100.00	54.16	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	34	40	40	100.00	41.17	Yes	Confidence Interval	✓
White	34	40	40	100.00	41.17	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	29	29	100.00	37.50	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.8%

69 POCAHONTAS COUNTY

C.C. Lester, Superintendent

101 HILLSBORO ELEMENTARY SCHOOL – Passed

Ricky Sharp, II, Principal

Grades PK - 05

Enrollment 102 (2nd month 2009-10 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	36	36	36	100.00	25.00	Yes	Confidence Interval	✓
White	36	36	36	100.00	25.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	20.00	NA	NA	NA
Low SES	28	28	28	100.00	17.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	36	36	36	100.00	33.33	Yes	Confidence Interval	✓
White	36	36	36	100.00	33.33	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	10.00	NA	NA	NA
Low SES	28	28	28	100.00	32.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Hillsboro Elementary School, with a number (N) less than 50 in all subgroups, achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by application of the confidence interval. All subgroups declined in the percent proficient from the 2007-2008 school year to the 2008-2009 school year with a substantial decline in reading/language arts. 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 in both mathematics and reading: Grade 3 – 28.57 percent in mathematics and 71.43 percent in reading; Grade 4 – 52.94 percent in mathematics and 70.59 percent in reading; Grade 5 – 40 percent in mathematics and 30 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. SAT Process Training.
2. WESTEST2 Analysis.
3. Writing Roadmap.
4. Creative Writing Workshop.
5. McKenney-Vento Training.
6. Special Education – Procedures Concerning Student Data.
7. RESULTS Book Study.
8. Preschool Special Needs Workshop.
9. Odyssey.
10. Touch Math Workshop.

FOLLOW-UP REVIEW

MET STANDARD. Hillsboro Elementary School achieved adequate yearly progress (AYP) in mathematics and reading/language arts by application of the confidence interval.

The school staff continued improvement efforts by participating in the following staff development exercises: Walk to Intervention, Robust Vocabulary Book Study, Edline, Grade Quick, Using personal responders (clickers) to improve instruction, classroom management, differentiated instruction, using slates and Whiteboards, recognizing child abuse and neglect, respect and protect, and using the curriculum planning tool.

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 educational opportunities including enrichment and acceleration. (Policy 2510)**

The Team observed two teachers who did not exhibit high expectations for all students and not encouraging higher order thinking/learning skills. The Team observed students completing worksheets and at times doing nothing because they had not been given adequate instructions prior to working individually.

While these two teachers had lesson plans and the principal reviewed the plans, the plans contained limited evidence of varied instructional strategies and high expectations for all students.

FOLLOW-UP REVIEW

COMPLIANCE. One of these teachers was no longer teaching at this school. The Team observed lesson plans, classroom instruction, and student participation in the second teacher's classroom and found the lesson plans to be complete, instruction of high interest to students, and the students actively participating.

The teacher received additional staff development in classroom management, diversified instructional strategies, using content standards and objectives (CSO), and effective lesson planning.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team found that classroom management was an area of weakness for two teachers. This created an environment that was not conducive to learning nor one of high expectations for student achievement.

The Team members, on three separate occasions, observed the following areas of concern in various classrooms.

1. Teacher A – The teacher appeared to have a negative attitude, spoke in a loud voice, and was never observed smiling or uttering a positive comment to a student. This teacher left the room to monitor students in the restroom; leaving multiple students unattended in the classroom. The Team observed that this teacher used poor grammar and did not correct students' improper grammar. The teacher said “[I] made lesson plans last night” and the

teacher was reading the wrong story. One Team member observed this teacher for 15 minutes. During this time, the teacher scolded Student 1 four times, Student 2 five times, Student 3 two times, and Student 4 one time.

During another Team member's observation, for a period of 25 minutes, the teacher verbalized to the class, "It is your choice, as long as it has to do with reading something" during the 90 minute reading block. She began working with a group of three students at a table. Two students were unsure of their assignment. One girl raised her hand at 11:06 a.m. At 11:12 a.m., the student said, "I give up, my arm is falling asleep." At 11:13 a.m., the student raised it again and went unnoticed by the teacher or the interventionist. At 11:15 a.m., she said, "I'll just go up and ask her." When she asked the teacher what she was supposed to be doing, the teacher responded, "Sequencing, go ask (student name)." After asking the other student, she returned to her seat and told her classmate, "I don't know what we are supposed to do." During this time, the teacher was scolding another student, "I don't wanna hear you, [set] (sic) there and be quiet!" She directed him to sit at the table with her group. When he tried to participate with the group, the teacher scolded him, "You are not in the group . . . you are just [setting] (sic) here." Later, she scolded this student again, "You're just up here so you don't get wound up tight . . . you're on your own . . . you can read." Again, the teacher scolded this student, "[Set] (sic) there and be quiet, you're not disrupting my group!"

2. Teacher B – A Team member observed this teacher using cues at lower levels. The classroom management style distracted from learning as students seemed to talk freely about non-curriculum issues (social) and were not on task. The Team observed improper implementation of the Everyday Math program, which is researched-based and the program must be followed explicitly. Another Team member observed the teacher during the Grade 5 class and reported it was out of control. Students were not on task and questioned what they were to do, with the teacher responding, "If you listened, you would know what to do." While most students were talking out of turn, one student was scolded four times and another student was scolded one time.

FOLLOW-UP REVIEW

COMPLIANCE.

1. **The Team observed Teacher A during class instruction. During the Team's observation the teacher showed good self-control and classroom control and worked well with all students. The teacher was prepared for instruction and students were all on task. Students appeared to be enjoying the class.**

2. **Teacher B was provided additional training on the methods of teaching Everyday Math. During the time the Team was in the classroom the teacher was well prepared for instruction and students were on task.**

These two teachers and the remaining teaching staff were provided training in classroom management by RESA 4. Additional staff development was also provided in effective instructional strategies, protect and respect, and diversified instruction. The county provided a Math Interventionist Specialist to provide assistance to teachers and students.

Instruction was being monitored by the principal through frequent classroom walkthroughs and teacher conferences.

- 7.1.4. **Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

The Team found the special education teachers were not providing full instructional day services to an autistic/blind student. In the morning, the student was with an aide, in isolation. In addition, students were not provided occupational therapy according to teacher interviews. At least one student had an obvious need for occupational therapy.

FOLLOW-UP REVIEW

COMPLIANCE. The schedule for the special education teacher has been modified and the teacher now arrives at Hillsboro Elementary School approximately 9:20 a.m. This leaves the autistic/blind student supervised by the teacher aide from 9:00 - 9:20 a.m. as the student performs tasks assigned by the special education teacher. This compliance determination was based on a review of the student's Individualized Education Program (IEP) and the teacher's, supervisory aides, and students schedule by the West Virginia Department of Education.

Occupational therapy was available to all students who had a current Individual Education Program (IEP) that called for occupational therapy.

- 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)**

The Team found that a Multicultural Plan was not in place. In addition, teachers could not verbalize multicultural activities nor did the lesson plans indicate multicultural activities for students.

FOLLOW-UP REVIEW

COMPLIANCE. Multiple multicultural activities were occurring. All teachers interviewed were able to show and discuss examples of multicultural activities in their classrooms. Several outside school groups, such as Japanese Puppet Show and Taiko drums presented cultural activities for students. The counselor was working with students on character education. The school Multicultural Plan was in draft form and will be completed for next year.

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.

Teachers could not verbalize the school goals identified in the Five-Year Strategic Plan. The principal indicated he was submitting the document on the day of the Education Performance Audit. The Team observed a print out of the three goals for 2009-10 (dated 10-15-09) on two teachers' desks; however, these two teachers could not discuss the goals during teacher interviews.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed most of the faculty members and found all those interviewed were able to discuss the school's goals and how they were being implemented.

7.4. Regulatory Agency Reviews

7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Two items from the most recent West Virginia Department of Agriculture Donated Foods Program (04-28-09) had not been corrected: 1. Wooden

shelving and rack in dry storage in poor repair and needed to be replaced and
2. Dry storage was in excess of 70 degrees.

FOLLOW-UP REVIEW

COMPLIANCE. The school received "informal" approval from the representative of the West Virginia Department of Agriculture.

Stainless steel storage racks and a stainless steel can dispenser were provided for the food storage.

A vent through the ceiling to the outside was provided to help control the temperature in the storage room.

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)

The Team found that no two-way communication plan was in place for emergency situations. When a seriously disabled student had a negative reaction three adults were required to restrain the student. No system was in place to contact the office, except sending a student to the office. The Team recommended that a system of two-way communication to the office (or perhaps two-way radios) be installed.

The Team found a room in the school building dedicated to the Senior Citizens of the community. No system was in place for ensuring a background check had been conducted nor was there supervision for these visitors when they were in the building. The Team recommended that a plan be devised for monitoring individuals entering and leaving the building to provide a safe environment for all students and staff.

The Team found that professional development attendance records were maintained at the school level. The Team recommended that the central office and the administration collaborate in maintaining a centralized record of professional development for teachers.

FOLLOW-UP REVIEW

COMPLIANCE. A new two way intercom system had been installed in the classrooms and office of the school.

A dividing wall had been constructed in the cafeteria building and the senior citizen center had been relocated to this building. Senior citizens had their own outside entrance

The attendance records for professional development were being maintained in the central office.

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

The Team found there was no password on the wireless Internet in the school, as required in Policy 6200 Section 302.081. All wireless implementations shall be secured with encryption.

FOLLOW-UP REVIEW

COMPLIANCE. The school wireless Internet had been password protected.

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 Hillsboro Elementary School in providing a thorough and efficient system of education. Pocahontas 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 Pocahontas 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.

Given the low number of teachers at the school, the number of classroom management and learning environment issues was a major concern. The principal must actively pursue high quality, research-based staff development for all staff and aggressively address these issues. All students must be encouraged to do their best in a low stress, nurturing environment. Poor statewide assessment scores will continue to plague the school until high expectations and appropriate classroom management techniques are prevalent across all grade levels.

FOLLOW-UP CONCLUSION

The school and county administrators provided high quality staff development training for the school staff. The staff attended the staff development training, and the positive effects of the training were appearing in the classrooms. The school staff and the new school principal appeared to be working as a team to improve instruction and student achievement.

Some of the quality staff training provided this year included: Classroom Management; New Types of Technology; Recognizing Child Abuse and Neglect; and training in techSteps, Acuity, and West Virginia Writes, Respect and Protect, RTI/MTI Interventions, Smartboard and Responders, and Classroom Assessment for Learning.

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 Hillsboro 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 new principal has a proven record of school improvement from his previous school and a vision for the school to increase student achievement. The Team believed that he has the ability to correct the issues in this report, increase morale, and improve student achievement.

The Team recommended that the Pocahontas County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant 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 "new principal" addressed above is now the Title I Director for Pocahontas County Schools. The school now has another new principal who is a first year school administrator. The staff told the Team the school has had nine principals in the past 11 years. This many changes in the school leadership does not bode well for school improvement. The current new principal has developed good working relations with the school staff and appeared to have the school on a path to improvement.

The school received assistance from the West Virginia Department of Education, Office of School Improvement, in addressing the issues in this audit 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. Computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, and space for technology, including computer laboratories, were not provided.

19.1.10. Specialized instructional areas.

The art facility did not have instructional boards or a ceramic kiln.

The music facility was not of adequate size, did not have adequate storage, and did not have the following equipment and materials: Bulletin board, music chairs with folding arms, podium, piano, instructor's station, and acoustical treatment.

The physical education facility did not have provisions for two or more teaching stations, a data projector or a 50 inch screen monitor, network connection, internet access, audio equipment, and a ceiling height of 20-24 feet.

- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and locked medication box.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

- 19.1.5. Library/media and technology center.** Computer work stations, capacity for on-line research and space for technology were provided in the library/media center.

- 19.1.10. Specialized instructional areas.** The music facility had a bulletin board, piano and instructor's station.

The physical education facility had a data projector, network connection and Internet access.

- 19.1.15. Health service units.** Health service had been relocated into a larger facility in the building and had a cot, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and a locked medication box.

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

FOLLOW-UP TEAM SUMMARY

The principal and staff were working hard to implement all phases of the improvement plan to provide the best educational opportunities for the students. Improvements have been shown and should continue on into next school year.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
69-101 Hillsboro Elementary	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 Hillsboro Elementary School.