

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BRUCETON SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Bruceton School in Preston County was conducted on April 20, 2005. 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 persistently 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 Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Gregory Atkinson, Coordinator, Office of Hospitality Education and Training

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation

TEAM MEMBERS

Name	Title	School/County
Joseph Oliverio	Assistant Elementary School Principal	Williamstown Elementary Wood County
Shelly Stalnaker	Elementary School Principal	Geary Elementary Roane County
George Wells	Middle School Principal	Pleasants County Middle Pleasants County

SCHOOL PERFORMANCE

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

70-104 BRUCETON SCHOOL - Needs Improvement

PRESTON COUNTY
 Stephen Wotring, Principal
 Grades K - 08
 Enrollment 448

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	310	318	317	99.69	66.99	Yes	Yes	✓
White	310	318	317	99.69	66.99	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	143	148	147	99.32	56.33	Yes	Confidence Interval	✓
Spec. Ed.	65	66	65	98.48	34.37	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	310	318	317	99.69	70.55	Yes	Confidence Interval	✓
White	310	318	317	99.69	70.55	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	143	148	147	99.32	59.85	Yes	No	✗
Spec. Ed.	65	66	65	98.48	26.56	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.1%

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	43	42	43	42	100.00	7.14	40.48	42.86	7.14	2.38	52.38
04	58	57	57	56	98.28	1.79	30.36	50.00	14.29	3.57	67.86
05	48	47	48	47	100.00	2.13	14.89	63.83	14.89	4.26	82.98
06	47	46	47	46	100.00	2.17	17.39	63.04	15.22	2.17	80.43
07	56	55	56	55	100.00	10.91	29.09	45.45	10.91	3.64	60.00
08	66	63	66	63	100.00	4.76	34.92	33.33	23.81	3.17	60.32

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	43	42	43	42	100.00	14.29	28.57	40.48	16.67	0.00	57.14
04	58	57	57	56	98.28	3.57	23.21	46.43	23.21	3.57	73.21
05	48	47	48	47	100.00	0.00	23.40	57.45	19.15	0.00	76.60
06	47	46	47	46	100.00	0.00	21.74	58.70	13.04	6.52	78.26
07	56	55	56	55	100.00	5.45	20.00	41.82	25.45	7.27	74.55
08	66	63	66	63	100.00	3.17	33.33	31.75	23.81	7.94	63.49

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	2%	1	2%	4	7%	12	21%	36	62%	2	3%	2	3%	0	0%	58

Note: Ninety-three percent (93%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	1	2%	4	7%	6	11%	24	44%	8	15%	7	13%	5	9%	55

Note: Sixty-four percent (64%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
49.23%	2003-04
48.25%	2002-03
53.52%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Bruceton School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in reading/language arts and special education students (SE) in mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Bruceton School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Bruceton School met AYP in the all students (AS) and racial/ethnicity white students (W) subgroups in reading/language arts and the economically disadvantaged (SES) subgroup in mathematics by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** Bruceton School staff and the principal provided a nurturing and caring environment for all students.
- 6.1.4. **Instruction.** The Team commended Bruceton School for the partnership with West Virginia University and utilizing student teachers.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. – SES/SE).

6.1. Curriculum

- 6.1.2. 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)**

The Team could not determine that all teachers exhibited high expectations for all students. Observed examples included: Students eating during academic classes, students with heads on desks, inappropriate student comments directed to teachers, and teacher comments at one grade level, in particular, regarding rationale for low-performing students (genetics, lack of parent concern, and the problem can't be fixed).

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team observed a lack of effective use of classroom computers. The Team did not observe any students using a computer in any classroom. Also, the computers in the computer laboratories were not utilized effectively.

Students did not have access to the library before, during, or after school except during whole-class scheduled time. Grade 3 did not have access to the library per the master schedule. The library was closed at 12:10 p.m. daily due to the librarian's schedule.

- 6.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Chorus was not provided.

- 6.1.12. 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)**

A county multicultural plan did not exist at the school.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan.** A Unified County Improvement Plan and a Unified School 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 Team observed a general lack of knowledge regarding the Unified School Improvement Plan (USIP) and the USIP revisions. Observed examples included: Principal's direct quote, when inquiry was made, "Staff may not know of USIP revisions."

- 6.2.2. Counseling services.** Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) 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 availability of the guidance counselor did not meet the 75-25 percent requirement. The principal provided a developmental guidance schedule that listed only nine (9) classrooms over a 15-day period being provided assistance. Students and teachers expressed concern relating to the availability of guidance and counseling services. Individual and group counseling services were limited at Bruceton School.

- 6.2.3. 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)

The Team observed a lack of consistent lesson plan review procedures. A checklist existed; however, it was not utilized to its full potential. Two teachers did not present completed lesson plans and other lesson plans lacked sufficient details to teach a lesson, and a substitute teacher could not teach from them. In consideration of the low WESTEST scores in specific subgroups, the principal needs to assure that lesson plans are prepared in advance and provide written feedback to teacher(s) as necessary to improve instruction.

- 6.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

The Team found that a schoolwide plan did not exist for data analysis. Student achievement levels demonstrated the necessity of a schoolwide and individual grade level system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level. Furthermore, the Statewide Writing Assessment results needed to be analyzed to identify weaknesses and provide instruction to improve students' performance in writing.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

The Fire Marshal cited the school for needing an approved hazard separation door to the locker room storage area. A door was installed, but it did not have a doorknob and was propped open and still did not meet Fire Marshal requirements.

6.8. Leadership

- 6.8.1. 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)**

The Team found the building administrator to have an insufficient amount of vision regarding school culture and instructional management within the environment. This was evidenced by the number of deficient findings. He had secretarial duties to perform instead and was out of the building for other duties for the county.

RECOMMENDATIONS

- 6.1.6. Instruction in writing.** The Team observed a lack of schoolwide writing across the curriculum. Writing scores at both Grade 4 and Grade 7 showed the necessity of instruction in writing throughout the curriculum. The Team recommended that the school results be analyzed for strengths and weaknesses and that the writing rubric be applied schoolwide.
- 6.5.1. Parents and the community are provided information.** A formal student handbook was not in place. The Team recommended that information be provided to students, parents, and the community regarding school and county rules, policies, and procedures.
- 6.6.3. Evaluation.** The Team observed that staff was unaware of evaluation procedures. The Team recommended that staff development regarding Policy 5310 be provided to all staff.

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 Bruceton School in providing a thorough and efficient system of education. Preston 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 Preston County or the accreditation status of the schools.

7.1.1. 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.

Students at Bruceton School would be better served if the school's curriculum delivery was designed to meet the needs of all subgroups. An effective and efficient curriculum involves using available resources. Some of the findings indicated that personnel, i.e., librarian and counselor, may not be utilized to maximize their skills and training. Additionally, the library and technology resources available were not used effectively or efficiently to enhance curriculum delivery.

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 Bruceton School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Healthy Promotion (304) 558-8830
6.2.1. Unified County and School Improvement Plans.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.2. Counseling services.	West Virginia Department of Education Offices of Student Services and Healthy Promotion (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.4. Data analysis.	West Virginia Department of Education Office of Student Assessment (304) 558-2546
6.4.1. Regulatory Agency Reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.8.1. Leadership.	Center for Professional Development (304) 558-0539/1-800-982-7348

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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.

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Unified School Improvement Plan (USIP) to improve student and school achievement. The USIP was not well-developed or communicated to staff to fulfill this intent.

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

Adequate yearly progress (AYP) information by class showed that 40.48 percent of Grade 3 students performed below mastery in mathematics. The data indicated an area of weakness that appeared to contribute to the deficiency of the school. Furthermore, Grades 4, 7, and 8 also had a high percentage of students below mastery. Grade 8 had 33.33 percent of the students below mastery in reading/language arts.

16.3.8. Directing county boards to target their funds strategically toward alleviating deficiencies;

The student and school performance levels and high number of Education Performance Audit findings evidenced the necessity for Preston County to target resources strategically toward alleviating student and school deficiencies.

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

Preston County and Bruceton School are urged to contact RESA VII, the West Virginia Department of Education, and the Center for Professional Development to assist the school and school system in achieving the standards and alleviating the deficiencies.

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.

17.1. 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 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.

- 17.1.1. School location.** The school site was not five acres plus one acre for each 100 students over 240.
- 17.1.7. K classrooms.** Kindergarten classrooms were not adequate in size and lacked a sink with hot and cold water.
- 17.1.9. Grades K-12 remedial.** Remedial areas were inadequate in size.
- 17.1.10. Specialized instructional areas.**
 - The art facility was inadequate in size.
 - The music facility was inadequate in size, storage was inadequate, and lacked acoustical treatment.
 - Physical education facilities were inadequate and not located away from quiet areas of the building. The facilities lacked the following: Drinking fountain, forced ventilation, display case, and available seating.

- 17.1.11. Grades 6-12 science facilities.** Science facilities were inadequate in size and lacked the following equipment and materials: Sink, hot and cold water, and gas; AC and DC current and air vacuum; chalkboard, bulletin boards, and open and closing shelving; ventilation fume hood and demonstration table; laboratory work space with sink, water, gas, and electricity; fire extinguisher, blanket, and emergency shower; balance cases; darkening provisions, and a main gas shut off.
- 17.1.12. Grades 7-12 auditorium/stage.** The Grades 7 – 8 auditorium/stage facility was inadequate in size and the location did not provide convenient access to language arts and music instructional areas and close to seating.
- 17.1.14. Food service.** A teachers’ dining room of adequate size was not available.
- 17.1.15. Health service units.** A health service unit of adequate size was not 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.

Given the achievement levels of students in the special education (SE) and economically disadvantaged (SES) subgroups, Bruceton School and Preston County must implement West Virginia's required curriculum and the instruction that will improve achievement. Furthermore, the all students (AS), racial/ethnicity white students (W), and economically disadvantaged students (SES) met proficiency by use of the confidence interval. Preston County must actively pursue assistance from RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-104 Bruceton School	Conditional Accreditation	6.1.2; 6.1.7; 6.1.9; 6.1.12; 6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.4.1; 6.8.1		
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified ten (10) high quality standards – necessary to improve performance and progress to meet the 5.1.1. Achievement – for economically disadvantaged (SES) and special education (SE) subgroups and presented three (3) recommendations.

Additionally, the Team identified an indicator of efficiency regarding curriculum delivery, presented capacity building issues, and issued early detection and intervention cautions for student and school achievement.

Bruceton School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Bruceton School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.