



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

JUMPING BRANCH ELEMENTARY SCHOOL

SUMMERS COUNTY SCHOOL SYSTEM

MARCH 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Jumping Branch Elementary School in Summers County was conducted December 12, 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 reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and 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

Office of Instructional Technology, WVDE, Team Member – Lori Whitt, Coordinator

TEAM MEMBERS

Name	Title	School/County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Rebecca J. Peery	Primary School Principal	Memorial Primary School Mercer County

SCHOOL PERFORMANCE

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

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Vicki S. Hinerman, Superintendent

204 JUMPING BRANCH ELEMENTARY SCHOOL – TRANSITION

Dr. Linda Knott, Principal

Grades PK-05, Enrollment 147 (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 Jumping Branch 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 Jumping Branch Elementary School.

Designation:	TRANSITION	Next Year's Target:	57.2558
Index Score:	40.0248	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	54.3538	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (60% of the index score)	18.18
Achievement Gaps Closed (0% of the index score)	N/A
Observed Growth (15% of the index score)	9.38
Adequate Growth (20% of the index score)	7.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.97</u>
Total Accountability Index (out of 100)	40.02

The West Virginia Accountability Index targets are 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 elementary 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Jumping Branch Elementary School did not achieve the Accountability Index Target. Considering the target index of 57.2558 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 40.0248, Jumping Branch Elementary School has a steep trajectory to achieve both short term and long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

**JUMPING BRANCH ELEMENTARY SCHOOL
Grade Level Proficiency Data
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	91.67%	>95%	< 5%	91.67%	68.18%	31.82%
3	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Total	91.67%	>95%	< 5%	91.67%	68.18%	31.82%
4	White	> 95%	77.78%	22.22%	> 95%	50.00%	50.00%
4	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
4	Total	> 95%	77.78%	22.22%	> 95%	50.00%	50.00%
5	White	> 95%	36.84%	63.16%	> 95%	31.58%	68.42%
5	Special Education	> 95%	80.00%	20.00%	> 95%	80.00%	20.00%
5	Total	> 95%	36.84%	63.16%	> 95%	31.58%	68.42%

Attendance Rate = 99.40%

The Grade Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and percentage proficient rates by grade level and subgroup for mathematics and reading/language arts.

Mathematics. In mathematics, Grade 5 had the highest proficiency with 63.16 percent proficient, followed by Grade 4 with 22.22 percent proficient, and Grade 3 with less than 5 percent proficient. The special education subgroup was significantly lower in all grade levels with the Grade 3 special education subgroup the lowest with less than 5 percent proficient

Reading/Language Arts. In reading/language arts, Grade 5 had the highest proficiency with 68.42 percent proficient, followed by Grade 4 with 50.00 percent proficient, and Grade 3 with 31.82 percent proficient. The gaps between the white subgroups and the special education subgroups were significant.

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

**Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 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	14 (38%)	8 (22%)	15 (41%)	45.0	29.5%	14 (38%)	5 (14%)	18 (49%)	61.0	49.2%
	County	297 (39%)	232 (30%)	233 (31%)	44.0	40.0%	243 (32%)	243 (32%)	273 (36%)	52.0	43.2%
	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	14 (38%)	8 (22%)	15 (41%)	45.0	29.5%	14 (38%)	5 (14%)	18 (49%)	61.0	49.2%
	County	283 (39%)	218 (30%)	218 (30%)	44.0	40.1%	229 (32%)	232 (32%)	255 (36%)	52.0	42.9%
	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%
Spec.Ed Sub-Group	School	*	*	*	27.0	14.3%	*	*	*	33.0	14.3%
	County	41 (51%)	19 (23%)	21 (26%)	34.0	18.7%	37 (46%)	21 (26%)	22 (28%)	38.0	17.1%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	11 (35%)	7 (23%)	13 (42%)	45.0	31.5%	11 (35%)	3 (10%)	17 (55%)	68.0	53.7%
	County	256 (38%)	213 (31%)	212 (31%)	46.0	43.2%	206 (30%)	222 (33%)	251 (37%)	55.0	47.1%
	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	*	*	*	30.0	29.5%	*	*	*	68.0	49.2%
	County	142 (43%)	96 (29%)	93 (28%)	42.0	40.0%	117 (36%)	109 (33%)	102 (31%)	49.0	43.2%
	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	9 (33%)	6 (22%)	12 (44%)	45.0	(NA)	13 (48%)	2 (7%)	12 (44%)	57.0	(NA)
	County	155 (36%)	136 (32%)	140 (32%)	46.0	(NA)	126 (29%)	134 (31%)	171 (40%)	56.0	(NA)
	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	*	*	*	37.0	30.4%	*	*	*	73.0	39.1%
	County	148 (39%)	117 (31%)	110 (29%)	45.0	37.9%	128 (34%)	106 (28%)	139 (37%)	49.0	35.4%
	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	8 (33%)	4 (17%)	12 (50%)	46.0	28.9%	10 (42%)	5 (21%)	9 (38%)	51.0	55.3%
	County	149 (39%)	115 (30%)	123 (32%)	44.0	42.2%	115 (30%)	137 (35%)	134 (35%)	55.0	51.1%
	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 Jumping Branch 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. The special education and low socioeconomic subgroups showed low growth in mathematics and the special education subgroup showed low growth in reading/language arts.

As the chart indicates, the schoolwide percent proficient in mathematics was 29.5 percent and 49.2 percent in reading/language arts. In mathematics, the special education subgroup (14.3 percent) scored significantly lower than the non-special education subgroup (31.5 percent). Males scored 1.5 percent higher than females in mathematics. In reading/language arts the special education subgroup (14.3 percent) scored significantly lower than the non-special education subgroup (53.7 percent). Females scored 16.2 percent higher than males in reading/language arts.

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

1. Vertical Teaming.
2. Common Core.
3. Next Generation Standards.
4. Data Analysis.
5. Acuity Benchmarking in Mathematics and Language Arts.
6. New Individualized Education Program (IEP) Training.
7. Policy 5000 Training.
8. Suicide Prevention.
9. West Virginia Department of Education Pre-K Mathematics/Science Modules.
10. Book Study: *Math Talks*.
11. Book Study: *Number Talks – Class 1*.
12. Special Education 101.
13. Title I Staff Development Sessions.
14. Autism Book Study.
15. Student Assistance Team Training.
16. Standards, Teaching, and Collaboration.
17. Educator Evaluation: Self Reflection and Evidence.
18. Text Complexity, Quantitative, Qualitative Reader and Task Considerations.
19. Smarter Balance.
20. SmartBoard Lesson Planning and Construction.
21. Recognizing the Signs of a Silent Bully.
22. iPad Lessons and Uses.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

7.1.7. 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)

Kindergarten and Grades 1 and 2 were not utilizing technology adequately. Through classroom observations and teacher and student interviews the Team determined that Grade 1 was not using technology to any measurable amount and Kindergarten and Grade 2 were using it minimally. Grades 3 and 4 were using technology regularly; however, more professional development would greatly increase the degree and quality of technology use buildingwide.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in 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)

All students were not receiving physical education classes at least 30 minutes per day three days per week as required by the West Virginia Department of Education Course Information for Policy 2510. During the first semester all grades received physical education two days per week for 40 minutes per day. During the second semester all grades will receive physical education three days per week for 40 minutes per day. The school has an itinerant physical education teacher. Classroom teachers present 10 minutes per day of organized recess (group activity) from the 40 minute recess periods.

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 teacher did not hold the correct certification to teach the assigned position. The Summers County Central Office reported that this teacher is a retired substitute teacher who will be replaced by another teacher in the building; however, the new teacher also did not hold the proper certification.

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 Jumping Branch Elementary School in providing a thorough and efficient system of education. Summers 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 Summers County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

The Team interviewed the principal and staff and reviewed administrative records and reported the principal had investigated the areas of weakness that were leading to low achievement and had implemented professional development to address those areas. The principal had conducted classroom observations and was noting areas of weakness that were being addressed by teachers, reviewed lesson plans to identify the areas of curriculum being covered, analyzed student data to identify areas of weakness, and provided professional development to strengthen areas of weakness. All teachers were keeping students on task with high quality instruction and all students were being challenged to think at higher levels. The principal was working with the staff on improving curriculum delivery and employing a wider variety of instructional strategies to engage all students. The principal will need to continue to monitor classroom curriculum delivery, ensure that all teachers are providing instruction based on the areas of weakness identified in formal and informal test data, monitor the proper implementation of the current professional development, and determine any further professional development necessary to increase student 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 Jumping Branch Elementary School in achieving capacity, the following resources are recommended.

Building Capacity - Transition School

Jumping Branch 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 1 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.

Jumping Branch Elementary School had analyzed the student data and was aware of the school's needs based on the formal and informal data. Teachers could discuss the methods that they were using to modify curriculum delivery and how they were utilizing vertical teaming to increase student achievement. The principal was working the staff to ensure that all students were provided a high quality education. Extensive data analysis had been conducted and all teachers were fluent in the results of the analysis.

Jumping Branch Elementary School had received assistance from the Summers County central office, RESA 1, and the West Virginia Department of Education to address the areas of weakness. The principal could show the areas of need and the professional development that had been implemented to strengthen these areas of weakness.

Continual monitoring of classroom curriculum delivery, student data analysis, and the implementation of professional development must be in place.

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 school site did not have at least 11 usable acres and the location was not removed from hazards and undesirable noise and traffic. The sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. On-site, solid surface parking was insufficient for staff, visitors, and individuals with disabilities. The staff had to use the parking lot of the adjacent church lot. (May adversely impact safety.)

19.1.2. Administrative and service facilities. The administrative office area did not include an adequate reception/waiting area and sufficient work space and privacy were not available. (Did not adversely impact program and student performance.)

19.1.3. Teachers' workroom. A teachers' workroom of adequate size was not provided. Access to communication technology was severely limited. (Did not adversely impact program and student performance.)

- 19.1.4. Counselor's office.** The counselor's office did not ensure privacy and was not located with easy access to student records. (Did not adversely impact program and student performance.)
- 19.1.5. Library/media and technology center.** The school did not have a library/resource/media center. (Adversely impacts program and student performance.)
- 19.1.8. Grades 1-12 classrooms.** The classrooms did not have the required size (28-30 sq. ft./student). (Adversely impacts program and student performance.)
- 19.1.10. Specialized instructional areas.** Art classes were taught in the individual classrooms; therefore, there was no access to a deep sink, hot and cold water, counter space, instructional boards, display facilities, mechanical ventilation, a ceramic kiln, and black-out areas. (Adversely impacts program and student performance.)

The music facilities were not of adequate size and were not located away from quiet areas of the building. Music stands, podiums, recording devices, microphones, stereo sound systems, piano, instructional technology equipment, or acoustical treatment were not available. (Adversely impacts program and student performance.)

The physical education facilities were not located away from quiet areas of the building or acoustically treated with direct access to outdoor recreational areas. There was no forced ventilation, drinking fountains, provisions for two or more teaching stations, a data projector or 50" screen monitor, network connection, or audio equipment. (Adversely impacts program and student performance.)

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.

Grade 3 mathematics scores were dismal, with less than 5 percent proficient. Grade 3 reading/language arts in the special education subgroup also showed less than 5 percent proficient. The special education subgroup in Grade 4 mathematics and reading/language arts also showed that less than 5 percent of the students were proficient. The total percent proficient for Grade 4 in mathematics was also low at 22.22 percent proficient. While the principal and teachers were aware of the scores and professional development had been put into place to address the low achievement, the principal and Summers County central office must closely monitor the proper implementation of the professional development and ensure that student achievement increases.

EDUCATION PERFORMANCE AUDIT SUMMARY

Jumping Branch 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 Jumping Branch Elementary School in improvement efforts.

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

- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of instruction.
- 7.6.2. Licensure.

The Team noted an indicator of efficiency, presented capacity building information, 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 Jumping Branch Elementary School and Summers 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.