



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BUCKHANNON ACADEMY ELEMENTARY SCHOOL**

**UPSHUR COUNTY SCHOOL SYSTEM**

**JUNE 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Buckhannon Academy Elementary School in Upshur County was conducted March 16, 2011. 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 declining 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.

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. The review concentrated on the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Cynthia Sundstrom, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Dennis J. Albright	Superintendent	Braxton County Schools
Susan N. Braithwaite	Middle School Assistant Principal	Capon Bridge Middle School Hampshire County
Janie C. DeVaul	Elementary School Principal	Watson Elementary School Marion County
Ronald G. Hall	Elementary School Principal	Marlinton Elementary School Pocahontas County
Paul Joe Hoskins	Elementary School Principal	Burnsville Elementary School Braxton County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Kelly D. Waggoner	High School Assistant Principal	Ritchie County High School Ritchie County

## SCHOOL PERFORMANCE

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

### 87 UPSHUR COUNTY

Scott M. Lampinen, Superintendent

### 202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – New School

Randall Roy, Principal

Grades PK - 05

Enrollment 643 (2<sup>nd</sup> month 2008-2009 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
<b>Mathematics</b>								
All	260	269	269	100.00	53.84	NA	NA	NA
White	252	260	260	100.00	53.57	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	64	66	66	100.00	35.93	NA	NA	NA
Low SES	157	165	165	100.00	52.22	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	260	269	269	100.00	68.84	NA	NA	NA
White	252	260	260	100.00	68.65	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	64	66	66	100.00	46.87	NA	NA	NA
Low SES	157	165	165	100.00	65.60	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**87 UPSHUR COUNTY**  
Scott M. Lampinen, Superintendent  
**202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – Needs Improvement**

Randall Roy, Principal  
Grades PK - 05  
Enrollment 631 (2<sup>nd</sup> month 2009-2010 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
<b>Mathematics</b>								
All	257	282	282	100.00	36.96	Yes	Yes	✓
White	244	268	268	100.00	36.88	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	58	61	61	100.00	22.41	Yes	Confidence Interval	✓
Low SES	158	179	179	100.00	32.91	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	257	282	282	100.00	36.96	Yes	Yes	✓
White	244	268	268	100.00	36.47	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	58	61	61	100.00	13.79	Yes	No	✗
Low SES	158	179	179	100.00	33.54	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 97.9%**

BUCKHANNON ACADEMY ELEMENTARY SCHOOL

**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	97	85	97	85	100.00	30.59	35.29	25.88	5.88	2.35	34.12
04	86	78	86	78	100.00	30.77	34.62	24.36	6.41	3.85	34.62
05	99	94	99	94	100.00	35.11	23.40	27.66	9.57	4.26	41.49

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	97	85	97	85	100.00	47.06	20.00	20.00	8.24	4.71	32.94
04	86	78	86	78	100.00	43.59	20.51	28.21	7.69	0.00	35.90
05	99	94	99	94	100.00	35.11	23.40	24.47	13.83	3.19	41.49

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>257</b>	<b>95</b>	<b>162</b>
<b>White</b>	<b>244</b>	<b>90</b>	<b>154</b>
<b>Special Education</b>	<b>58</b>	<b>13</b>	<b>45</b>
<b>SES</b>	<b>158</b>	<b>52</b>	<b>106</b>

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>257</b>	<b>95</b>	<b>162</b>
<b>White</b>	<b>244</b>	<b>89</b>	<b>155</b>
<b>Special Education</b>	<b>58</b>	<b>8</b>	<b>50</b>
<b>SES</b>	<b>158</b>	<b>53</b>	<b>105</b>

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Buckhannon Academy Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Buckhannon Academy Elementary School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts. Buckhannon Academy Elementary School achieved AYP in the all students (AS), SE, and economically disadvantaged (SES) subgroups in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address all subgroups and apply interventions to improve achievement of all students.

**Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 65.88 percent in mathematics and 67.06 percent in reading; Grade 4 – 65.38 percent in mathematics and 64.10 percent in reading; Grade 5 – 58.51 percent in mathematics and 58.51 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. Tech Tuesday.
2. BAES Teacher Academy.
3. Upshur County Teacher Academy.
4. Site-Based Instruction.
5. WESTEST2 Data Analysis.
6. Inline Individualized Education Program (IEP) Writing.
7. TechSteps.
8. Reading Recovery Conference.
9. Making the Most of Small Groups.
10. Envisions Math Workshop.
11. Investigation Math Workshop.
12. Meshing of Envisions and Investigations.
13. Discovery Education.
14. Printmaking Workshops.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Buckhannon Academy Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.7. Library/educational technology access and technology application.** Buckhannon Academy Elementary School was a very high tech school. The Team observed students using Whiteboards in several classrooms. It was apparent that the students were familiar with the technology and had used it many times before. The use of Edline as a portal for students to access grade level and classroom appropriate content and activities allowed students to move from computer to computer throughout the school and still access their technology resources. The school effectively integrated technology into the curriculum. Laboratories and classroom computers were used extensively throughout the day of the Education Performance Audit. The Team commended the school staff on their work toward creating a technology-rich learning environment.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. Curriculum

- 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Approximately one third of the teachers interviewed stated that they used the textbook to deliver the West Virginia 21st Century content standards and objectives (CSOs). They stated that this was the directive from the central office administration. While the textbooks may be closely aligned with the CSOs, the teachers must be using the CSOs as the basis for the curriculum.

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

At least 50 percent of the teachers interviewed stated that student discipline was a major issue at the school. Many teachers stated that they did not feel safe and gave examples of student disruptions that were common. Fighting and bullying behavior was reported to be common and many teachers stated that the administration was not active in correcting the issues. Alternative



placements in other classrooms were reportedly being used a great deal rather than dealing with the issues. Forty-six (46) out-of-school suspensions had occurred at the school as of the day of the Education Performance Audit.

Teachers reported that communication was poor between the administration and teachers. A majority of teachers stated that information on any changes was reported to the teachers the day of the change.

**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)**

At least 90 percent of the teachers interviewed stated that they did less than 30 percent active inquiry, investigations, and hands-on science activities. They stated that facilities, time constraints, and materials were the issues.

West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

The interviews indicated that social studies in K-02 classes was not being delivered to the degree to ensure mastery of the content standards and objectives.

**7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

Grade 2 teachers stated that they did not feel as if they had access to the guidance counselor. They stated that the counselor was scheduled to see the Grade 2 students twice a month; however, the counselor was pulled to go to other areas on a regular basis.

## **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.**

At least 75 percent of the teachers did not know the school’s goals and action steps contained in the Five-Year Strategic Plan.

- 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 lesson plans had not been checked by the administration during the first and second nine weeks.

There was no collaboration for jointly developing lessons because of scheduling issues according to the Title I teachers and the general education teachers. This was reported to be an issue as far as instruction when the Title I teachers were in the classrooms.

The assistant principal collected lesson plans on the week of January 10-14, 2011 and returned the plans March 14, 2011.

#### **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 physical education teacher was in the second year of teaching; however, this teacher did not have a mentor last year. The teacher has a mentor this year, but stated the teacher and the mentor meet “once or twice a month.” Teachers and mentors are to meet one time per week during the first semester and no less than one time every two weeks during the second semester.

#### **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 of deficiencies found at Buckhannon Academy Elementary School and the low percent of students proficient indicated that the leadership at the school and classroom levels needed to be more effective. The lack of a mentor for a new teacher for the first year indicated that the central office needed to be more vigilant in assisting the school. The Team determined that the West Virginia Department of Education and RESA 7 needed to assist the building administrator and county in improving the quality of curriculum and instruction.

### **RECOMMENDATION**

- 7.1.12. Multicultural activities.** There was no written Multicultural Plan at the school. The Team recommended that a comprehensive Multicultural Plan be developed and implemented.

## 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 Buckhannon Academy Elementary School in providing a thorough and efficient system of education. Upshur 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 Upshur 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 issue of the perception of an unsafe school environment must be addressed immediately to allow for the proper correction of the curriculum and instructional issues. The principal must ensure that bullying and harassment and other disciplinary issues are dealt with in a fair and consistent manner at the office and classroom levels. This issue was having a detrimental effect on student learning and on teacher morale.

It is imperative that the West Virginia 21st Century content standards and objectives (CSOs) are the basis of the classroom curriculum. School improvement and action steps are to be based on the needs identified by the school's Five-Year Strategic Plan. If this procedure is not corrected it could continue to negatively affect 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 Buckhannon Academy 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.**

Excluding the area of deficiency as perceived by the teachers in the area of school discipline, the entire staff appeared to be a cohesive unit. The teachers presented a strong desire to increase student achievement. The Team believed through assistance from the Upshur County Central Office and other State support agencies that the capacity can be developed to correct the deficiencies identified in this report.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

## 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 was not five usable acres, plus one acre for each 100 students over 240 and was not removed from hazards and undesirable noise and traffic.
- 19.1.4. Counselor's office.** Student records were not easily accessed by the counselor as they were kept in the office.
- 19.1.5. Library/media and technology center.** On-line periodical indexes and copying equipment were not available.
- 19.1.8. Grades 1-12 classrooms.** Room 212 did not have adequate size.

- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The physical education facility did not have a data projector or 50 inch screen monitor.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not available.
- 19.1.15. Health service units.** A health service unit was not of adequate size and did not have cots or a refrigerator with locked storage.

### **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 all subgroups, Buckhannon Academy Elementary School and Upshur County must implement high yield instructional practices and instruction that will improve students' achievement. Upshur County must actively pursue assistance from RESA 7, 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.

The process of ensuring a safe and nurturing environment is extremely important. The administration appeared to take a positive look at the deficiency and ensured the Team that it would be corrected.

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

## Education Performance Audit Summary

Buckhannon Academy Elementary School's Education Performance Audit concentrated on the declining student achievement. The Team also conducted a resource evaluation to assess the resource needs of the school.

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

- 7.1.1. Curriculum based on content standards and objectives** (textbook, rather than the West Virginia 21st Century content standards and objectives (CSOs) drove the curriculum in many cases).
- 7.1.3. Learning environment** (student discipline was an issue).
- 7.1.4. Instruction** (science lacked 50 percent experimentation).
- 7.1.11. Guidance and advisement** (grade 2 guidance counselor access was limited).
- 7.2.1. County and School electronic strategic improvement plans** (most staff unfamiliar with the strategic plan).
- 7.2.3. Lesson plans and principal feedback** (principal not checking and returning plans promptly).
- 7.6.4. Teacher and principal internship** (irregularities with mentorship programs).
- 7.8.1. Leadership** (principal needs assistance).

The Team presented one commendation (7.1.7. Library/educational technology access and technology application), one recommendation (7.1.12. Multicultural activities), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Buckhannon Academy Elementary School and Upshur County to correct the findings noted in the report by the next accreditation cycle.