



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL**

**WYOMING COUNTY SCHOOL SYSTEM**

**MAY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Road Branch Elementary and Middle School in Wyoming County was conducted February 9, 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 – Bodie Fulford, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Glenna Heinlein, Closing the Achievement Gap (CAG) Liaison, Office of Title II, III, and System Improvement

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Joshua D. Brumfield	High School Assistant Principal	Sherman High School Boone County
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County
Velvet C. Kelly	High School Assistant Principal	Wayne High School Wayne County

### SCHOOL PERFORMANCE

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

#### 98 WYOMING COUNTY

Frank L. Blackwell, Superintendent

#### 214 ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL – Passed

Rebecca Cook, Principal

Grades PK - 08

Enrollment 192 (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	107	115	115	100.00	53.27	Yes	Yes	✓
White	105	113	113	100.00	53.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	26.31	NA	NA	NA
Low SES	64	72	72	100.00	40.62	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	107	115	115	100.00	66.35	Yes	Yes	✓
White	105	113	113	100.00	67.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	21.05	NA	NA	NA
Low SES	64	72	72	100.00	56.25	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.0%**

**98 WYOMING COUNTY**  
Frank L. Blackwell, Superintendent  
**214 ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL – Passed**

Rebecca Cook, Principal  
Grades PK - 08  
Enrollment 195 (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	106	115	115	100.00	32.07	Yes	Confidence Interval	✓
White	104	113	113	100.00	32.69	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	16.66	NA	NA	NA
Low SES	65	73	73	100.00	29.23	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	106	115	115	100.00	33.96	Yes	Confidence Interval	✓
White	104	113	113	100.00	34.61	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	0.00	NA	NA	NA
Low SES	65	73	73	100.00	27.69	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 96.6%**

ROAD BRANCH ELEMENTARY AND MIDDLE 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	17	14	17	14	100.00	7.14	28.57	42.86	14.29	7.14	64.29
04	18	18	18	18	100.00	44.44	55.56	0.00	0.00	0.00	0.00
05	20	18	20	18	100.00	38.89	33.33	16.67	11.11	0.00	27.78
06	16	15	16	15	100.00	60.00	40.00	0.00	0.00	0.00	0.00
07	22	20	22	20	100.00	45.00	20.00	25.00	10.00	0.00	35.00
08	22	21	22	21	100.00	19.05	19.05	28.57	23.81	9.52	61.90

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	17	14	17	14	100.00	42.86	21.43	28.57	7.14	0.00	35.71
04	18	18	18	18	100.00	55.56	27.78	16.67	0.00	0.00	16.67
05	20	18	20	18	100.00	38.89	27.78	11.11	16.67	5.56	33.33
06	16	15	16	15	100.00	53.33	33.33	13.33	0.00	0.00	13.33
07	22	20	22	20	100.00	35.00	25.00	25.00	15.00	0.00	40.00
08	22	21	22	21	100.00	19.05	23.81	23.81	33.33	0.00	57.14

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).

<b>Mathematics</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>106</b>	<b>34</b>	<b>72</b>
<b>White</b>	<b>104</b>	<b>34</b>	<b>70</b>
<b>Special Education</b>	<b>18</b>	<b>3</b>	<b>15</b>
<b>SES</b>	<b>65</b>	<b>19</b>	<b>46</b>

<b>Reading/Language Arts</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>106</b>	<b>36</b>	<b>70</b>
<b>White</b>	<b>104</b>	<b>36</b>	<b>68</b>
<b>Special Education</b>	<b>18</b>	<b>0</b>	<b>18</b>
<b>SES</b>	<b>65</b>	<b>18</b>	<b>47</b>

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Road Branch Elementary and Middle School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. 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 and novice in both mathematics and reading: Grade 3 – 35.71 percent in mathematics and 64.29 percent in reading; Grade 4 – 100.00 percent in mathematics and 83.33 percent in reading; Grade 5 – 72.22 percent in mathematics and 66.67 percent in reading; Grade 6 – 100.00 percent in mathematics and 86.67 percent in reading; Grade 7 – 65.00 percent in mathematics and 60.00 percent in reading; Grade 8 – 38.10 percent in mathematics and 42.86 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. Grades 4 and 6 mathematics scores with .00 percent proficient were especially serious. Additionally, the reading/language arts percent proficient was only 16.67 percent for Grade 4 students and 13.33 for Grade 6 students.

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

1. Professional Learning Communities.
2. TechSteps.
3. Response to Intervention.
4. HMH and Glencoe Mathematics.
5. Mathematics Pacing Guides.
6. West Virginia Writes.
7. Differentiated Instruction.
8. Classroom Instructional Strategies.
9. Standards-Based Instruction.
10. Technology Plan/Digital Divide.
11. Five-Year Strategic Plan.
12. Technology Usage in the Classroom.
13. WESTEST2 Data Analysis.
14. SAT 10 Data Analysis.
15. Depth of Knowledge.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The school was orderly and all students said that they felt safe. Students loved the school and reported positive classroom experiences. The school environment was nurturing and all staff were caring and devoted to all students. On the day of the Education Performance audit all instruction the Team observed was engaging and all students were on task.
- 7.1.6. **Instruction in writing.** All teachers provided instruction in writing and gave writing assignments to all students multiple times per week. A strong plan was in place specific to how writing across the curriculum was to be done. Teachers gave high quality feedback to each student on writing assignments to improve writing skills.

## HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

### 7.2. Student and School Performance

- 7.2.1. **County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

The Team interviewed all teachers in six groups. Only two of the six groups could discuss the goals and action steps of the school's Five-Year Strategic Plan. The Five-Year Strategic Plan must guide the delivery of curriculum.

- 7.2.4. 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 interviewed all teachers and asked about data analysis. The teachers stated that they had seen the WESTEST2 data at the beginning of the school year but had not used the data since. The Team determined that data was not being used to assess student mastery of the West Virginia 21st Century content standards and objectives (CSOs). While the principal had an abundance of student data and analysis it had not reached the classroom levels and teachers had not had the opportunity to look at the data to the depth necessary and apply it in instruction. This may be a factor in the decline in student achievement percent proficient at the school. Teachers need measures from different sources and analyses that reveal a more complete picture of the results of instructional practices.

## RECOMMENDATIONS

- 7.1.4. Instruction.** The Team observed all classrooms, reviewed lesson plans, and interviewed teachers and found that all teachers were actively delivering instruction and students were absorbed and on-task. The spring 2010 WESTEST2 percent proficiency by class provided results that distressed the school and county staffs. Grades 4 and 6 percent proficient (0.00 percent) in mathematics and the very low percent proficient in reading/language arts (Grade 4 – 16.67 percent; Grade 6 – 13.33 percent) was a serious call for county and school educators to examine instruction and curriculum to assess that instruction matches what the students need to achieve learning gains. Teachers were actively teaching and students were on task; however, it appeared that the direction lacked a clear focus. The principal and teachers are cautioned to be mindful that activities are directly connected to achievement. Teachers were willing to provide high quality instruction and were working; however, the active instruction did not transfer to achievement results. The Team recommended that the school receive intense and sustained professional development and assistance in instruction that includes 21<sup>st</sup> century learning skills to ensure student mastery of the West Virginia 21st Century content standards and objectives (CSOs).
- 7.1.11. Guidance and advisement.** The school counselor was highly active in the school and provided high quality counseling services; however, the counselor was only scheduled at the school one day per week. The Team recommended that the Wyoming County Central Office pursue ways to increase the amount of counseling services at Road Branch Elementary and Middle School to ensure

the provision of guidance and advisement for all students. It would be extremely difficult for a counselor to provide the components of the PK-08 counseling curriculum during one weekly visit.

- 7.8.1. Leadership.** The Team reported that the principal was organized, data savvy, and conveyed knowledge of the school's and students' needs. However, the data had not been transferred to the classroom level or used to guide instruction. The Team found that the teachers were on task and effectively managed their classes; therefore, the Team recommended that the school leadership be involved in high quality leadership and communication training that will improve the principal's skills and practices in providing meaningful feedback and support to teachers who are eager to improve.

## 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 Road Branch Elementary and Middle School in providing a thorough and efficient system of education. Wyoming 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 Wyoming 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.**

While all students were on task during the day of the Education Performance Audit and the Team observed that all teachers were providing engaging instruction, the instruction was not closely aligned to the students' and school's needs based on WESTEST2 scores. The Team believed communication and interactions that effectively support staff to determine the kind of data and information needed to improve their work will help to increase student achievement.

The Wyoming County School District will need to support the unique needs of individual teachers and teacher collaborative teams to monitor and improve instructional effectiveness and assist the principal in monitoring and improving the school's effectiveness. The school's Five-Year Strategic Plan will need to be used to keep school improvement efforts focused and eliminate initiatives that are not producing student and school improvement.

### **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 Road Branch Elementary and Middle 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.**

With intensive support for the principal and teachers and a viable continuous improvement process, the Team determined that the principal and staff of Road Branch Elementary and Middle School can develop the capacity to correct the deficiencies found at the school. However, assistance from the Wyoming County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education are critical in this process.

The Team recommended that the Wyoming County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## 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.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and other materials that are adequate for general reading and reference were not available.
- 19.1.8. Grades 1-12 classrooms.** Room 201 did not have various communication technologies. Room 203 did not have a computer station. Room 206 did not have a teacher desk.
- 19.1.10. Specialized instructional areas.** The art and music classes were self-contained and did not have their own facilities. The physical education facility did not have a data projector or 50 inch screen monitor.

- 19.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. There was no hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, or main gas shut-off.
- 19.1.15. Health service units.** The health service unit was not of adequate size and did not have curtained or small rooms with cots. There was no bulletin board, refrigerator with locked storage, work counter, or desk and chair.

### **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 decline in student achievement levels, Road Branch Elementary and Middle School and Wyoming County School District must implement high yield instructional practices and instruction that will improve students' achievement. Collective efforts will be essential in developing continuous improvement at the school and classroom levels. Wyoming County must actively pursue assistance from RESA 1, 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.

## Education Performance Audit Summary

Road Branch Elementary and Middle School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The school was visited due to declining performance and being in the bottom 10 middle schools in the State in mathematics. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Road Branch Elementary and Middle School in improvement efforts.

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

**7.2.1. County and School electronic strategic improvement plans** (some teachers unfamiliar with plan).

**7.2.4. Data analysis** (only viewed once).

The Team presented two commendations.

**7.1.3. Learning environment** (safe and nurturing).

**7.1.6. Instruction in writing** (writing practiced in all classes multiple times per week).

The Team presented three recommendations.

**7.1.4. Instruction** (school needs intense and sustained staff development).

**7.1.11. Guidance and advisement** (counselor only at school one day per week).

**7.8.1. Leadership** (communication training).

The report includes comments concerning: Indicators of efficiency, capacity building resources, and early detection and intervention.

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 and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Road Branch Elementary and Middle School and Wyoming County to correct the findings noted in the report by the next accreditation cycle.