

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

OAKVALE ELEMENTARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Oakvale Elementary School in Mercer County on May 11, 2005.

A Follow-up Education Performance Audit of Oakvale Elementary School in Mercer County was conducted March 8, 2006. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school "... does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education."

SCHOOL PERFORMANCE 2003-2004

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent

216 OAKVALE ELEMENTARY SCHOOL - Needs Improvement
Phoebe Meadows, Principal
Grades K - 08
Enrollment 258

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	166	176	175	99.43	54.54	Yes	Confidence Interval	✓
White	157	167	166	99.40	55.12	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	122	121	99.18	47.32	Yes	No	✗
Spec. Ed.	41	43	42	97.67	15.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	166	176	175	99.43	62.42	Yes	No	✗
White	157	167	166	99.40	64.10	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	122	121	99.18	57.14	Yes	No	✗
Spec. Ed.	41	43	42	97.67	7.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.3%

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

216 OAKVALE ELEMENTARY SCHOOL - Passed

Phoebe Meadows, Principal

Grades K - 08

Enrollment 266

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	159	170	170	100.00	74.21	Yes	Yes	✓
White	150	161	161	100.00	74.66	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	107	115	115	100.00	68.22	Yes	Yes	✓
Spec. Ed.	31	34	34	100.00	38.70	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	159	170	170	100.00	76.10	Yes	Yes	✓
White	150	161	161	100.00	77.33	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	107	115	115	100.00	71.96	Yes	Confidence Interval	✓
Spec. Ed.	31	34	34	100.00	25.80	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Oakvale Elementary 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: All students (AS) in reading/language arts and economically disadvantaged students (SES) in both 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 Oakvale Elementary School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Oakvale Elementary School achieved AYP in the all students (AS) subgroup in mathematics and the racial/ethnic white students (W) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and apply interventions to improve achievement of all students.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 3 - 40.63% in mathematics and 37.50% in reading; Grade 5 - 33.33% in mathematics; Grade 7 - 37.04% in mathematics; Grade 8 - 31.82% in mathematics and 50% in reading. These scores have implication for the USIP and school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. Oakvale Elementary School achieved adequately yearly progress (AYP) in all subgroups designated in 5.1.1. Achievement. The percentage of students performing at the proficient level increased significantly in all subgroups. Initiatives that contributed to increased student achievement included the following.

- 1. Increased inclusion of special education students in general classes.**
- 2. Prioritizing the curriculum.**
- 3. Emphasis on focused learning strategies.**
- 4. An academic coach to assist teachers.**
- 5. Increased instructional time.**
- 6. Extensive staff development.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

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 observed a collaborative special education teacher who was not actively engaged with students over the course of two class periods. Twice the regular classroom teacher asked the special education teacher to continue with a class activity while the teacher consulted with a computer technician, but the special education teacher either spoke to one individual student or did nothing.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed all students actively engaged in innovative and exciting lessons. Students were observed using technology, graphic organizers, hands-on science activities, and teachers were observed using differentiated instruction.

- 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 computers in several classrooms that needed repair or that were not being used by students or integrated effectively into instruction. The Team recommended that computers be upgraded as funds become available, repaired as needed in a timely manner, integrated more effectively into classroom instruction, and made available to students who complete assignments early or who require additional challenging work.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed the effective use of technology. Computers were operational and the electrical service to the school was being updated.

RECOMMENDATIONS

6.1.3. Learning environment. The Team encountered difficulty finding classrooms and navigating around the school building due to the existing numbering system and the lack of signs indicating the location of classrooms. The Team recommended that the numbering system used for classrooms be updated so that they are orderly, and that signs be posted in hallways indicating where classrooms are located.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Signs had been posted to allow visitors to easily find classrooms.

6.1.12. Multicultural activities. The Team observed that although a schoolwide multicultural activity plan was in place, several teachers were not aware that it existed. The Team recommended that an in-service be provided to familiarize the faculty on implementation of the multicultural activity plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A countywide Multicultural Plan had been approved by the Mercer County Board of Education.

Note: During the course of the Education Performance Audit, the Team determined that the school administration and staff were fully aware of the deficiencies of the school as they pertain to the economically disadvantaged (SES) and special education (SE) subgroups and were taking the appropriate steps to overcome these issues. The staff was working diligently and effectively to address the issues and were applying proper teaching methods and practices necessary to increase student achievement. The Mercer County central office and the West Virginia Department of Education (WVDE) were also providing extensive assistance.

FOLLOW-UP CONCLUSION

The Team determined that the administration and the teachers have continued to address the deficiencies with much success. Student achievement increased in all subgroups and the school achieved adequate yearly progress (AYP). Classes were exciting, students were actively engaged in learning, and the overall atmosphere was conducive to teaching and learning.

NEW RECOMMENDATION

6.1.3. Learning environment. The science classroom (213) did not have adequate chalkboard space or room to use an overhead projector. The teacher was using an overhead projector to demonstrate a graphic organizer; however, the classroom area was too small for the projector to be used effectively. The teacher had to keep moving the transparency on the overhead for the students to see the organizer. Students were

not able to see the entire drawing during the presentation. The Team recommended that a white board or a chalkboard of adequate size be installed to allow the teacher to effectively use such illustrations. The Team also recommended that the principal and county technology coordinator investigate rearranging the room so the teacher could effectively use an overhead projector or data projector.

BUILDING CAPACITY TO CORRECT 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.**

The Team found that the principal and educators at Oakvale Elementary School had introduced and applied programs to improve achievement in the all students (AS) and economically disadvantaged (SES) subgroups. Mercer County, curriculum staff, RESA I, and the West Virginia Department of Education (WVDE) have been assisting the school in school improvement. Consequently, the Team believes that Oakvale Elementary School and Mercer County have the capacity to improve student achievement and achieve adequate yearly progress (AYP).

If the school fails to achieve AYP or show progress in the subgroups, on the 2005 WESTEST, the Office of Education Performance Audits recommends that the West Virginia Board of Education school improvement team analyze achievement data and provide targeted assistance to specific academic areas.

FOLLOW-UP CONCLUSION

The principal and educators at Oakvale Elementary School demonstrated the capacity to achieve AYP.

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 site did not have 5 acres +1 acre for each 100 students over 240. The playground/recreational area was not well equipped and appropriate for the age level.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have adequate space. Periodicals and other materials that are adequate were not available. Computer technology was out-of-date.
- 17.1.8. Grades 1-12 classrooms.** Room 106 did not have adequate storage, audiovisual equipment, controllable light, and outlets. Room 107 did not have audiovisual equipment, controllable light, outlets, etc. Room 108 was not of adequate size and did not have adequate storage. Room 109 (computer laboratory) did not have adequate size, audiovisual equipment, controllable light, and outlets. Room 110 did not have adequate storage, audiovisual equipment, controllable lights, and outlets. Room 111

did not have audiovisual equipment, controllable light, and outlets. Room 112 did not have adequate storage, audiovisual equipment, controllable light, and outlets. Room 201 did not have audiovisual equipment, controllable light, and outlets. Room 202 did not have audiovisual equipment, controllable light, and outlets. Room 211 did not have audiovisual equipment, controllable light, and outlets.

- 17.1.9. Grades K-12 remedial.** Adequate space was not available.
- 17.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, storage was not adequate, and the following were not available: counter space, mechanical ventilation, ceramic kiln, and black-out areas. The music facility was not of adequate size, adequate storage was not available, and a podium was not available. The physical education facility did not have provisions for two or more teaching stations or a record player/cassette player/compact disc.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** A health services unit of adequate size was not available. The following were not provided: curtained or small room with cots, bulletin board, scales, or work counter.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the July 2005 Draft Report.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
51-216 Oakvale Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Oakvale Elementary School and the Full Approval status of the Mercer County School System.