

**OFFICE OF EDUCATION PERFORMANCE AUDITS**



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WHITETHORN 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 Whitethorn Elementary School in Mercer County on May 10, 2005.

A Follow-up Education Performance Audit of Whitethorn Elementary School in Mercer County was conducted March 7, 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**

This section presents the assessment data and the Education Performance Audit Team's findings.

**51 MERCER COUNTY**

Dr. Deborah S. Akers, Superintendent

**225 WHITETHORN ELEMENTARY SCHOOL**

Sandra Puckett, Principal

Grades K - 02

Enrollment 167

**INFORMAL MATH ASSESSMENT DATA**

**2003-2004**

	<b>Partial Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>
	<b>All Students</b>	<b>All Students</b>	<b>All Students</b>
<b>Kindergarten</b>	**	19	12
<b>Grade 1</b>	14	32	**
<b>Grade 2</b>	*	*	*
<b>Special Education</b>	**	*	*

\* Data not provided by school

\*\* Less than 10

**INFORMAL READING ASSESSMENT DATA**

**2003-2004**

**COMPREHENSION**

**Gender Disaggregated Scores**

	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
	<b>White</b>	<b>Non-White</b>	<b>White</b>	<b>Non-White</b>
<b>Kindergarten</b>	19	17	**	**
<b>Grade 1</b>	21	15	**	**
<b>Grade 2</b>	*	*	*	*

\* Data not provided by school

\*\* Less than 10

**Ethnic Disaggregated Scores**

	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
	<b>White</b>	<b>Non-White</b>	<b>White</b>	<b>Non-White</b>
<b>Kindergarten</b>	20	14	**	**
<b>Grade 1</b>	18	18	**	**
<b>Grade 2</b>	*	*	*	*

\* Data not provided by school

\*\* Less than 10

## FLUENCY

### Gender Disaggregated Scores

	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>Grade 1</b>	**	**	18	**
<b>Grade 2</b>	*	*	*	*

\* Data not provided by school

\*\* Less than 10

### Ethnic Disaggregated Scores

	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
	<b>White</b>	<b>Non-White</b>	<b>White</b>	<b>Non-White</b>
<b>Grade 1</b>	**	**	12	15
<b>Grade 2</b>	*	*	*	*

\* Data not provided by school

\*\* Less than 10

**Passed**

**Attendance Rate = 95.3%**

## Other Relevant Performance Data

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

<b>Percentage of Students</b>	<b>School Year</b>
80.12%	2003-04
70.62%	2002-03
70.99%	2001-02

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCE

#### 6.2. Student and School Performance

- 6.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Several teachers' lesson plans were inadequate. The Team observed several classrooms in which lesson plans contained only page numbers without instructional directions. Some teachers commented that plans had not been checked all year.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** Teachers' lesson plans were detailed and easily followed. The principal had reviewed the plans and made written comments when warranted.

#### 6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.1. School rules, procedures, and expectations.** School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Classroom rules and consequences were posted on the wall of the Media Room that were numbered: 1. Verbal warning, 2. Name on the board, 3. Check beside of name and move to another seat, 4. Write the broken rule 100 times. A teacher also used a similar punishment for two students who were "shoving" in line. The discipline of "writing the broken rule 100 times" is not an effective use of time and should be revised to apply discipline appropriate to the behavior.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** A schoolwide discipline plan had been implemented which did not include writing as a punishment.

### RECOMMENDATIONS

- 6.1.3. Learning environment.** Rest rooms, particularly the boys, emanated an offensive odor. Students and staff initially reported this to the Team. The Team recommended that sanitation and ventilation be improved to alleviate this problem.

#### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.** The rest room had been cleaned and was free of odors. Ventilation was provided.

**6.1.5. Instructional strategies.** The principal performed classroom walk-throughs; however, written feedback was not provided to teachers. Teachers indicated that they did not know the results of the walk-throughs. The Team recommended that the principal share the checklists and comments to the teachers for improved instruction.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The principal provided feedback to the teachers from the classroom walkthroughs.**

**6.1.12. Multicultural activities.** No school or county multicultural plan was evident. Several activities were undertaken throughout the year, but these activities needed to be unified into one plan. The Team recommended that these be compiled into a schoolwide multicultural plan that unifies current multicultural activities.

**FOLLOW-UP REVIEW**

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

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Whitethorn Elementary School and Mercer County have the capacity to correct the identified deficiencies.

### **FOLLOW-UP CONCLUSION**

**The Team determined that the identified deficiencies had been corrected.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
51-225 Whitethorn Elementary	Full Accreditation			

**Education Performance Audit Summary**

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