

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHERRY RIVER ELEMENTARY SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Cherry River Elementary School in Nicholas County on January 25, 2005.

A Follow-up Education Performance Audit of Cherry River Elementary School in Nicholas County was conducted May 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**

62 NICHOLAS COUNTY
Luther Baker, Superintendent

204 CHERRY RIVER ELEMENTARY - Needs Improvement

Jo Jarvis, Principal
Grades K - 06
Enrollment 311

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	167	175	172	98.29	57.57	Yes	Confidence Interval	✓
White	167	175	172	98.29	57.57	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	130	129	99.23	50.00	Yes	No	✗
Spec. Ed.	39	41	38	92.68	16.21	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	167	175	172	98.29	69.69	Yes	Yes	✓
White	167	175	172	98.29	69.69	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	130	129	99.23	64.75	Yes	Confidence Interval	✓
Spec. Ed.	39	41	38	92.68	24.32	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.7%

**Adequate Yearly Progress (AYP) Information by Class
2003-2004**

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	47	43	44	41	93.62	24.39	39.02	31.71	4.88	0.00	36.59
04	42	40	42	40	100.00	15.00	25.00	47.50	10.00	2.50	60.00
05	40	39	40	39	100.00	7.69	15.38	64.10	7.69	5.13	76.92
06	46	45	46	45	100.00	8.89	33.33	35.56	17.78	4.44	57.78

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	47	43	44	41	93.62	14.63	26.83	46.34	12.20	0.00	58.54
04	42	40	42	40	100.00	12.50	20.00	47.50	15.00	5.00	67.50
05	40	39	40	39	100.00	2.56	12.82	46.15	28.21	10.26	84.62
06	46	45	46	45	100.00	6.67	24.44	42.22	24.44	2.22	68.89

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

Other Relevant Performance Data

**Statewide Writing Assessment
Student Frequency and Percentage by Score
Grade 4**

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	0	0%	4	10%	7	17%	23	56%	2	5%	5	12%	0	0%	41

Note: Eighty-three percent (83%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

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

2003 - 2004

Percentage of Students	School Year
57.50%	2003-04
45.88%	2002-03
Not Available.	2001-02

**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.

62 NICHOLAS COUNTY
Luther Baker, Superintendent

204 CHERRY RIVER ELEMENTARY - Passed

Jo Jarvis, Principal
Grades K - 06
Enrollment 290

2004-2005

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	152	158	158	100.00	67.76	Yes	Yes	✓
White	149	155	155	100.00	68.45	Yes	Yes	✓
Black	**	**	**	100.00	50.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	114	119	119	100.00	61.40	Yes	Confidence Interval	✓
Spec. Ed.	36	37	37	100.00	30.55	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	152	158	156	98.73	71.33	Yes	Confidence Interval	✓
White	149	155	153	98.70	72.10	Yes	Yes	✓
Black	**	**	**	100.00	50.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	114	119	117	98.31	66.07	Yes	Confidence Interval	✓
Spec. Ed.	36	37	37	100.00	22.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.7%

Adequate Yearly Progress (AYP) Information by Class 2004-2005

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	29	26	29	26	100.00	3.85	23.08	50.00	19.23	3.85	73.08
04	49	47	49	47	100.00	19.15	23.40	36.17	19.15	2.13	57.45
05	42	41	42	41	100.00	9.76	21.95	41.46	24.39	2.44	68.29
06	38	38	38	38	100.00	7.89	15.79	52.63	21.05	2.63	76.32

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	29	26	29	26	100.00	7.69	19.23	42.31	23.08	7.69	73.08
04	49	47	49	47	100.00	21.28	25.53	36.17	17.02	0.00	53.19
05	42	41	42	41	100.00	9.76	19.51	46.34	17.07	7.32	70.73
06	38	38	36	36	94.74	5.56	0.00	47.22	38.89	8.33	94.44

Other Relevant Performance Data

2004-2005 Writing Assessment
Distribution of Performance Across All Performance Levels
Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
NICHOLAS COUNTY	294	8%	25%	43%	14%	4%	34%	63%
CHERRY RIVER ELEMENTARY	41	22%	40%	29%	0%	0%	63%	29%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Cherry River Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: economically disadvantaged students (SES) in mathematics. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 9, 2005 State Board meeting.

Cherry River Elementary School met AYP in the remaining subgroups; however, Nichols County curriculum staff and school staff must be abundantly aware that the all students (AS) and racial/ethnic white (W) subgroups in mathematics and the SES subgroup in reading/language arts made AYP by application of the confidence interval and may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the state's percent proficient in both mathematics and reading/language arts.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

FOLLOW-UP REVIEW

COMPLIANCE. Cherry River Elementary School met adequate yearly progress (AYP) in all subgroups. It should be noted, however, that AYP was met by application of the confidence level in the economically disadvantaged (SES) subgroup in mathematics and the all students (AS) and economically disadvantaged (SES) subgroups in reading/language arts. Additionally, the special education (SE) subgroup was less than 50 in size, but showed low scores.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

During interviews and classroom observations, it was evident that all teachers were not conducting instruction in writing across the curriculum on a weekly basis. While writing was a part of each class, it was not being done on a regular basis. In consideration that no students scored at 3.0 or above on the writing assessment, it is imperative that constructive writing activities be implemented on at least a weekly basis.

FOLLOW-UP REVIEW

COMPLIANCE. Ample evidence existed that students were being taught writing. The technology laboratory was being used to teach writing. Students maintained journals and portfolios with teacher feedback. Student writing was displayed in several parts of the building.

- 6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

The Team found that teachers were posting required materials lists for students to purchase at local stores. This is inconsistent with a free and appropriate public education provided by West Virginia Code. Nicholas County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The school continues to solicit parents through a letter sent home to purchase recommended instructional materials. Such items as pencils, crayons, scissors, glue, notebooks, markers, etc., were listed in most of the letters. This practice is inconsistent with a free and appropriate education.

RECOMMENDATIONS

6.1.5. Instructional strategies. During teacher interviews there did not appear to be a correlation of efforts between the science teacher and classroom teachers to ensure that the Content Standards and Objectives (CSOs) were being addressed. Both the science teacher and the classroom teachers were giving instruction in science, but there was no correlation between the two. The Team recommended that the classroom teachers and the science teacher coordinate efforts to guarantee that the CSOs for science are implemented.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The science teacher provided each teacher with the list of Content Standards and Objectives (CSOs) which she will be delivering.

6.1.7. Library/educational technology access and technology application. The computer laboratory was being fully utilized; however, the computers in the classrooms were not fully utilized. A school goal for 2004-05 was to increase the use of technology by both students and teachers. The Team recommended that classroom computers be operating and used on a regular basis.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All classes had access to the computer laboratory as well as in-class computers. Classroom logs of computer use were being maintained, which showed they were being utilized.

6.1.12. Multicultural activities. Minimal evidence existed that multicultural education was offered on a consistent basis. Not all teachers could articulate curriculum areas in which they addressed multicultural awareness and activities. Although a general schoolwide plan was in place and individual classroom plans existed, there was little evidence of them being implemented either schoolwide or in individual classrooms. The Team recommended that multicultural activities be a regular part of the curriculum and delivered at each programmatic level. The Team also recommended that the schoolwide multicultural plan be implemented.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Lesson plan samples reviewed showed multicultural activities were being provided. A county and school plan were being followed. Each classroom reported multicultural activities out by grade level during monthly assemblies.

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 Cherry River Elementary School and Nicholas County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Cherry River Elementary School demonstrated its capacity to correct the identified deficiencies with the exception of the instructional materials issue.

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 was not large enough for future expansion. The site did not have well-drained soil free of erosion. The topography was not varied enough to provide a desirable appearance and had steep inclines. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 17.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 17.1.5. Library/media and technology center.** Newspapers were not available for student use.
- 17.1.10. Specialized instructional areas.** The art area did not have 2 deep sinks, a ceramic kiln, or black-out areas. The physical education facilities were not adequate in size, located away from quiet areas of the building, close to lockers and a shower, and did not have a display case or available seating.

17.1.14. Food service. A teachers' dining area of adequate size was not provided.

17.1.15 Health service units. A health service unit of adequate size was not provided. A refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

Facility resource needs remained unchanged except some drainage problems have been improved and more pea gravel had been added to the playground. Newspapers were available for student use.

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 the economically disadvantaged students (SES) subgroup, Cherry River Elementary School and Nicholas County must implement the State's required curriculum and provide instruction that will improve achievement. Nicholas County must actively pursue assistance from RESA IV, 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.

TEAM SUMMARY

Although the school met adequate yearly progress (AYP), test scores were marginal and will require a constant effort. The school should continue to seek assistance from other agencies for school improvement efforts.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-204 Cherry River Elementary	Temporary Accreditation	6.1.8		September 15, 2006

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 Nicholas County School System and Temporary Accreditation status of Cherry River Elementary School.

The Office of Education Performance Audits (OEPA) further recommends that Cherry River Elementary School be issued a September 15, 2006 direction to correct High Quality Standard 6.1.8 Instructional materials, or be issued Seriously Impaired status with the ensuing consequences. The OEPA will conduct a Second Follow-up in the fall of 2006 to determine if the outstanding standard has been corrected.