



**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
PEYTON ELEMENTARY SCHOOL
CABELL COUNTY SCHOOL SYSTEM**

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Peyton Elementary School in Cabell County was conducted on April 23, 2007.

A Follow-up Education Performance Audit of Peyton Elementary School was conducted April 30, 2008. 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 Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

12 CABELL COUNTY
William A. Smith, Superintendent
281 PEYTON ELEMENTARY SCHOOL – Passed
Marion Ward, Principal
Grades K - 05
Enrollment 156 (2nd month enrollment report)

WESTEST 2005-2006

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	65	74	74	100.00	64.61	Yes	Confidence Interval	✓
White	43	52	52	100.00	72.09	Yes	NA	✓
Black	22	22	22	100.00	50.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	55	63	63	100.00	60.00	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	65	74	74	100.00	72.30	Yes	Yes	✓
White	43	52	52	100.00	76.74	Yes	NA	✓
Black	22	22	22	100.00	63.63	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	55	63	63	100.00	69.09	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.5%

12 CABELL COUNTY
William A. Smith, Superintendent
281 PEYTON ELEMENTARY SCHOOL – Passed
Marion Ward, Principal
Grades K - 05
Enrollment 173 (2nd month enrollment report)

WESTEST 2006-2007

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	61	76	76	100.00	67.21	Yes	Confidence Interval	✓
White	45	55	55	100.00	71.11	Yes	NA	✓
Black	16	21	21	100.00	56.25	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	54	68	68	100.00	66.66	Yes	Confidence Interval	✓
Spec. Ed.	14	16	16	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	61	76	76	100.00	67.21	Yes	Confidence Interval	✓
White	45	55	55	100.00	71.11	Yes	NA	✓
Black	16	21	21	100.00	56.25	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	54	68	68	100.00	66.66	Yes	Confidence Interval	✓
Spec. Ed.	14	16	16	100.00	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

Peyton Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts and the all students (AS) subgroup in mathematics by application of the confidence interval. Additionally, students in the racial/ethnicity black (B) subgroup were not considered in AYP because of the number (N) less than 50 in this subgroup. A disparity in achievement existed between students in the B subgroup and the AS and racial/ethnicity white (W) subgroups. Cabell County curriculum staff and school staff must monitor the achievement of these students and promote instructional strategies and activities that are designed to close the achievement gap.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 3 – 30.77 percent in mathematics and 26.92 percent in reading; Grade 4 – 47.37 percent in mathematics and 36.84 percent in reading; Grade 5 – 30.00 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

The Statewide Writing Assessment percent of students at or above mastery was significantly lower than the State and county. West Virginia – 75 percent; Cabell County – 79 percent; Peyton Elementary School – 57 percent.

The following professional development and/or training opportunities were available.

1. Cooperative Learning/Win-Win Discipline.
2. Emergency Crisis Plan.
3. Teacher Evaluations.
4. Test Data Analysis.
5. Write Reflections.
6. Mock Title I Review.
7. Backwards Planning.
8. Closing the Achievement Gap.
9. 21st Century Skills and Strategic Planning.

FOLLOW-UP REVIEW

COMPLIANCE. Peyton Elementary School achieved adequate yearly progress (AYP) in 2007 in all subgroups with a number of 50 students only by the application of the confidence interval. The percentage of students scoring at the proficient level on the WESTEST in 2006 compared with 2007 follows: Mathematics – all students (AS) subgroup 64.61 percent in 2006 and 67.21

percent in 2007 (+2.60 percent); racial/ethnicity (W) subgroup – 72.09 percent in 2006 and 71.11 percent in 2007 (-0.98 percent); racial/ethnicity black (B) subgroup – 50.00 percent in 2006 and 56.25 percent in 2007 (+6.25 percent); economically disadvantaged (SES) subgroup – 60.00 percent in 2006 and 66.66 percent in 2007 (+6.66 percent), special education (SE) subgroup – 60.00 percent in 2006 and 50.00 percent in 2007 (-10.00 percent). Reading/language arts - AS subgroup 72.30 percent in 2006 and 67.21 percent in 2007 (-5.09 percent); W subgroup – 76.74 percent in 2006 and 71.11 percent in 2007 (-5.63 percent); B subgroup – 63.63 percent in 2006 and 56.25 percent in 2007 (-7.38 percent); and SES subgroup – 69.09 percent in 2006 and 66.66 percent in 2007 (-2.43 percent).

Even though the school made AYP in 2007 by scoring at the confidence interval in all groups with 50 or more students, the school staff is working to find effective strategies to address achievement of all students, especially the students in the racial/ethnicity black (B) and special education (SE) subgroups. The faculty has completed a book study on *Educating the African American Child* by William Jenkins. This book study was designed to sensitize teachers to the culture of the African American students. A CAG consultant is working with the school staff to analyze test data and design effective classroom strategies that target student skill needs.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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

Many students in Grades K-4 reported that Grade 5 students bullied them. Students stated this occurred during recess and during class time. Students reported telling teachers, but stated nothing was done. Teachers stated that they had heard of bullying but had not seen it first hand. The school must have a zero tolerance for harassment and bullying and must take an active stance to end this type of behavior.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had taken a number of steps to eliminate student bullying. These included: 1. The school counselor presented lessons on school bullying in all classrooms, 2. School rules were reviewed with all students with “keep hands to yourself” rule emphasized in relation to bullying, 3. Teachers have given student writing assignments on the prompt “bullying”, 4. Classroom teachers presented and discussed a video with students, Stop Bullying Now, produced by the United States Department of Health and Human Services, 5. The problems of bullying were addressed with groups of parents and individually with parents, and 6. The school discipline process was used to address bullying type problems.

7.2. Student and School Performance

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)

Through teacher interviews it was evident that all teachers were not aware of the student deficiencies on the WESTEST, DIBELS, and mathematics assessments. Teachers reported they had completed data analysis; however, interviews and classroom instruction observed did not verify this practice in all

classrooms. This may be a major reason for a high number of students not scoring at the mastery and above levels on the WESTEST. Note: This was observed in less than five of the classrooms and the Team felt that if teachers are not aware of the areas of deficiency, they cannot accurately target the problem with appropriate lessons.

FOLLOW-UP REVIEW

COMPLIANCE. With the assistance of the CAG consultant, the staff has analyzed data from WESTEST scores, DIBELS assessments, and county benchmark tests. Information from the test data analysis has been placed in teacher notebooks showing group weaknesses and individual student weaknesses. This information was used by classroom teachers to skill group students for instruction and target individual student skill weaknesses. Teachers review the data and student progress in weekly meetings with the Title I teachers and discuss strategies to target student skill needs. Interviews with teachers showed they were familiar with the test data and individual student skill needs and were using this information to target instruction.

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)

Although a first year teacher and her mentor were meeting on a weekly basis, the principal was not an active member of the professional support team.

FOLLOW-UP REVIEW

COMPLIANCE PENDING. Interviews were held with the principal, mentor teachers, and first year teachers and no evidence could be found that the professional support team had met monthly as required by Cabell County Policy 3123 and State Board Policy 5900.

Subsequent to the review, the principal submitted very general statements for three months about monthly meetings with the professional support team. These were vague and did not actually constitute monthly meetings. The Team will review information in December 2008 to determine if substantive monthly meetings involving the principal are held according to Cabell County policy and State Board policy.

RECOMMENDATION

7.2.2. Counseling services. Although the counselor was providing more than 75 percent direct student contact, a counseling log was not being maintained. The Team recommended that a counseling log be maintained as required by the Cabell County Comprehensive Developmental Guidance Policy, File: IG, which states in 6.6.1. Counselor's Time, "It is the responsibility of the counselor to document his/her time by keeping a daily log to be submitted monthly to the central office assigned staff member."

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team reviewed a daily log that showed the counselor's activities for the year.

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 Peyton Elementary School in providing a thorough and efficient system of education. Cabell 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 Cabell 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 lack of quality data analysis and dissemination at the school was highly detrimental to improving student achievement. All teachers must be intimately aware of the needs of the students and target instruction to close the achievement gap.

The issue of harassment by the Grade 5 students must be addressed immediately. There is to be a zero tolerance for harassment and bullying.

FOLLOW-UP CONCLUSION

The test data (WESTEST, DIBELS, county benchmark tests) had been analyzed and disseminated to teachers in notebooks. The notebooks contained data on schoolwide weaknesses, class level weaknesses and individual student weaknesses. School faculty used this information to plan strategies to address weaknesses at each level. Classroom teachers had detailed data on their students and used this data to target instruction to individual students and small groups.

The school staff addressed the issue of harassment in several ways. Interviews confirmed that strategies being used to address harassment had decreased the problem.

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 Peyton 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.**

Capacity needs to be developed for educators at the school in strategically targeting student achievement deficiencies through effective data analysis. The school has an abundance of data and this data must be utilized to inform teachers of areas that need to be targeted.

FOLLOW-UP CONCLUSION

A CAG consultant had been assigned to the school part time to work with the staff on school improvement. The staff had been trained on how to analyze student data and in effective techniques to use in targeting instruction to address student weaknesses shown in the analysis. Each teacher had a notebook which contained the test data relating to students in their classroom. This information was used to target instruction to students that will address their needs. Teacher interviews verified that they were very knowledgeable of the test data and were targeting student instruction based on this data.

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 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 acres, was not easily accessible and conveniently located, and was not large enough for future expansion.
- 19.1.3. Teachers' workroom.** A teachers' work area of adequate size was not available and communications technology was not provided.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks or a ceramic kiln. The music facility was not acoustically treated. The physical education facility did not have forced ventilation, a drinking fountain, a display case, or seating available.

- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. A lavatory was not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment or furnishings were not available: Curtained or small room with cots, bulletin board, toilet, lavatory, medicine chest, refrigerator with locked storage, and a work counter.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the Draft Education Performance Audit Report.

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.

Since the school achieved adequate yearly progress (AYP) in the all students (AS) and economically disadvantaged (SES) subgroups by application of the confidence interval, Peyton Elementary School and Cabell County must provide the various forms of student data and use this information to target class and individual student deficiencies. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

The 2007 WESTEST scores did not show improvement in the student percent proficient in reading/language arts. Some improvement was shown in student WESTEST scores in mathematics. The school staff had been trained in data analysis and how to use the data to target instruction. Staff members think the instruction this year has improved and the WESTEST scores will show better student achievement in 2008.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-281 Peyton 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 Peyton Elementary School.

It is further recommended that the West Virginia Board of Education direct Cabell County to ensure that the Standard 7.6.4. Teacher and principal internship be applied according to W.Va. Code and West Virginia Board of Education and county policies.