



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MARTIN ELEMENTARY SCHOOL**

**WOOD COUNTY SCHOOL SYSTEM**

**JUNE 2008**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Martin Elementary School in Wood County was conducted on April 24, 2008. 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 persistently below standard 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 to meet the standard.

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 was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Laura Kiser, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader for Technology – Sarah Lyons, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
William E. Chapman, Jr.	Elementary School Principal	Spencer Elementary School Roane County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Robert A. Gorrell	Elementary School Principal Retired	Nutter Fort Primary School Harrison County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County

### SCHOOL PERFORMANCE

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

#### 96 WOOD COUNTY

William A. Niday, Superintendent

#### 238 MARTIN ELEMENTARY SCHOOL – Passed

Ronda Lemon, Principal

Grades K - 06

Enrollment 300 (2005-2006 2<sup>nd</sup> 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
<b>Mathematics</b>								
All	138	161	159	98.75	72.99	Yes	Yes	✓
White	133	156	154	98.71	72.72	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	84	99	98	98.98	63.85	Yes	Confidence Interval	✓
Spec. Ed.	30	35	34	97.14	41.37	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	138	161	159	98.75	67.88	Yes	Confidence Interval	✓
White	133	156	154	98.71	67.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	84	99	98	98.98	60.24	Yes	Confidence Interval	✓
Spec. Ed.	30	35	34	97.14	27.58	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.4%**

**96 WOOD COUNTY**  
William A. Niday, Superintendent  
**238 MARTIN ELEMENTARY SCHOOL – Needs Improvement**  
Ronda Lemon, Principal  
Grades K - 06  
Enrollment 307 (2006-2007 2<sup>nd</sup> 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
<b>Mathematics</b>								
All	156	172	171	99.41	74.19	Yes	Yes	✓
White	153	169	168	99.40	74.34	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	106	120	120	100.00	66.03	Yes	Confidence Interval	✓
Spec. Ed.	40	43	42	97.67	28.20	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	156	172	171	99.41	68.38	Yes	Confidence Interval	✓
White	153	169	168	99.40	68.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	106	120	120	100.00	59.43	Yes	No	✗
Spec. Ed.	40	43	42	97.67	25.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.2%**

## 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	46	42	46	42	100.00	2.38	28.57	40.48	21.43	7.14	69.05
04	41	39	40	38	97.56	7.89	10.53	52.63	15.79	13.16	81.58
05	38	36	38	36	100.00	2.78	33.33	38.89	22.22	2.78	63.89
06	47	39	47	39	100.00	7.69	10.26	56.41	23.08	2.56	82.05

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	46	42	46	42	100.00	2.38	35.71	28.57	28.57	4.76	61.90
04	41	39	40	38	97.56	13.16	13.16	44.74	26.32	2.63	73.68
05	38	36	38	36	100.00	2.78	30.56	47.22	16.67	2.78	66.67
06	47	39	47	39	100.00	2.56	25.64	48.72	12.82	10.26	71.79

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels

<b>GRADE 4</b>	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
WOOD COUNTY	978	6	16	52	21	4	2	74	26
MARTIN ELEMENTARY	40	8	25	55	8	3	3	88	13

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

**Martin Elementary School was 1<sup>st</sup> year out on adequate yearly progress (AYP) in the economically disadvantaged students (SES) subgroup in reading/language arts.**

**Martin Elementary School achieved AYP in the SES subgroup in mathematics and in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, declined from the 2005-2006 school year to the 2006-2007 school year in both mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic 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 – 30.95 percent in mathematics and 38.11 percent in reading; Grade 4 – 26.32 percent in reading; Grade 5 – 36.11 percent in mathematics and 33.33 percent in reading; Grade 6 – 28.21 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.**

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

1. Literacy Centers K-06.
2. Developing Integrated Units.
3. West Virginia State Reading and Mathematics Conferences.
4. Differentiated Instruction.
5. Communicating with Parents.
6. Grade Level Collaboration.
7. National Reading Conference.
8. Guided Reading Workshop.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

- 7.1.2. 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)**

Two special education students were in the care of an aide for “free time” from 10:25 a.m. to 10:50 a.m. These students were watching a movie, “The Charlie Brown Great Pumpkin.” The Team could not verify that this was not a regular occurrence.

One teacher placed a Kindergarten student in the hallway for disciplinary reasons and stated that this was done on a regular basis. The student was unsupervised.

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

While the Team observed excellent collaboration between general, special education, and Title I educators throughout the building, one mathematics teacher did not vary instruction for the duration of the observation. The Title I teacher joined the class and continued the same lecture already in progress. This was also observed in a different grade level mathematics class. One additional teacher also did not vary instruction.

##### 7.2. Student and School Performance

- 7.2.3. 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)**

Feedback was not provided on lesson plans. At least 40 percent of the plans observed were minimal, redundant, and incomplete. The principal must make corrective action comments to strengthen lesson plans.



- 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)**

One Grade 2 teacher stated that she did not have copies of DIBELS reports. The Team saw this as extremely detrimental in the process of increasing student achievement. All teachers must be provided the necessary data to develop a roadmap to improve the student achievement gap.

#### **7.5. Administrative Practices and School-Community Relations**

- 7.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.**

One teacher still had the pink eligibility meeting forms for special education (parent copy) in the student file and had not mailed this to the parents. This teacher also had disclosure forms with a blanket date of 2007-2008 with no specific date that the files were accessed. Another teacher had disclosure forms that were unsigned. One special education teacher had six parent copies of eligibility meeting notifications in files that had not been delivered.

#### **7.6. Personnel**

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

No teacher observations and evaluations were presented for Team review. Teacher interviews indicated that no official observations had been conducted this school year.

- 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)**

The school librarian had a mentor assigned; however, they did not meet on a regular basis.

### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

- 7.7.1. 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)**

Teachers reported that discipline was not consistently applied. Teachers stated that behavior disorder students sent to the office for disciplinary reasons were given treats to improve behavior. This was seen as more of a reward for students than disciplinary action. Classes had individual discipline procedures and there was no schoolwide procedures reported by the teachers.

### **7.8. Leadership**

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the nature and number of deficiencies identified at Martin Elementary School, the Team determined that technical assistance from the central office administration, the West Virginia Department of Education, and RESA V be provided to assist the principal in management and leadership.

The high number of deficiencies and the strong nature of the deficiencies were indicative of a school that was not operating smoothly. The principal must actively seek assistance to develop a cooperative atmosphere and ensure that all staff are providing high quality instruction.

## 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 Martin Elementary School in providing a thorough and efficient system of education. Wood 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 Wood 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 principal must become more active in monitoring programs and practices in the building. Low quality lesson plans and nonexistent teacher observations and evaluations are directly related to the principal's supervision. It is also imperative that the principal mend the perception that some students are receiving preferential treatment when they are sent to the office. If the administration does not take a more active and aggressive role in monitoring the school, student achievement may continue to be an issue.

### 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 Martin Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Office of Title II - School and School System Improvement (304) 558-3199
7.2.4. Data analysis.	West Virginia Department of Education Office of Student Assessment Services (304) 558-2651
7.5.1. Parents and the community are provided information.	West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389
7.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-2702
7.6.4. Teacher and principal internship.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842
7.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

- 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.**

The above listed offices at the West Virginia Department of Education are recommended to assist the principal in correcting the deficiencies in this report. Also, the Wood County central office, RESA V, and the West Virginia Center for Professional Development should be approached for assistance.

## 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.**

- 19.1.1. School location.** The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** Newspapers and recordings were not available.
- 19.1.10. Specialized instructional areas.** Acoustical treatment was not available in the music facilities.

### **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.

**Martin Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained technical assistance from State education agencies. The administration must actively monitor the various aspects of the school and ensure that high quality, research based programs and practices are employed in all classrooms to close the achievement gap.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
96-238 Martin Elementary	Full Accreditation	7.1.2; 7.1.5; 7.2.3; 7.2.4; 7.5.1; 7.6.3; 7.6.4; 7.7.1; 7.8.1		

**Education Performance Audit Summary**

The Team identified nine high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Martin Elementary School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Martin Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report pursuant to W.Va. Code §18-2E-5.