

Draft Education Performance Audit Report

**For**

**DODDRIDGE COUNTY ELEMENTARY SCHOOL**

**Doddridge County School System**

**April 2008**

**West Virginia Board of Education**

Page

[Introduction 2](#_Toc189380397)

[Education Performance Audit Team 2](#_Toc189380398)

[School Performance 3](#_Toc189380399)

[Annual Performance Measures for Accountability 6](#_Toc189380400)

[Education Performance Audit 8](#_Toc189380401)

[Initiatives for Achieving Adequate Yearly Progress 8](#_Toc189380402)

[High Quality Standards 9](#_Toc189380403)

[Indicators of Efficiency 11](#_Toc189380405)

[Building Capacity to Correct Deficiencies 12](#_Toc189380406)

[Identification of Resource Needs 13](#_Toc189380407)

[Early Detection and Intervention 15](#_Toc189380408)

[School Accreditation Status 16](#_Toc189380409)

INTRODUCTION

An announced Education Performance Audit of Doddridge County Elementary School in Doddridge County was conducted on February 4, 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 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 for Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Betty Jo Jordan, Executive Director, Office of Technical and Secondary Program Improvement

## TEAM MEMBERS

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **School/County** |
| Larry J. Dalesio | Elementary School Principal  Retired | Cameron Elementary School  Marshall County |
| Robert R. DeLorenzo, Jr. | Middle School Principal | West Fairmont Middle School  Marion County |
| David R. Mazza | Middle School Teacher | Lumberport Middle School  Harrison County |
| Randy P. Nutter | Middle School Assistant Principal | Pleasants County Middle School  Pleasants County |

SCHOOL PERFORMANCE

**18 DODDRIDGE COUNTY**

Janice Michels, Superintendent

**211 DODDRIDGE COUNTY ELEMENTARY SCHOOL – Passed**

Dr. Gregory M. Kuhns, Principal

Grades K - 04

Enrollment 465 (2005-2006 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 | 168 | 177 | 177 | 100.00 | 64.88 | Yes | Confidence Interval | Made AYP |
| White | 168 | 177 | 177 | 100.00 | 64.88 | Yes | Confidence Interval | Made AYP |
| Black | \* | \* | \* | \* | \* | \* | \* | \* |
| Hispanic | \* | \* | \* | \* | \* | \* | \* | \* |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 116 | 122 | 122 | 100.00 | 57.75 | Yes | Confidence Interval | Made AYP |
| Spec. Ed. | 51 | 57 | 57 | 100.00 | 41.17 | Yes | Confidence Interval - Averaging | Made AYP |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |
| **Reading/Language Arts** | | | | | | | | |
| All | 168 | 177 | 177 | 100.00 | 71.42 | Yes | Confidence Interval | Made AYP |
| White | 168 | 177 | 177 | 100.00 | 71.42 | Yes | Confidence Interval | Made AYP |
| Black | \* | \* | \* | \* | \* | \* | \* | \* |
| Hispanic | \* | \* | \* | \* | \* | \* | \* | \* |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 116 | 122 | 122 | 100.00 | 63.79 | Yes | Confidence Interval | Made AYP |
| Spec. Ed. | 51 | 57 | 57 | 100.00 | 49.01 | Yes | Safe Harbors | Made AYP |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 97.8%**

SCHOOL PERFORMANCE

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

**18 DODDRIDGE COUNTY**

Janice Michels, Superintendent

**211 DODDRIDGE COUNTY ELEMENTARY SCHOOL – Needs Improvement**

Dr. Gregory M. Kuhns, Principal

Grades K - 04

Enrollment 453 (2006-2007 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 | 150 | 160 | 159 | 99.37 | 68.45 | Yes | Confidence Interval | Made AYP |
| White | 149 | 159 | 158 | 99.37 | 68.24 | Yes | Confidence Interval | Made AYP |
| Black | \* | \* | \* | \* | \* | \* | \* | \* |
| Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 106 | 114 | 113 | 99.12 | 60.00 | Yes | No | Made AYP |
| Spec. Ed. | 37 | 39 | 39 | 100.00 | 51.35 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |
| **Reading/Language Arts** | | | | | | | | |
| All | 150 | 160 | 160 | 100.00 | 72.66 | Yes | Confidence Interval | Made AYP |
| White | 149 | 159 | 159 | 100.00 | 72.48 | Yes | Confidence Interval | Made AYP |
| Black | \* | \* | \* | \* | \* | \* | \* | \* |
| Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 106 | 114 | 114 | 100.00 | 64.15 | Yes | No | Made AYP |
| Spec. Ed. | 37 | 39 | 39 | 100.00 | 37.83 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 98.1%**

**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 | 73 | 69 | 73 | 69 | 100.00 | 0.00 | 31.88 | 50.72 | 15.94 | 1.45 | 68.12 |
| 04 | 87 | 81 | 86 | 80 | 98.85 | 5.00 | 26.25 | 45.00 | 16.25 | 7.50 | 68.75 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading** | | | | | | | | | | | |
| **Class** | **Tested Enr.** | **FAY Enr.** | **Tested** | **FAY Tested** | **Part. Rate** | **Novice** | **Below Mastery** | **Mastery** | **Above Mastery** | **Distinguished** | **Proficient** |
| 03 | 73 | 69 | 73 | 69 | 100.00 | 5.80 | 17.39 | 52.17 | 24.64 | 0.00 | 76.81 |
| 04 | 87 | 81 | 87 | 81 | 100.00 | 9.88 | 20.99 | 43.21 | 20.99 | 4.94 | 69.14 |

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

**Other Relevant Performance Data**

**2006-2007 Writing Assessment**

## Distribution of Performance Across All Performance Levels

**Grade 4**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** |
| Doddridge County | 88 | 1 | 5 | 26 | 52 | 14 | 2 | 32 | 68 |
| Doddridge County Elementary | 88 | 1 | 5 | 26 | 52 | 14 | 2 | 32 | 68 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**5.1.1. Achievement.**

**This is the 1st year that Doddridge County Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: The economically disadvantaged (SES) subgroup in both mathematics and reading/language arts. In accordance with the Sections 10.5 and 10.6 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Doddridge County Elementary School and Doddridge County were encouraged to revise the school and county Five-Year Strategic Plans when a subgroup is identified in any one year.**

**The Team determined that the Five-Year Strategic Plan had been revised to address achievement.**

**Also, the school achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and 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, scored below the State’s percent proficient level in mathematics and reading/language arts.**

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 3 – 31.88 percent in mathematics; Grade 4 – 31.25 percent in mathematics and 30.86 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery schoolwide compared to 32 percent for Doddridge County Elementary School. The school must continue to address the low mastery level by developing a writing rubric or consistent method to teach writing skills that address student weaknesses on the West Virginia Statewide Writing Assessment and assure that all teachers provide appropriate feedback to all students at least weekly.

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

1. Reading First.
2. Doddridge County Reading Academy.
3. GradeQuick.
4. Bullying and Harassment.
5. Dynamic Mathematics Assessments.
6. Reading Fluency and Instruction.
7. West Virginia Reading Conference.
8. West Virginia Department of Education Reading Research Symposium.
9. International Reading Association Conference.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Doddridge County Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.**

**7.1.3. Learning environment.** The Team commended the school for the Responsible Student EAGLE program. School staff attributed this program for decreasing discipline problems. Discipline referrals for the 2006-2007 school year declined from 940 to 140 for 2007-2008 as of the date of the Education Performance Audit. Rules were posted in all areas of the building and teachers practiced modeling the appropriate behaviors with all students. Students earned prizes for proper behavior and the school’s Parent-Teacher Organization (PTO) assisted in purchasing prizes for recognizing appropriate behaviors.

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES).**

**7.1. Curriculum**

**7.1.6. 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)**

Instruction in writing was occurring at least one time per week in all classrooms; however, teachers were using the Macmillan reading series writing component, which does not specifically address the West Virginia Statewide Writing Assessment. The Team recommended that the school develop a consistent approach or method to address the West Virginia Statewide Writing Assessment to increase the percent of students performing at or above mastery.

**7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Due to a lack of physical education facilities, three classes per day were being taught at the top of the stairwell which contained the Title I and special education classes. Physical education classes were also taught in general education classrooms. Although the required time for physical education was met, the quality of the program was questionable. The Team observed students skipping rope in the hallways and minimal physical education classes were taught in the general education classrooms.

* + 1. **Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

The Team could not verify that all classes were achieving the 315 required instructional minutes. Several of the classes did not have transition time between classes and lunch. Individual classrooms included non-instructional activities, such as, rest room breaks, roll call, morning announcements, etc., during the required instructional time.

**7.2. Student and School Performance**

* + 1. **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)**

All teachers’ lesson plans were not checked by the administration at least one time per quarter. Approximately eight teachers did not have principal feedback or initials for the first quarter.

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 Doddridge County Elementary School in providing a thorough and efficient system of education. Doddridge 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 Doddridge 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 administration and teachers were aware of the low WESTEST scores in reading/language arts and had investigated the reason for the scores. After several discussions and investigations, the school staff determined that the Houghton-Mifflin series was not meeting the students’ needs. Staff reported the reading series contained inaccuracies and typographical errors and was not addressing the areas of students’ need. The school changed to the Macmillan series this school year (2007-2008) and reported a great deal of success thus far.

Staff further indicated that the Saxon Mathematics series was not adequate in addressing the mathematics curriculum and that supplemental materials were needed. When asked if a different mathematics series was going to be implemented, the teachers stated that the county would have to purchase the series and money was not available.

The Team noted a modest increase in student scores from the 2005-2006 school year to the 2006-2007 school year. The staff was striving to meet the needs of the students and had changed their teaching strategies to increase student achievement.

Physical education was held in the “cafetorium”, but was conducted in vacant classrooms during the lunch periods. Three physical education classes per day were being taught in the stairwell (Title I and special education class areas). Other physical education classes were taught in the general education classrooms. The Team observed students skipping rope in the hallways and minimal physical education classes in the classrooms. Although the school provided the required time of physical education, the lack of facilities impeded delivering a quality program.

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 Doddridge County Elementary School in achieving capacity, the following resources are recommended.

|  |  |
| --- | --- |
| HIGH QUALITY STANDARDS | **RECOMMENDED RESOURCES** |
| 7.1.6. Instruction in writing*.* | West Virginia Department of Education  Office of Instruction  (304) 558-5325 |
| 7.1.9. Programs of study. | West Virginia Department of Education  Office of Instruction  (304) 558-5325 |
| 7.1.13. Instructional day. | 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 |

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 Team determined that Doddridge County Elementary School and Doddridge County have the capacity to correct the achievement deficiencies. However, it will be difficult to provide a high quality physical education program due to limited facilities. The administration and staff had conducted extensive analysis of the low student achievement scores and had taken steps to increase student achievement.

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 site was not large enough for future expansion. The topography was not varied enough to provide a desirable appearance but without steep inclines and the site did not have a stable, well-drained soil free of erosion.

**19.1.3. Teachers’ workroom.** The teachers’ workroom was not of adequate size and did not provide access to communication’s technology.

**19.1.8. Grades 1-12 classrooms.** All classrooms did not have adequate storage.

**19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility was not located away from quiet areas of the building and did not have music stands, a podium, or acoustical treatment. The physical education facility was not of adequate size and did not have a drinking fountain, provisions for two or more teaching stations, a display case, or a bulletin board.

**19.1.14. Food service.** The food service area did not have seating for dining and study purposes, a chalkboard and bulletin board, or a teachers’ dining area of adequate size. Food and non-food storage was not adequate.

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.

**Achievement scores had increased modestly from the 2005-2006 school year to the 2006-2007 school year and the economically disadvantaged (SES) subgroup remained below adequate yearly progress (AYP). Doddridge County Elementary School and Doddridge County must continue to implement high yield instructional practices and instruction that will improve achievement. Doddridge County must actively pursue assistance from RESA VII, 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.**

School Accreditation Status

| **School** | **Accreditation Status** | **Education Performance Audit High Quality Standards** | **Annual Performance Measures Needing Improvement** | **Date Certain** |
| --- | --- | --- | --- | --- |
| 18-211 Doddridge County Elementary | Full  Accreditation | 7.1.6; 7.1.9; 7.1.13; 7.2.3 |  |  |

**Education Performance Audit Summary**

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

Doddridge County 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 Doddridge County Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.