



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DIVIDE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Divide Elementary School in Fayette County was conducted on October 23, 2007.

A Follow-up Education Performance Audit of Divide Elementary School in Fayette County was conducted November 17, 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.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

206 DIVIDE ELEMENTARY SCHOOL – Passed

Bruce Williams, Principal

Grades K - 04

Enrollment 206 (2nd month 2005-2006 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	76	84	84	100.00	89.47	Yes	Yes	✓
White	75	83	83	100.00	89.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	47	53	53	100.00	89.36	Yes	NA	✓
Spec. Ed.	10	12	12	100.00	60.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	76	84	84	100.00	85.52	Yes	Yes	✓
White	75	83	83	100.00	85.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	47	53	53	100.00	80.85	Yes	NA	✓
Spec. Ed.	10	12	12	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.9%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
206 DIVIDE ELEMENTARY SCHOOL – Passed
Bruce Williams, Principal
Grades K - 04
Enrollment 199 (2nd month 2006-2007 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	73	78	78	100.00	84.93	Yes	Yes	✓
White	72	76	76	100.00	84.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	45	49	49	100.00	84.44	NA	NA	NA
Spec. Ed.	11	11	11	100.00	54.54	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	73	78	78	100.00	84.93	Yes	Yes	✓
White	72	76	76	100.00	84.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	45	49	49	100.00	84.44	NA	NA	NA
Spec. Ed.	11	11	11	100.00	45.45	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 100.0%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
206 DIVIDE ELEMENTARY SCHOOL – Passed
Bruce Williams, Principal
Grades K - 04
Enrollment 211 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	85	90	90	100.00	81.17	Yes	Yes	✓
White	83	88	88	100.00	80.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	69	69	100.00	81.25	Yes	Yes	✓
Spec. Ed.	16	16	16	100.00	37.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	85	90	90	100.00	81.17	Yes	Yes	✓
White	83	88	88	100.00	80.72	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	69	69	100.00	79.68	Yes	Yes	✓
Spec. Ed.	16	16	16	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 100.0%

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 educational opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

While most of the teachers had high expectations for students, the Team found, through lesson plan review and classroom observations, one classroom did not vary instruction, had vague lesson plans, and did not have high expectations for all students. As observed by three Team members, students were given the option during reading instruction to “get out an AR book or a color sheet.” Only two students chose to read AR books while the remaining students opted to color.

In addition, during a 30-minute observation, the teacher made several negative comments toward one male student.

In addition, the Team observed through lesson plans, this class utilized primarily worksheets for mathematics instruction.

FOLLOW-UP REVIEW

COMPLIANCE. Through classroom observations and principal and teacher interviews, the Team observed no classes with the issues found in the original Education Performance Audit. The Team observed high quality instruction and all students were engaged throughout the school.

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

The Team observed several areas of clutter that presented a concern for student/teacher safety. The “make-shift” area for Speech/Counseling services consisted of an assortment of instructional materials (including, but not limited to, an extremely large television stored on top of a table, materials, tables, desks, etc.). The noise level inside the area designated for Speech and Counseling services was extremely high, due to the activities outside this area. This made providing speech language services very difficult for the Speech-Language Pathologist (SLP), which could prevent Individualized Education Programs (IEPs) from being followed.

Another hallway area (outside of the cafeteria/gymnasium) was full of clutter. The items included media materials and excess storage materials. The Team

recommended that the clutter be removed from the areas identified. Also, the Team recommended that an alternative location be established for the Speech-Language Pathologist (SLP) during the time services were delivered to students.

FOLLOW-UP REVIEW

COMPLIANCE. No safety issues from clutter were observed by the Team. The school was clean and educationally stimulating. Noise levels were dramatically reduced from the original Education Performance Audit.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

The Team found that the special education teacher's schedule consisted of multiple content areas being covered across multiple grade levels during one classroom period. It was difficult for one teacher to cover the content standards and objectives (CSOs) for each content and grade level and meet each student's Individualized Education Program (IEP) during this limited time. The Team recommended that the county/school reviews the Special Education Teacher's schedule and explore alternative scheduling options.

FOLLOW-UP REVIEW

COMPLIANCE. Classes of multiple content areas were not in place at the school.

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 Divide 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.**

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

FOLLOW-UP CONCLUSION

The identified deficiencies were adequately corrected by the administration.

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.

- 19.1.5. Library/media and technology center.** There were no periodicals, pamphlets, or recordings for student use.
- 19.1.7. K classrooms.** The Kindergarten area was not adequate in size, did not have a sink, and did not have hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, or a ceramic kiln. The physical education facilities did not have a display case or seating available.
- 19.1.15. Health service units.** The health service area did not have curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, work counter, or desk and chair.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

19.1.5. Pamphlets were available for student use.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-206 Divide Elementary	Full Accreditation			