



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

DIVIDE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Divide Elementary School in Fayette County was conducted on October 23, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

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 – Monica Beane, Assistant Director,
Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Marianne Annie	Elementary School Principal	Chesapeake Elementary Kanawha County
Garland Elmore	Middle School Principal	Chapmanville Middle Logan County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

206 DIVIDE ELEMENTARY SCHOOL – Passed

Bruce Williams, Principal

Grades K - 04

Enrollment 206 (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	76	84	84	100.00	89.47	Yes	Yes	✓
White	75	83	83	100.00	89.33	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
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%

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 211 (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	73	78	78	100.00	84.93	Yes	Yes	✓
White	72	76	76	100.00	84.72	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
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%

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	42	37	42	37	100.00	0.00	10.81	37.84	51.35	0.00	89.19
04	36	36	36	36	100.00	5.56	13.89	36.11	33.33	11.11	80.56

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	37	42	37	100.00	5.41	5.41	35.14	48.65	5.41	89.19
04	36	36	36	36	100.00	2.78	16.67	41.67	30.56	8.33	80.56

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
FAYETTE COUNTY	485	4	44	15	31	5	1	63	37
DIVIDE ELEMENTARY	36	6	50	17	25	0	3	72	28

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

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

1. Learn Focus Reading Comprehension.
2. Positive Behavior Support.
3. Differentiated Instruction.
4. Balanced Literacy.
5. Title I Monitoring.
6. Mobile Laboratory Literacy.
7. ADHD/Bipolar.
8. Parental Involvement.
9. Five-Year Strategic Plan.
10. WESTEST Analysis.
11. Title I Running Records.
12. Medication Administration.
13. Benchmark Assessment.
14. Building Computational Fluency.
15. HBJ Reading Textbook training.
16. WV Basic Skills Computer Education.
17. Emergency Drill Planning.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Divide Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.11. Guidance and advisement.** The Team commended the principal, staff, and students for their successful implementation of the CREW – Combined Responsibility - Everyone Wins program which had resulted in the creation of an environment where the responsibility for learning and behavior is defined, reinforced, and internalized.
- 7.2.4 Data analysis.** The school developed a comprehensive schoolwide WESTEST preparation program. This program consisted of data analysis and posting of practice questions (in WESTEST format) in the hallway outside each classroom. As students pass by the boards, they are exposed to a multitude of test questions in multiple formats. As a follow-up, the students discussed the problems at the beginning of the instructional day and teachers discussed this as a class activity.

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.

- 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 SLP during the time when services are delivered to students.

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.

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.

None identified.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.3. Learning environment.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325

- 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.

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.

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	7.1.2; 7.1.3; 7.1.4		

Education Performance Audit Summary

The Team identified three high quality standards – necessary to improve performance and progress.

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