



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**OAK HILL ELEMENTARY SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Oak Hill Elementary School in Fayette County was conducted on October 25, 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 – Elizabeth Judy, Coordinator, Office of Assessment/Accountability

West Virginia Department of Education Team Leader – Victoria Mohnacky, Coordinator, Office of Special Programs, Extended & Early Learning

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Leslie Alvin James	Elementary School Principal	Daniels Elementary Raleigh County
Mary Alice Kaufman	Board Member	Mercer County
Martina Mills	Middle School Principal - Retired	Chapmanville Middle Logan County

**SCHOOL PERFORMANCE**

**20 FAYETTE COUNTY**

Chris Perkins, Superintendent

**218 OAK HILL ELEMENTARY SCHOOL – Passed**

David Cavalier, Principal

Grades K - 04

Enrollment 420 (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	162	177	177	100.00	80.86	Yes	Yes	✓
White	157	171	171	100.00	80.89	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	99	113	113	100.00	75.75	Yes	Yes	✓
Spec. Ed.	28	33	33	100.00	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	162	177	177	100.00	80.86	Yes	Yes	✓
White	157	171	171	100.00	80.25	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	99	113	113	100.00	79.79	Yes	Yes	✓
Spec. Ed.	28	33	33	100.00	32.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 97.9%**

**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

**218 OAK HILL ELEMENTARY SCHOOL – Passed**

David Cavalier, Principal  
Grades K - 04

Enrollment 421 (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	143	160	158	98.75	78.72	Yes	Yes	✓
White	138	154	152	98.70	79.41	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	88	102	102	100.00	73.86	Yes	Yes	✓
Spec. Ed.	25	31	31	100.00	36.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	143	160	158	98.75	78.01	Yes	Yes	✓
White	138	154	152	98.70	78.67	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	88	102	102	100.00	73.86	Yes	Averaging	✓
Spec. Ed.	25	31	31	100.00	36.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.9%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	77	66	77	66	100.00	4.55	12.12	50.00	27.27	6.06	83.33
04	83	77	81	75	97.59	6.67	18.67	42.67	26.67	5.33	74.67

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	77	66	77	66	100.00	6.06	18.18	50.00	22.73	3.03	75.76
04	83	77	81	75	97.59	6.67	13.33	46.67	29.33	4.00	80.00

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

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	<b>19433</b>	<b>5</b>	<b>16</b>	<b>49</b>	<b>24</b>	<b>5</b>	<b>1</b>	<b>70</b>	<b>30</b>
<b>FAYETTE COUNTY</b>	<b>485</b>	<b>4</b>	<b>44</b>	<b>15</b>	<b>31</b>	<b>5</b>	<b>1</b>	<b>63</b>	<b>37</b>
<b>OAK HILL ELEMENTARY</b>	<b>79</b>	<b>1</b>	<b>48</b>	<b>13</b>	<b>29</b>	<b>8</b>	<b>1</b>	<b>62</b>	<b>38</b>

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

**Oak Hill Elementary School is scheduled to close midway through the 2008-2009 school year. This school will combine with Oak Hill East End Elementary School and Scarbro Elementary School to form a new elementary school.**

**Oak Hill Elementary School achieved adequate yearly progress (AYP) in all cells with a number (N) greater than 50; however, all of these cells in mathematics and reading/language arts declined in the percent proficient from the 2005-2006 school year to the 2006-2007 school year. There was a slight gain in the percent proficient in the special education (SE) subgroup in reading/language arts, although only 31 students were tested.**

**Results from the 2006-2007 West Virginia Writing Assessment revealed a slight deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 63 percent for Fayette County and 62 percent for Oak Hill Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.**

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

1. Standards Based Mathematics.
2. 21<sup>st</sup> Century Skills.
3. Comprehension and Vocabulary.
4. Reading Comprehension and Mathematics Investigations.
5. WESTEST Data Analysis.
6. Parent/Teacher/Community Relations.
7. K-02 Reading Model.
8. Five-Year Strategic Plan.
9. Benchmark Assessment.
10. Writing Workshop.
11. Brain Based Classroom Strategies.
12. Learning Focused Mathematics.
13. Mobile Computer Laboratory.
14. Differentiated Instruction.
15. Positive Behavior Support.
16. Co-teaching and Collaboration.
17. Reading/Writing Workshop.
18. ADHD/Bipolar Disorder.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.1. Curriculum based on content standards and objectives.** The self-contained special education teacher was using a standards-based approach and connecting instruction to the extended standards. There was evidence of varied instructional strategies and the students were kept on task throughout the entire observation. Group instruction and individualized instruction were of a high quality.
- 7.1.3. Learning environment.** The Team commended Oak Hill Elementary School on the establishment of the school library, which was available to all children at least weekly through general education classroom scheduling. The regularly scheduled parent volunteers provided students daily opportunities to access Accelerated Reader (AR) books and classic literature.
- 7.1.11. Guidance and advisement.** The Team commended Oak Hill Elementary School on their STARS (Shaping Totally Awesome Responsible Students) program. This program resulted in a decline in suspensions as indicated by the following data.

2002-2003: 31 students suspended.

2003-2004: 24 students suspended.

2006-2007: 2 students suspended.



## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. Curriculum

**7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

The Team observed inconsistencies among the special education teachers concerning their lessons plans and teaching the content standards and objectives (CSOs). Two special education teachers could not articulate how the CSOs were utilized to guide their classroom instruction or how students with disabilities access the general curriculum in reading and mathematics. The Team believed this to be a contributing factor in the lower test scores in the SE subgroup.

### RECOMMENDATION

**7.1.13. Instructional day.** A detailed master schedule was not in place throughout the building. This made it difficult for the Team to identify the total number of instructional minutes that were being used. The Team also observed varying starting and ending times throughout the daily schedules. The Team recommended that a master schedule be developed to maintain consistency in instructional time.

### **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 Oak Hill Elementary School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.**

All teachers must be intimately aware of the content standards and objectives (CSOs) and their implementation into the curriculum. The CSOs must drive the curriculum in all classes, including special education classrooms.

### **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 Oak Hill Elementary School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
7.1.1. Curriculum based on content standards and objectives.	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 Oak Hill Elementary School and Fayette County have the capacity to correct the identified deficiency. However, the capacity must be developed in the special education department to provide quality services as demonstrated by the general education teachers. The Team recommended that the Fayette County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of the special education students.

## 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 school site was not five acres + one acre for each 100 students over 240 and the site was not large enough for future expansion. The site did not have stable, well-drained soil free of erosion. Sufficient on-site, solid surface parking for staff, visitors, and handicapped was not available.
- 19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.
- 19.1.3. Teachers' workroom.** The teachers' work area did not have sufficient communication technology, such as telephone and fax machine.
- 19.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 19.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have appropriate space. Newspapers, periodicals, pamphlets, recordings, tapes, and

other materials were not available. Space for technology, including computer laboratories, was not provided.

**19.1.7. K classrooms.** The Kindergarten classrooms were not of adequate size and did not have a sink and hot and cold water.

**19.1.8. Grades 1-12 classrooms.** Not all classes were of adequate size and were provided with various communications technologies. Storage was not adequate in all classes and not all classes had a teacher's desk, computer station, audiovisual equipment, controllable lights, and outlets.

**19.1.10. Specialized instructional areas.** An art facility of adequate space was not provided and had no access to artificial light and storage. The facility did not have two deep sinks, hot and cold water, counter space, chalkboards, display facilities, bulletin boards, outlets, mechanical ventilation, a ceramic kiln, or black-out areas.

The music facility was not located away from quiet areas of the building and had inadequate storage. Music stands, a podium, and acoustical treatment was not available.

The physical education facility was not located away from quiet areas of the building and close to lockers and shower. Forced ventilation, provisions for two or more teaching stations, and a display case were not available.

**19.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room was not available.

**19.1.15. Health service units.** A health service unit of adequate size was not available. The following items were not provided: curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, first aid kit, work counter, desk and chair.

### **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.

**Given the lower test scores in the special education (SE) subgroup, the principal must ensure that all teachers are using the content standards and objects (CSOs) in all classes in an appropriate manner.**

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-218 Oak Hill Elementary	Full Accreditation	7.1.1		

**Education Performance Audit Summary**

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

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