



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

OAK HILL ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Oak Hill Elementary School in Fayette County on October 25, 2007.

A Follow-up Education Performance Audit of Oak Hill Elementary School in Fayette County was conducted January 22, 2009. 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

218 OAK HILL ELEMENTARY SCHOOL – Passed

David Cavalier, Principal

Grades K - 04

Enrollment 420 (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	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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
218 OAK HILL ELEMENTARY SCHOOL – Passed
David Cavalier, Principal
Grades K - 04
Enrollment 408 (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	143	160	158	98.75	78.72	Yes	Yes	✓
White	138	154	152	98.70	79.41	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	143	160	158	98.75	78.01	Yes	Yes	✓
White	138	154	152	98.70	78.67	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
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%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
218 OAK HILL ELEMENTARY SCHOOL – Passed
David Cavalier, Principal
Grades K - 04
Enrollment 421 (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	155	171	171	100.00	77.41	Yes	Yes	✓
White	146	159	159	100.00	78.08	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	110	110	100.00	75.75	Yes	Yes	✓
Spec. Ed.	28	31	31	100.00	64.28	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	155	171	171	100.00	76.77	Yes	Yes	✓
White	146	159	159	100.00	77.39	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	110	110	100.00	75.75	Yes	Yes	✓
Spec. Ed.	28	31	31	100.00	39.28	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.8%

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. 21st 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.

FOLLOW-UP REVIEW

MET STANDARD. Achievement at Oak Hill Elementary School remained basically the same from the 2006-2007 school year to the 2007-2008 school year. Achievement in the special education (SE) subgroup in mathematics

increased dramatically from 36 percent in 2006-2007 to 64.28 percent in 2007-2008. Achievement in reading/language arts increased nominally from 36 percent to 39.28 percent in the same time period.

Oak Hill Elementary School is scheduled to be combined with Scarbro Elementary School and Oak Hill East End Elementary School to form New River Elementary School starting with the 2009-2010 school year.

EDUCATION PERFORMANCE AUDIT

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 lesson 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.

FOLLOW-UP REVIEW

COMPLIANCE. There was a clear connection between the special education lesson plans and the content standards and objectives (CSOs). All special education teachers had been provided staff development in the development of lesson plan alignment with the CSOs. The principal monitored this during classroom walkthroughs and teacher observations.

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.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. Given the fact that the school will be closed at the end of the 2008-2009 school year, the principal did not develop a detailed master schedule for the school. A master schedule for the Response to Intervention (RTI) classes had been developed.

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.

FOLLOW-UP CONCLUSION

The 21st century content standards and objectives (CSOs) appeared to drive the school's curriculum.

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.

- 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.

FOLLOW-UP CONCLUSION

The identified deficiency had been corrected in a satisfactory manner.

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.

FOLLOW-UP CONCLUSION

Facility changes had not been made to the school's resource needs due to the school's impending closure.

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.

FOLLOW-UP TEAM SUMMARY

The content standards and objectives (CSOs) had been provided to all teachers and the principal monitored implementation through curriculum delivery.

SCHOOL ACCREDITATION STATUS

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