



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SCARBRO 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 Scarbro Elementary School in Fayette County on October 24, 2007.

A Follow-up Education Performance Audit of Scarbro Elementary School in Fayette County was conducted January 20, 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
224 SCARBRO ELEMENTARY SCHOOL – Passed
Lee Jones, Principal
Grades K - 04
Enrollment 117 (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	43	43	43	100.00	65.11	Yes	Averaging	✓
White	39	39	39	100.00	66.66	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	31	31	100.00	58.06	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	43	43	43	100.00	86.04	Yes	Yes	✓
White	39	39	39	100.00	89.74	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	31	31	100.00	83.87	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.3%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
224 SCARBRO ELEMENTARY SCHOOL – Passed
Lee Jones, Principal
Grades K - 04
Enrollment 100 (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	36	39	39	100.00	80.55	Yes	Yes	✓
White	33	34	34	100.00	81.81	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	29	29	100.00	80.76	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	36	39	39	100.00	88.88	Yes	Yes	✓
White	33	34	34	100.00	90.90	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	29	29	100.00	84.61	**	**	**
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.7%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
224 SCARBRO ELEMENTARY SCHOOL – Passed
Lee Jones, Principal
Grades K - 04
Enrollment 108 (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	30	36	36	100.00	73.33	Yes	Yes	✓
White	28	32	32	100.00	71.42	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	32	32	100.00	69.23	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	30	36	36	100.00	80.00	Yes	Yes	✓
White	28	32	32	100.00	78.57	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	32	32	100.00	76.92	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Scarbro Elementary School had no subgroups with a number (N) greater than 50; however, all subgroups had a percent proficient high enough to attain adequate yearly progress (AYP) had the N been greater than 50.

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

1. Fluency Strategies.
2. Five-Year Strategic Plan.
3. Learning Focused Strategies.
4. 21st Century Instructional Materials and Tools.
5. Reading/Vocabulary Strategies.
6. Balanced Literacy.
7. Guided Comprehension.
8. Title I Technical Assistance.
9. Classroom Implementation.
10. Policy 5310/Three Tier Model.
11. K-02 Mathematics Report Card.
12. Differentiated Instruction.
13. Benchmark Assessment.
14. Test Mate Clarity.
15. Intensifying Harcourt Reading Series.
16. Dealing with Difficult Parents.
17. Dictations Analysis.

FOLLOW-UP REVIEW

MET STANDARD. Scarbro Elementary School continued to have no subgroups with a number (N) greater than 50. Achievement in mathematics declined to the point that the school would not have achieved adequate yearly progress (AYP) in the racial/ethnicity white (W) or the economically disadvantaged (SES) subgroups had the N been greater than 50. Achievement in reading/language arts declined; however, AYP would have still been achieved had the N been greater than 50. The principal indicated that the loss of two Title I teachers had a dramatic influence on the decline in achievement.

This is the final year for Scarbro Elementary School which will be combined with Oak Hill 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

7.1.4. 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 science curriculum did not have 50 percent of instructional time consisting of investigation, active inquiry, and experimentation.

FOLLOW-UP REVIEW

COMPLIANCE. All science classes had in excess of 50 percent instructional time that consisted of investigation, active inquiry, and experimentation.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

From student interviews the Team determined that dodgeball was being played in physical education class using sponge balls. Using students as targets is not an acceptable means of education in that physical injury and bullying/harassment issues may result.

FOLLOW-UP REVIEW

COMPLIANCE. Dodgeball had been removed from the physical education curriculum.

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.

This is the last full year for Scarbro Elementary School as it will be consolidated with Oak Hill Elementary School and Oak Hill East End Elementary School to form a new elementary school January 2009.

FOLLOW-UP CONCLUSION

The school remained slated for closure at the end of the 2008-2009 school year.

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 Scarbro 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 Scarbro Elementary School and Fayette County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

The two deficiencies found in the original Education Performance Audit 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.

19.1.5. Library/media and technology center. Newspapers, periodicals, and pamphlets were not available.

19.1.10. Specialized instructional areas. The art facility did not have access to natural and artificial light, two deep sinks, a ceramic kiln, or black-out areas. The music facility did not have a podium, recording devices, microphones, stereo sound systems, a piano, AV equipment, and acoustical treatment. The physical education facility did not have a display case.

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. Newspapers and periodicals were available.

19.1.10. A stereo sound system and electronic keyboard were available.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-224 Scarbro Elementary	Full Accreditation			