



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

SCARBRO ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Scarbro Elementary School in Fayette County was conducted on October 24, 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 – Denise White, Coordinator, Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Stephen Comer	Principal	Spanishburg School Mercer County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

224 SCARBRO ELEMENTARY SCHOOL – Passed

Lee Jones, Principal

Grades K - 04

Enrollment 117 (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	43	43	43	100.00	65.11	Yes	Averaging	✓
White	39	39	39	100.00	66.66	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	31	31	100.00	58.06	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	31	31	100.00	83.87	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.3%

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 108 (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	36	39	39	100.00	80.55	Yes	Yes	✓
White	33	34	34	100.00	81.81	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	29	29	100.00	84.61	NA	NA	NA
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%

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	16	15	16	15	100.00	0.00	20.00	73.33	6.67	0.00	80.00
04	23	21	23	21	100.00	0.00	19.05	66.67	9.52	4.76	80.95

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	16	15	16	15	100.00	13.33	6.67	66.67	13.33	0.00	80.00
04	23	21	23	21	100.00	0.00	4.76	80.95	9.52	4.76	95.24

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
SCARBRO ELEMENTARY	24	0	54	8	33	4	0	63	38

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.7. Library/educational technology access and technology application.** The Team commended the kindergarten teacher for her grant writing to seek funds to equip her classroom with technology for student use. She had received a data projector, two laptop computers, a digital camera, an iPod, and a CD player. She had recently been identified as a West Virginia Department of Education 21st Century Model Classroom teacher and has been awarded \$5,000 to purchase an interactive SMART Board and other equipment.
- 7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)** The Team commended the school and their business partner for the after-school program called Camp Skyhawk. About 60 of the 111 students enrolled in grades K-4 participated in this program which meets on Tuesday and Thursday. Students participate in a variety of activities designed to increase their success in school. Students were served a snack and transported home by school bus.

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.

- 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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	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 Scarbro 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. 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.

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	7.1.4; 7.1.5		

Education Performance Audit Summary

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

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