



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**DORCAS ELEMENTARY SCHOOL**

**GRANT COUNTY SCHOOL SYSTEM**

**NOVEMBER 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Dorcas Elementary School in Grant County was conducted on October 6, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement 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 – Steve Higgins, CAG, Office of Title II - School and School System Improvement

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County

### SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

#### 24 GRANT COUNTY

Dr. Marsha Carr-Lambert, Superintendent

#### 201 DORCAS ELEMENTARY SCHOOL – Passed

Dewayne Hedrick, Principal

Grades PK - 06

Enrollment 132 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	44	46	45	97.82	61.36	Yes	Confidence Interval	✓
White	43	45	44	97.77	60.46	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	25	26	25	96.15	60.00	NA	NA	NA
Spec. Ed.	14	14	14	100.00	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	44	46	45	97.82	65.90	Yes	Confidence Interval	✓
White	43	45	44	97.77	65.11	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	25	26	25	96.15	68.00	NA	NA	NA
Spec. Ed.	14	14	14	100.00	28.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 99.0%**

**24 GRANT COUNTY**  
Dr. Marsha Carr-Lambert, Superintendent  
**201 DORCAS ELEMENTARY SCHOOL – Passed**  
Dewayne Hedrick, Principal  
Grades PK - 06  
Enrollment 126 (2<sup>nd</sup> month 2008-2009 enrollment report)

**WESTEST 2008-2009**

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	40	40	40	100.00	42.50	Yes	Confidence Interval	✓
White	39	39	39	100.00	41.02	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	24	24	100.00	37.50	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	40	40	40	100.00	62.50	Yes	Yes	✓
White	39	39	39	100.00	61.53	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	24	24	100.00	54.16	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 = 99.0%**

**DORCAS ELEMENTARY SCHOOL**

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics (2009)</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	10	10	10	10	100.00	0.00	80.00	20.00	0.00	0.00	20.00
04	13	13	13	13	100.00	0.00	53.85	38.46	7.69	0.00	46.15
05	*	*	*	7	100.00	14.29	42.86	42.86	0.00	0.00	42.86
06	10	10	10	10	100.00	10.00	30.00	50.00	10.00	0.00	60.00

<b>Reading (2009)</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	10	10	10	10	100.00	0.00	60.00	40.00	0.00	0.00	40.00
04	13	13	13	13	100.00	15.38	38.46	30.77	7.69	7.69	46.15
05	*	*	*	*	100.00	0.00	14.29	42.86	42.86	0.00	85.71
06	10	10	10	10	100.00	0.00	10.00	40.00	30.00	20.00	90.00

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

Note: Cells with less than 10 are reported as \*.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

**The WESTEST results of schools with a number (N) of 50 are averaged for a three year period to determine adequate yearly progress (AYP). Even considering this factor, mathematics subgroups only achieved AYP by confidence interval and experienced a dramatic decline from the 2007-2008 school year to the 2008-2009 school year. The reading/language arts percent proficient declined only slightly for the all students (AS) and racial/ethnicity white (W) subgroups and declined by about 14 percentage points for the economically disadvantaged (SES) subgroup. These performance results provide compelling data for Dorcas Elementary School and Grant Count to vigorously devote attention to the declining performance of affected subgroups and to improve curriculum and instruction.**

**Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 80.00 percent in mathematics and 60 percent in reading; Grade 4 – 53.85 percent in mathematics and 53.85 percent in reading; Grade 5 – 57.14 percent in mathematics; Grade 6 - 40.00 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement, in particular, Grade 3, percent proficient in mathematics at 20 percent was unacceptable. Class scores improved from Grade 4 to Grade 6. This should compel the county to immediately investigate causes and take appropriate action. Reading class percent proficient fared better; however, Grades 3 and 4 results were substantially less than Grades 5 and 6.**

The following professional development and/or training opportunities were provided as reported by the principal.

1. Analyzing WESTEST 2 Data to Plan Instruction.
2. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs).
3. Curriculum Mapping.
4. Lexile and Quantile Training/Global 21.
5. Response to Intervention (RTI) in Mathematics and Reading.
6. Cheryl Ware Writing Workshop.
7. Unpacking the West Virginia 21st Century Content Standards and Objectives (CSOs).
8. Collaboration/Cross Grade Planning.
9. Whiteboard Training/Websites.
10. Test Item Analysis.
11. Teach 21 Website.

**The student percent at mastery in mathematics at all grade levels and reading for Grades 3 and 4 failed to indicate that the stated professional development/training activities positively affected student achievement.**

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

#### **Necessary to Improve Performance and Progress.**

##### **7.1. Curriculum**

##### **7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The playground did not have mulch or pea gravel (fall protection) under or near playground equipment. Exposed concrete and rock-hard ground created safety hazards for students in the event of a fall.

Individual classroom teachers did not have a mechanism to call the office in an emergency. While the Team observed a few two-way radios in the building, teachers stated that there was no way to contact the office. It is essential that teachers have available sources to get help to the classrooms in an emergency situation and for daily operations.

##### **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)**

One Grade 1 teacher took the class to the gymnasium for play time during the 90 minute uninterrupted reading block. This was disruptive to the educational process. Dorcas Elementary School has three split-grade classrooms (Grades 2/3, 3/4, and 5/6). Although the teachers indicated that they were teaching the West Virginia 21st Century content standards and objectives (CSOs), this number of combined classrooms presented challenges to both teachers and students. Class WESTEST percent proficient assessment scores underscored this issue.

##### **7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Technology was utilized minimally. The Team observed less than 20 computers being used during the day of the Education Performance Audit.



Additionally, a computer laboratory log did not show that technology was used to a great extent.

## **7.2. Student and School Performance**

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

The school's Five-Year Strategic Plan was weak and needed to be revised. It did not meet the school's needs and did not specifically address the school's low performance data.

## **7.8. Leadership**

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Schoolwide challenges existed that were embedded in the processes or structures that showed leadership at Dorcas Elementary School needed to be improved. The first factor was the very low percent mastery of students in mathematics (Grades 3 through 6). This mathematics deficiency was profound at Grade 3. A second factor involved instructional leadership in which the principal was one-half time at Dorcas Elementary School from around 7:30 a.m. to 10:30 a.m. and then served as assistant principal at Petersburg Elementary School. This affected instructional leadership at the school. Finally, the high quality standards identified for improvement showed that school level leadership needed to be improved.

## 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 Dorcas Elementary School in providing a thorough and efficient system of education. Grant 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 Grant 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.**

While test scores dramatically declined, the Team found a constant turnover in the Grades 3 and 4 split-grade teaching position over the past four years. The teacher currently in that position appeared to hold high expectations for all students. All students were on task with high quality instruction throughout the day of the Education Performance Audit. Also, the school had implemented high quality professional development to address the low achievement at the school. The Team believed that student achievement will increase if the stability given by this teacher remains and the staff development is properly implemented.

### **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 Dorcas 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 recommended that the Grant County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **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 did not have five usable acres plus one acre for each 100 students over 240.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available for student use.
- 19.1.10. Specialized instructional areas.** The art facility did not have a work counter, mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have music chairs with folding arms, a podium, an instructor's station, or acoustical treatment. The physical education facilities did not have a data projector or 50" screen monitor, network connection, or internet access.
- 19.1.15. Health service units.** A health services unit of adequate size was not available. The following equipment and furnishings were not available: 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, and locked medication box.

### **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 small number of students at Dorcas Elementary School, it is imperative that all students have high quality instruction to ensure that overall school performance increases. The administration must ensure that high quality professional development is implemented and that stability is provided at all grade levels.**

## **Education Performance Audit Summary**

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

They include the following:

- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Dorcas 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 initial report to guide Dorcas Elementary School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Dorcas Elementary School and Grant County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.