

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSBURG ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Petersburg Elementary School in Grant County was conducted on February 8, 2005. 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 Unified School 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 Brock, Coordinator

West Virginia Department of Education Team Leader – Jim Parker, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Tom Sands, Coordinator, Office of Child Nutrition

West Virginia Department of Education Team Leader – Kathy Talley, Coordinator, Office of Child Nutrition

TEAM MEMBERS

Name	Title	School/County
Garrett Carskadon	Primary School Principal	Burlington Primary School Mineral County
Norma Collins	Elementary School Principal	Central Elementary Kanawha County
Dr. Jack Kaufman	Professor of Education	Mercer County
Kay Lee	Primary School Principal	Dunbar Primary Center Kanawha County

SCHOOL PERFORMANCE

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

24-203 PETERSBURG ELEMENTARY SCHOOL - Needs Improvement

GRANT COUNTY
David Fincham, Principal
Grades K - 06
Enrollment 621

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	349	360	360	100.00	66.18	Yes	Yes	✓
White	340	351	351	100.00	65.88	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	191	195	195	100.00	56.54	Yes	Confidence Interval	✓
Spec. Ed.	69	69	69	100.00	34.78	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	349	360	359	99.72	74.42	Yes	Yes	✓
White	340	351	350	99.72	74.04	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	191	195	194	99.49	65.26	Yes	Confidence Interval	✓
Spec. Ed.	69	69	68	98.55	38.23	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.7%

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	86	82	86	82	100.00	3.66	28.05	52.44	14.63	1.22	68.29
04	93	89	93	89	100.00	2.25	37.08	41.57	11.24	7.87	60.67
05	81	79	81	79	100.00	7.59	22.78	51.90	8.86	8.86	69.62
06	100	99	100	99	100.00	8.08	25.25	47.47	15.15	4.04	66.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	86	82	86	82	100.00	8.54	18.29	46.34	25.61	1.22	73.17
04	93	89	93	89	100.00	10.11	17.98	48.31	16.85	6.74	71.91
05	81	79	81	79	100.00	13.92	15.19	41.77	22.78	6.33	70.89
06	100	99	99	98	99.00	5.10	14.29	34.69	33.67	12.24	80.61

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
2	2%	4	4%	11	12%	17	19%	40	44%	9	10%	7	8%	0	0%	90

Note: Eighty-two percent (82%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students

% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
27.14%	2003-04
42.86%	2002-03
54.402%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Petersburg Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE) in mathematics and reading/language arts. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 9, 2005 State Board meeting.

Petersburg Elementary met AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** A first grade teacher exhibited high expectations for her class by having students write their individual goals. The students and the teacher then shared their goals to ensure that each is keeping on track with their goals throughout the year.
- 6.1.3. Learning environment.** The staff was knowledgeable, professional, and exhibited high expectations for student achievement. During teacher interviews and classroom observations, it was evident that all staff were concerned about their students.
- 6.1.7. Library/educational technology access and technology application.** The school developed and maintained a website in which informational and instructional activities were available. This was an invaluable tool in keeping students and parents informed.
- 6.8.1. Leadership.** The principal was extremely organized and efficient and created an atmosphere that fostered a highly organized school. He was a positive role mode for students and staff. His professional leadership exhibited pride and ownership in the school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

6.1. Curriculum

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

The assignment of 32 students in Grades 1-6 to one specific learning disabilities (SLD) teacher had an adverse effect on instruction. With this student to teacher ratio, it would be nearly impossible to monitor the effectiveness of the instruction for these students. Through classroom observations and review of lesson plans, modifications for special education students in the regular classes was lacking. Given the low test scores in the special education (SE) subgroup, this practice must be corrected.

6.1.7. 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)

The teacher who taught specific learning disabled (SLD) students indicated that he did not have an assigned schedule that his students were to use technology. He indicated that it was not a priority to bring the wireless laboratory to the classroom. It is necessary that this teacher receive training in the proper use of technology in the instruction of basic skills and apply technology in instruction.

6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

There did not appear to be a variety of instructional materials that would address the needs of diverse learners in the classroom for Specific Learning Disabled (SLD) students. When asked if there were additional materials that the teacher could use, the teacher stated that there were not. Team observations confirmed the need for instructional materials.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

Although a few multicultural activities were occurring throughout the building, the staff could not articulate a countywide multicultural plan that was being used.

RECOMMENDATION

6.2.3. Lesson plans and principal feedback. In Grades 5 and 6, it was found that some of the lesson plans were not adequate and were not fully developed. The Team recommended implementation of a method to fully develop lesson plans. Two examples included: An Anticipatory Set (Madeline Hunter) or Essential Question (Max Thompson). This would enhance student motivation and attention and would provide student focus on instruction and measurable student outcomes.

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.

None identified.

The indicators of efficiency listed are intended to guide Petersburg 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.

The caseload of the teacher who taught the specific learning disabilities (SLD) class was much too high to be practical. Given the low percentage of proficient students in this group, it is imperative that this issue be resolved to allow better monitoring of student progress and achievement.

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 Petersburg Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Petersburg Elementary School and Grant County have the capacity to correct the identified deficiencies.

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

A more efficient means of monitoring special education student progress is essential.

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.

- 17.1. 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 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.

- 17.1.2. Administrative and service facilities.** The administrative office area did not have an adequate reception/waiting area.
- 17.1.10. Specialized instructional areas.** The physical education facility did not have seating available.
- 17.1.11. Grades 6-12 science facilities.** Science facilities were not of adequate size. The following items were not available: Gas, AC and DC current, air vacuum, ventilation fume hood, laboratory workspace at 2.5 linear ft. per student, fire extinguisher, blanket, emergency showers, balance cases, and main gas shut-off.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided; however, there was one located in the teachers' workroom. A locker/dressing room was not available.
- 17.1.15 Health service units.** A health services unit of adequate size was not provided. The following items were not available: Curtained or small room with cots, bulletin board, toilet, lavatory, medicine chest, refrigerator with locked storage, and a work counter.

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 achievement levels of students in the special education (SE) subgroup, Petersburg Elementary School and Grant County must implement West Virginia's required curriculum and the instruction that will improve achievement. Grant County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
24-203 Petersburg Elementary	Conditional Accreditation	6.1.4; 6.1.7; 6.1.8;		
		6.1.12	5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup and presented one recommendation.

Petersburg Elementary School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Petersburg Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).