



## **INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**NORTH VIEW ELEMENTARY SCHOOL**

**HARRISON COUNTY SCHOOL SYSTEM**

**JUNE 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of North View Elementary School in Harrison County was conducted March 19, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator  
West Virginia Department of Education, Office of Technology – Gloria Burdette, eLearning Program Assistant  
West Virginia Department of Education, Office of Early Learning – Rhonda Crowley, Coordinator  
West Virginia Department of Education, Office of Early Learning – Charlotte Webb, Coordinator.

## TEAM MEMBERS

Name	Title	County
Laura Snodgrass	Principal - Harrisville Elementary School	Ritchie County
Amanda Craig	Principal - Rock Cave Elementary School	Upshur County
Jack Daugherty	Retired Administrator	Nicholas County

## SCHOOL PERFORMANCE

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

### 33 HARRISON COUNTY

Susan Collins, Superintendent

### 213 NORTH VIEW ELEMENTARY SCHOOL – SUPPORT

Danielle Gillum, Principal

Grades PK-5, Enrollment 316

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT or PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated North View Elementary School a Support school. The majority of student groups did not meet the annual academic goals in mathematics and reading/language arts; and the school did not reach its goals in attendance or graduation rates, student academic growth, and learning gaps between student groups. The school must show progress in student achievement each year to improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

### Designation Status for North View Elementary School.

Designation:	SUPPORT	Next Year's Target:	58.8023
Index Score:	31.3362	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	56.1581	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

### Supporting Data

Proficiency (40% of the index score)	9.79
Achievement Gaps Closed (20% of the index score)	6.43
Observed Growth (15% of the index score)	5.31
Adequate Growth (20% of the index score)	5.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.80</u>
Total Accountability Index (out of 100)	31.34

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

North View Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 58.80 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 31.34, North View Elementary School has a steep trajectory to achieve both short term and long term targets.

- North View Elementary School earned 31.34 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 56.16 for 2013 and is 58.80 for 2014.)
- Less than 50 percent of the subgroups at North View Elementary School met the targets in mathematics and reading.
- North View Elementary School acquired 9.79 of the 40 possible points for proficiency in mathematics and reading.
- North View Elementary School acquired 6.43 of the 20 possible points for achievement gaps closed.
- North View Elementary School acquired 5.31 of the 15 possible points for observed growth as indicated by the 2013 WVAI.
- North View Elementary School acquired 5 of the 20 possible points for adequate growth as indicated by the 2013 WVAI.
- North View Elementary School acquired 4.80 of the 5 possible points for attendance as indicated by the 2013 WVAI.

**NORTH VIEW ELEMENTARY SCHOOL**  
**Grade-Level Proficiency Data**  
**School Year 2012-2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	94.29%	63.64%	36.36%	94.29%	54.55%	45.45%
3	Black	> 95%	66.67%	33.33%	> 95%	<5%	> 95%
3	Hispanic	> 95%	<5%	> 95%	> 95%	>95%	< 5%
3	Multiracial	> 95%	50.00%	50.00%	> 95%	>95%!	< 5%
3	Special Education	> 95%	80.00%	20.00%	> 95%	80.00%	20.00%
3	Low Socioeconomic Status	93.55%	75.86%	24.14%	93.55%	65.52%	34.48%
3	Total	> 95%	61.54%	38.46%	> 95%	53.85%	46.15%
4	White	> 95%	64.10%	35.90%	> 95%	64.10%	35.90%
4	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
4	Hispanic	> 95%	<5%	> 95%	> 95%	<5%	> 95%
4	Multiracial	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
4	Special Education	87.50%	>95%	< 5%	87.50%	>95%	< 5%
4	Low Socioeconomic Status	94.59%	68.57%	31.43%	94.59%	68.57%	31.43%
4	Total	> 95%	64.44%	35.56%	> 95%	64.44%	35.56%
5	White	> 95%	60.53%	39.47%	> 95%	65.79%	34.21%
5	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
5	Low Socioeconomic Status	> 95%	66.67%	33.33%	> 95%	79.17%	20.83%
5	Total	> 95%	60.53%	39.47%	> 95%	65.79%	34.21%

**Attendance Rate = 96.00%**

The chart, Grade-Level Proficiency Data School Year 2013, depicts participation, proficient, and non-proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

### **Mathematics.**

- Mathematics total grade level performance was similar at all grades levels: Grade 3 (38.46 percent proficient), Grade 4 (35.56 percent proficient), and Grade 5 (39.47 percent proficient).
- Grades 3 and 4 multiracial students were 50 percent proficient.

- Black students scored a higher proficiency level in Grade 3 (33.33 percent proficient) compared to Grade 4 (less than 5 percent proficient).
- Low socioeconomic students scored a higher proficiency level in mathematics in Grade 5 (33.33 percent proficient) and Grade 4 (31.43 percent proficient) compared to Grade 3 (24.14 percent proficient).
- Special education students scored a higher proficiency level in Grade 3 (20 percent proficient) compared to Grades 4 and 5 (less than 5 percent proficient).

### **Reading/Language Arts.**

- Grade 3 students scored 46.15 percent proficient compared to Grade 4 (35.56 percent proficient) and Grade 5 (34.21 percent proficient).
- Grade 3 black students scored greater than 95 percent proficient compared to Grade 4 (less than 5 percent proficient).
- Grade 4 multiracial students scored 50 percent proficient compared to Grade 3 students (less than 5 percent proficient).
- Grade 3 special education students scored 20 percent proficient compared to Grades 4 and 5 (less than 5 percent proficient).
- Grade 3 low socioeconomic students scored 34.48 percent proficient compared to Grade 4 (31.43 percent proficient) and Grade 5 (20.83 percent proficient).

**NORTH VIEW ELEMENTARY SCHOOL**  
**Growth Model School Level Summary**  
**Results by Sub-Group**

**\*Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	34 ( 40%)	30 ( 35%)	21 ( 25%)	44.0	37.8%	36 ( 42%)	24 ( 28%)	25 ( 29%)	46.0	38.6%
	County	*	*	*	0.0	46.8%	*	*	*	0.0	52.1%
	State	51,165 ( 35%)	45,256 ( 31%)	50,057 ( 34%)	50.0	45.1%	50,484 ( 35%)	45,076 ( 31%)	50,227 ( 34%)	50.0	48.7%
Black Sub-Group	School	*	*	*	20.0	16.7%	*	*	*	13.0	50.0%
	County	*	*	*	0.0	38.2%	*	*	*	0.0	41.9%
	State	2,677 ( 37%)	2,180 ( 30%)	2,303 ( 32%)	47.0	32.1%	2,581 ( 36%)	2,216 ( 31%)	2,308 ( 32%)	48.0	38.5%
White Sub-Group	School	31 ( 39%)	28 ( 35%)	20 ( 25%)	44.0	37.4%	33 ( 42%)	24 ( 30%)	22 ( 28%)	46.0	38.3%
	County	*	*	*	0.0	46.9%	*	*	*	0.0	52.3%
	State	47,034 ( 35%)	41,704 ( 31%)	46,085 ( 34%)	50.0	45.7%	46,584 ( 35%)	41,462 ( 31%)	46,170 ( 34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	36.0	11.5%	*	*	*	20.0	11.5%
	County	*	*	*	0.0	15.7%	*	*	*	0.0	15.1%
	State	7,956 ( 43%)	5,628 ( 31%)	4,781 ( 26%)	41.0	18.3%	7,406 ( 41%)	5,488 ( 30%)	5,291 ( 29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	27 ( 39%)	24 ( 35%)	18 ( 26%)	44.0	44.6%	26 ( 38%)	21 ( 30%)	22 ( 32%)	47.0	45.5%
	County	*	*	*	0.0	52.8%	*	*	*	0.0	59.2%
	State	43,209 ( 34%)	39,628 ( 31%)	45,276 ( 35%)	51.0	49.6%	43,078 ( 34%)	39,588 ( 31%)	44,936 ( 35%)	51.0	54.2%
LSES Sub-Group	School	21 ( 34%)	26 ( 43%)	14 ( 23%)	47.0	30.1%	28 ( 46%)	17 ( 28%)	16 ( 26%)	37.0	30.1%
	County	*	*	*	0.0	32.6%	*	*	*	0.0	37.2%
	State	26,545 ( 38%)	21,619 ( 31%)	22,119 ( 31%)	47.0	37.5%	25,763 ( 37%)	21,435 ( 31%)	22,576 ( 32%)	47.0	40.7%
Non-LSES Sub-Group	School	13 ( 54%)	4 ( 17%)	7 ( 29%)	30.0	58.8%	8 ( 33%)	7 ( 29%)	9 ( 38%)	51.0	61.8%
	County	*	*	*	0.0	59.7%	*	*	*	0.0	65.6%
	State	24,620 ( 32%)	23,637 ( 31%)	27,938 ( 37%)	52.0	58.1%	24,721 ( 33%)	23,641 ( 31%)	27,651 ( 36%)	52.0	62.5%
Male Sub-Group	School	14 ( 34%)	16 ( 39%)	11 ( 27%)	48.0	31.7%	17 ( 41%)	10 ( 24%)	14 ( 34%)	46.0	33.3%
	County	*	*	*	0.0	45.4%	*	*	*	0.0	44.2%
	State	27,113 ( 37%)	22,439 ( 30%)	24,615 ( 33%)	48.0	44.3%	27,485 ( 37%)	22,259 ( 30%)	24,047 ( 33%)	47.0	41.0%
Female Sub-Group	School	20 ( 45%)	14 ( 32%)	10 ( 23%)	36.0	43.8%	19 ( 43%)	14 ( 32%)	11 ( 25%)	37.0	43.8%
	County	*	*	*	0.0	48.3%	*	*	*	0.0	60.2%
	State	24,052 ( 33%)	22,817 ( 32%)	25,442 ( 35%)	51.0	45.9%	22,999 ( 32%)	22,817 ( 32%)	26,180 ( 36%)	52.0	56.9%

**\*Note:** Schools are those schools that have at least a 4th grade.

\*Denotes cell size <20.

The Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup compared to the county and State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high growth (green cells) based on previous performance. This chart does not include Grade 3; it only includes the scores of students (Grades 4 and 5) who previously participated in WESTEST2 assessment.

### **Mathematics.**

- The black and non-low socioeconomic subgroups demonstrated low growth in mathematics while the all, white, special education, non-special education, low-socioeconomic, male, and female subgroups demonstrated typical growth.
- 37.8 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- White students (37.4 percent proficient) outperformed black students (16.7 percent proficient), which indicated a 20.7 percent gap.
- Non-special education students (44.6 percent proficient) outperformed special education students (11.5 percent proficient), which indicated a 33.1 percent gap.
- Non-low socioeconomic students (58.8 percent proficient) outperformed low socioeconomic students (30.1 percent proficient), which indicated a 28.7 percent gap.
- Female students (43.8 percent proficient) outperformed male students (31.7 percent proficient) which indicated a 12.1 percent gap.

### **Reading/Language Arts.**

- The black and special education subgroups demonstrated low growth in reading/language arts while the all, white, non-special education, low-socioeconomic, male, and female subgroups demonstrated typical growth.
- 38.6 percent of all students were proficient in reading/language arts as indicated by 2013 WESTEST2 data.
- Black students (50 percent proficient) outperformed white students (38.3 percent proficient), which indicated a 11.7 percent gap
- Non-special education students (45.5 percent proficient) outperformed special education students (11.5 percent proficient), which indicated a 34 percent gap.
- Non-low socioeconomic students (61.8 percent proficient) outperformed low socioeconomic students (30.1 percent proficient), which indicated a 31.7 percent gap.
- Female students (43.8 percent proficient) outperformed male students (33.3 percent proficient) which indicated a 10.5 percent gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that North View Elementary lacked the adequate growth necessary to close the achievement gaps in most subgroups. Data indicated a need to provide additional support to special education and low socioeconomic students in mathematics and reading/language arts. A substantial gap existed between males and females in both mathematics and reading/language arts. Further analysis suggested that performance in both mathematics and reading/language arts fell within the lower end of the typical growth scale. Data indicated a need to provide support to the staff in mathematics and reading/language arts instruction.

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

1. Data Review /Data Folio Training.
2. School Rules and Procedures.
3. Seven Habits of Happy Kids.
4. Informal Instructional Practices Inventory (IPI) Review.
5. Teachers Working with Parents.
6. Running Record Training (Offered by County Office).
7. Content Area Training (Offered by County Office).
8. West Virginia Education Information System (WVEIS) Training.
9. Kindergarten Early Learning System Training (Offered by County Office).
10. Cultural Typology Survey Analysis.
11. WV Next Generation Content Standards and Objectives.
12. Review of New Evaluation System.
13. Ruby Payne Leadership Team Training.
14. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (new staff).
15. How to Use the High Quality Standards Site. (Title I staff and principal).

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

The Education Performance Audit Team reported that North View Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

**7.1.3 Learning environment.** The Team commended the school for the learning environment. Given the advanced age of the building, it was clean, bright, and conducive to learning. The principal and teachers had positive interactions with the students throughout the day, beginning with the principal and counselor greeting each student as they entered the building. It was evident they were making personal connections with each student. The *Leader in Me* program was in place and the Grade 5 students were involved with a morning news program that highlighted the expectations each morning. This provided a framework for positive student behavior which supported classroom management and protected instructional time.

**7.7.1. School rules, procedures, and expectations.** The Team noted the school provided a positive behavior support program for the students. The principal reported, “We are teaching them not to be learned helpless.” This was evidenced by observing the principal and teachers reminding students to make “good choices.” Schoolwide rules and routines were in place and students were practicing the *7 Habits* presented in the *Leader in Me* program. These practices contributed to a positive climate and culture and a sense of community.

**7.8.1. Leadership.** The Team commended the principal (first full year at North View Elementary) and the teachers for practicing distributed leadership. The principal was organized and included teachers, parents, and students in decision making. Professional learning communities (PLC) were in place and Team reviews of PLC agendas indicated teachers were using this time to analyze progress results and plan differentiated instruction to meet students’ needs.

## 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 Team could not verify through lesson plan reviews or observations that science instruction was delivered in an inquiry based, investigative, hands-on manner in four classrooms. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> Century Science K-8 Content Standards and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

**7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

Classroom observations and lesson plan reviews indicated that writing was a routine part of most classes. However, Team members could not substantiate students were provided writing instruction weekly in four classrooms or that writing was occurring in all content areas.

### RECOMMENDATION

**7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team noted that the principal displayed high expectations for the school; however, the Team discovered instances of low expectations. For example, when Grades K-2 teachers were interviewed concerning data analysis of WESTEST2 results, the response from one teacher was, “That’s third grade, not us.” This could be an obstacle if the Grades K-2 teachers do not feel accountable for the success of all students in the school. One teacher stated in an interview, “My students are not into writing, and I’m not doing data notebooks, they are too time consuming.” Increasing writing and utilizing data notebooks were two areas the principal had emphasized this year. Additionally, in one classroom the Team observed a heavy reliance on worksheets and round robin reading from textbooks. Students who were not reading were disengaged. They were sitting

quietly, gazing around the room, or sketching. The lesson did not include dialog or group work. The Team recommended the principal continue to place emphasis on schoolwide data analysis, student engagement and writing at all grade levels.

## 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 North View Elementary School in providing a thorough and efficient system of education. Harrison 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 Harrison County or the accreditation status of the schools.

**None Identified.**

## 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 North View 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.**

### **Building Capacity – Support**

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE) at the school's request. The school will complete a targeted strategic plan and will be monitored throughout the year to review progress. The local school system and the local RESA will partner to provide professional development, technical assistance, interventions and develop an improvement plan. The school must show progress in student achievement each year to improve this designation. A school's designation is determined each year based on prior school year data, including WESTEST2 results.

Team interviews and lesson plan reviews indicated the principal had sound practices in place for supporting teachers with delivery of West Virginia Next Generation Content Standards and Objectives. She had developed a progress report she used with teachers that explicitly communicated expectations, "This is what I am seeing and this is what I need to see." She provided very good suggestions to help teachers improve instruction. The Team recommended that this practice be used to focus on writing instruction to assure all teachers provide writing opportunities for all students weekly that meet the approved State standards.

## 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 site did not have five usable acres plus one acre for each 100 students over 240 and the site was not large enough for future expansion. The site was not suitable for special instruction needs for outdoor learning and did not have

sufficient on-site, solid surface parking for staff, visitors and individuals. (May adversely affect program delivery and student performance.)

**19.1.7. K classrooms.** Kindergarten classroom areas did not include a sink with hot and cold water. (May adversely affect program delivery and student performance.)

**19.1.10. Specialized instructional areas.** The music classroom did not provide adequate storage space, music chairs with folding arms, podium, instructor's station or acoustical treatment. The physical education facility location was not located away from quiet areas of the building and did not include a data projector or 50" screen monitor. (May adversely affect program delivery and student performance.)

**19.1.15. Health service units.** The health services unit was not adequate in size and did not include a refrigerator with locked storage. (May adversely impact student health and safety.)

## **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.

**None identified.**

## EDUCATION PERFORMANCE AUDIT SUMMARY

North View Elementary School's Education Performance Audit examined 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 North View Elementary School in improvement efforts.

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

7.1.4. Instruction.

7.1.6. Instruction in writing.

The Team presented three commendations (7.1.3. Learning environment; 7.7.1. School rules, procedures and expectations; and 7.8.1. Leadership), one recommendation (7.1.2 High expectations), and offered capacity building resources.

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 North View Elementary School and Harrison County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.