



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NORTH JEFFERSON ELEMENTARY SCHOOL

JEFFERSON COUNTY SCHOOL SYSTEM

AUGUST 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of North Jefferson Elementary School in Jefferson County was conducted April 5, 2011.

A Follow-up Education Performance Audit of North Jefferson Elementary School was conducted April 24, 2012. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Kenneth L. Pack, III	Administrative Assistant	Berkeley County Schools
Sheena R. VanMeter	Elementary School Assistant Principal	Moorefield Elementary School Hardy County Schools

SCHOOL PERFORMANCE

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

37 JEFFERSON COUNTY

Susan Wall, Superintendent

202 NORTH JEFFERSON ELEMENTARY SCHOOL – Needs Improvement

Mary Ann Jenkins, Principal

Grades PK - 05

Enrollment 371 (2nd 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
Mathematics								
All	138	147	146	99.31	51.82	Yes	Confidence Interval	✓
White	115	123	122	99.18	50.87	Yes	Confidence Interval	✓
Black	17	18	18	100.00	47.05	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	42	44	43	97.72	41.46	NA	NA	NA
Low SES	82	88	88	100.00	40.24	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	138	147	146	99.31	54.74	Yes	Confidence Interval	✓
White	115	123	122	99.18	57.89	Yes	Yes	✓
Black	17	18	18	100.00	47.05	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	42	44	43	97.72	39.02	NA	NA	NA
Low SES	82	88	87	98.86	44.44	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.5%

37 JEFFERSON COUNTY
Susan Wall, Superintendent

202 NORTH JEFFERSON ELEMENTARY SCHOOL – Needs Improvement

Mary Ann Jenkins, Principal
Grades PK - 05
Enrollment 359 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	137	147	147	100.00	36.49	Yes	Confidence Interval	✓
White	110	118	118	100.00	40.90	Yes	Yes	✓
Black	20	21	21	100.00	5.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	44	47	47	100.00	29.54	NA	NA	NA
Low SES	73	79	79	100.00	20.54	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	137	147	147	100.00	29.92	Yes	Confidence Interval	✓
White	110	118	118	100.00	32.72	Yes	Confidence Interval	✓
Black	20	21	21	100.00	20.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	44	47	47	100.00	20.45	NA	NA	NA
Low SES	73	79	79	100.00	16.43	Yes	No	X
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.5%

37 JEFFERSON COUNTY
Susan Wall, Superintendent
202 NORTH JEFFERSON ELEMENTARY SCHOOL – Passed
Mary Ann Jenkins, Principal
Grades PK - 05
Enrollment 273 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	99	114	111	97.36	39.39	Yes	Confidence Interval	✓
White	76	88	85	96.59	39.47	Yes	Confidence Interval	✓
Black	16	18	18	100.00	37.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	29	27	93.10	29.16	NA	NA	NA
Low SES	61	74	72	97.29	40.98	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	99	114	111	97.36	40.40	Yes	Confidence Interval	✓
White	76	88	85	96.59	42.10	Yes	Confidence Interval	✓
Black	16	18	18	100.00	25.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	29	27	93.10	25.00	NA	NA	NA
Low SES	61	74	72	97.29	34.42	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 99.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

North Jefferson Elementary School failed to achieve adequately yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. North Jefferson Elementary School achieved AYP in the all students (AS) subgroup in mathematics and reading/language arts and in the racial/ethnicity white (W) subgroup in reading/language arts only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) subgroup and special education (SE) subgroup need attention and plans for improved performance.

In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the December 2010 State Board meeting. The school revised its Five-Year Strategic Plan and was upgraded to Conditional Accreditation status with a June 30, 2014 Date Certain to achieve AYP.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 57.50 percent in mathematics and 67.50 percent in reading; Grade 4 – 69.81 percent in mathematics and 79.25 percent in reading; Grade 5 – 61.36 percent in mathematics and 61.36 percent in reading.

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

1. Policies and Procedures.
2. STARS Training.
3. DIBELS.
4. Team Building.
5. Effective Parent/Teacher Communications.
6. Technology Updates and Review.
7. Cultural Diversity.
8. Student Nutrition.
9. TechSteps.
10. Harassment Training.
11. Differentiated Mathematics Strategies.
12. Grade Level Data Collection.
13. Thinkfinity/Illuminations.
14. Math Solutions.
15. Acuity Benchmarks 3-5.
16. Investigations K-2.
17. Strengthening Classroom Resources for Math.

18. Cross-Curricular Reading/Math Connections.
19. WESTEST2 Data Analysis.
20. Algebraic Concepts and Depth of Knowledge.
21. Classroom Math Strategies that Work.
22. Student Conversations and Depth of Knowledge in Math.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. The school improved minimally in student percent proficient in mathematics in the all students (AS) subgroup and improved substantially in the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups. Mathematics achievement declined minimally in the racial/ethnicity white (W) and special education (SE) subgroups. The reading/language arts percent proficient improved in all subgroups.

Changes in the percent proficient from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.

Mathematics

- AS (+2.90 percent)
- W (-1.43 percent)
- Racial/ethnicity black (B) (+32.50 percent)
- SE (-0.38 percent)
- SES (+20.44)

Reading/Language Arts

- AS (+10.48 percent)
- W (+9.38 percent)
- B (+5.00 percent)
- SE (+4.55 percent)
- SES (+17.99 percent)

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

While teachers had West Virginia 21st Century content standards and objectives (CSOs), it was not evident that the CSOs were the basis for the curriculum. Teachers stated that a strong emphasis was put on the classroom textbooks to drive the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. While the classroom textbooks were being used as a resource, all teachers stated that the West Virginia 21st Century content standards and objectives (CSOs) guided the curriculum. Staff development had been provided in implementing the CSOs and the principal was monitoring this process during walkthroughs and classroom observations.

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Four teachers had either insufficient or incomplete lesson plans. These plans could not be used by a substitute teacher and the Team could not verify the content of the classes by these plans.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers had lesson plans that were complete, thorough, and could be followed by a substitute teacher. The principal had checked all lesson plans and made corrective comments where necessary to improve instruction.

7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Only one of the 11 teachers on the observation cycle had their first observation before November 1. The principal could not produce all of the required observations for all teachers on the observation cycle (three of the four teacher evaluations were produced).

FOLLOW-UP REVIEW

COMPLIANCE. All teacher observations and evaluations had been completed and were providing quality feedback to improve classroom management and teaching skills. All observations met the required timelines.

RECOMMENDATION

- 7.1.2. High expectations.** The Team could not verify any strong programs in place to address the low achievement of the racial/ethnicity black (B) subgroup. While teachers and the principal discussed how they addressed achievement in the entire school, the Team could not identify any specific program or practice used to increase this particular subgroup's achievement. The Team strongly recommended that the school investigate high quality, research based programs and practices to improve student achievement.

RECOMMENDATION FOLLOWED. Significant increases in achievement in the racial/ethnicity black (B) subgroup had been made in mathematics and reading/language arts. Additional assistance for all students, including students in the B subgroup, was provided in all areas. Additional time was provided throughout the day for mastering concepts.

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 Jefferson Elementary School in providing a thorough and efficient system of education. Jefferson 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 Jefferson 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 teachers were keeping students on task and were devoted to student achievement, the West Virginia 21st Century content standards and objectives (CSOs) needed to be the basis for the school's curriculum.

FOLLOW-UP CONCLUSION

Staff development on implementing the West Virginia 21st Century content standards and objectives (CSOs) had been provided and it was evident that the CSOs were the driving force behind the classroom curriculum. Increases in all but two subgroups in mathematics and reading/language arts had been made.

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 Jefferson 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 recognized the administration and teacher's devotion to the students and did not note any areas of weakness that would be irreversible. The Team determined that the school can develop the capacity to correct the deficiencies found at the school. The major area of concern was the weakness of the teachers to align the classroom instruction to the CSOs in a way that would improve student achievement.

The Office of School Improvement will be contacting the school regarding the necessary revisions and providing assistance through the West Virginia Department of Education Statewide System of Support.

FOLLOW-UP CONCLUSION

North Jefferson Elementary School demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit and increase student achievement. Through high quality instruction, effective data analysis, and high expectations, students' achievement had increased and the Team believed that achievement will continue to increase.

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.** On-site, solid surface parking was insufficient for staff, visitors, and individuals with disabilities.
- 19.1.5. Library/media and technology center.** Adequate space was not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size and a locker/dressing room were not provided.

FOLLOW-UP CONCLUSION

Facility resource needs remained as previously identified except for the following.

- 19.1.1. Sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities had been provided.**

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.

The principal and staff were aware of the student and school proficiency levels and had implemented high quality staff development to correct the areas of concern. The school must ensure that the West Virginia 21st Century content standards and objectives (CSOs) are the driving force behind the curriculum

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

A concerted effort had been made to increase the achievement in the racial/ethnicity black (B) subgroup and in all subgroups. WESTEST2 data revealed that these efforts had been productive and showed positive results. The principal provided staff development to enable teachers to provide high quality instruction and high expectations were evident buildingwide.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
37-202 North Jefferson Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of North Jefferson Elementary School.