



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NORTH JEFFERSON ELEMENTARY SCHOOL

JEFFERSON COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of North Jefferson Elementary School in Jefferson County was conducted April 5, 2011. 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 low and 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 concentrated on the low achievement and the subgroup 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 and Technology – Brenda Morris,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Tilden L. (Skip) Hackworth	Superintendent	Mineral County Schools
Frank Marino	Administrative Assistant	Harrison County Schools
Constance H. Mundy	Elementary School Principal	Philippi Elementary School Barbour 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.

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%

NORTH JEFFERSON ELEMENTARY SCHOOL

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	45	40	45	40	100.00	27.50	30.00	17.50	20.00	5.00	42.50
04	54	53	54	53	100.00	37.74	32.08	22.64	5.66	1.89	30.19
05	48	44	48	44	100.00	40.91	20.45	22.73	13.64	2.27	38.64

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	45	40	45	40	100.00	47.50	20.00	27.50	0.00	5.00	32.50
04	54	53	54	53	100.00	60.38	18.87	9.43	7.55	3.77	20.75
05	48	44	48	44	100.00	31.82	29.55	18.18	18.18	2.27	38.64

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	137	50	87
White	110	45	65
Black	20	1	19
Special Education	44	13	31
SES	73	15	58

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	137	41	96
White	110	36	74
Black	20	4	16
Special Education	44	9	35
SES	73	12	61

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.

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.

- 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.

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).

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

- 7.1.1. Curriculum based on content standards and objectives** (emphasis on textbooks basis for curriculum, rather than West Virginia 21st Century content standards and objectives (CSOs).
- 7.2.3. Lesson plans and principal feedback** (insufficient or incomplete lesson plans).
- 7.6.3. Evaluation** (ten of 11 teachers on observation cycle did not have first observation before November 1).

The Team presented one recommendation (7.1.2. High expectations – Recommended school investigate high quality programs to improve achievement of students), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

North Jefferson Elementary School's Education Performance Audit concentrated on 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 North Jefferson 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 North Jefferson Elementary School and Jefferson 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.