



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
PAGE JACKSON ELEMENTARY SCHOOL
JEFFERSON COUNTY SCHOOL SYSTEM
JULY 2008**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Page Jackson Elementary School in Jefferson County was conducted on November 30, 2006.

A Follow-up Education Performance Audit of Page Jackson Elementary School was conducted April 28, 2008. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

This section presents the Education Performance Audit Team's findings.

37 JEFFERSON COUNTY

Susan Wall, Superintendent

203 PAGE JACKSON ELEMENTARY SCHOOL

Tara Aycok, Principal

Grades K - 02

Enrollment 476 (2007-08 2nd month enrollment report)

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

6.1. Curriculum

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)

The Team found that teachers were posting required materials lists for students to purchase at local stores. This is inconsistent with a free and appropriate public education provided by West Virginia Code. Jefferson County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school.

FOLLOW-UP REVIEW

COMPLIANCE. While a supply list continued to be sent home, it was noted on the top of the page that these were only suggested materials and that there would not be negative consequences for students not purchasing materials.

6.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The Team calculated instructional minutes from teachers' daily schedules and found that some classes did not have the minimum 315 minutes.

FOLLOW-UP REVIEW

COMPLIANCE. All classes exceeded 315 instructional minutes.

6.2. Student and School Performance

- 6.2.1. 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.

Several of the teachers could not articulate the basic components of the school's Five-Year Strategic Plan. Due to the staff's inability to discuss the plan's basic components, it was evident that the plan was not being used to guide school improvement throughout the building.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed could discuss the various educational goals contained in the school's Five-Year Strategic Plan.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Deficiencies noted in the West Virginia Department of Education Office of School Facilities review report had not been corrected. The Team noted that the stained ceiling tiles in the multi-purpose room were still in place.

Deficiencies noted in the West Virginia Department of Agriculture Donated Foods Program review had not been corrected. The Team noted that temperatures in the product storage areas were still not being recorded during holidays.

FOLLOW-UP REVIEW

COMPLIANCE. All items from the most recent regulatory agency reviews had been corrected.

RECOMMENDATION

6.1.12. Multicultural activities. Although teachers implemented individual activities relevant to multicultural education, they could not articulate the components of the county Multicultural Plan. The Team recommended that the administration provide staff development on the components of the countywide Multicultural Plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All staff interviewed could discuss the various components of the school's Multicultural Plan.

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 Page Jackson 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.

7.1.1. 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 Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan appeared to be an integral part of teachers' planning.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. 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 determined that Page Jackson Elementary School and Jefferson County have the capacity to correct the identified deficiencies. The importance of implementing the school's Five-Year Strategic Plan must be stressed to all staff members.

FOLLOW-UP CONCLUSION

Page Jackson Elementary School demonstrated that they had the capacity to correct the deficiencies found at the school.

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.

17.1.10. Specialized instructional areas. The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have folding chairs or acoustical treatment. The physical education facilities did not have a display case or a ceiling height of 24 feet. (Does not adversely impact program delivery.)

FOLLOW-UP CONCLUSION

All facilities issues remained the same as identified during the original Education Performance Audit.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
37-203 Page Jackson 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 Page Jackson Elementary School.