

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PAGE JACKSON ELEMENTARY SCHOOL

JEFFERSON COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	6
Initiatives for Achieving Adequate Yearly Progress	6
Indicators of Efficiency	7
Building Capacity to Correct Deficiencies.....	8
Identification of Resource Needs	9
Early Detection and Intervention	10
Education Performance Audit Summary	10

INTRODUCTION

An announced Education Performance Audit of Page Jackson Elementary School in Jefferson County was conducted April 6, 2011. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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 – 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

203 PAGE JACKSON ELEMENTARY SCHOOL

Tara Aycock, Principal

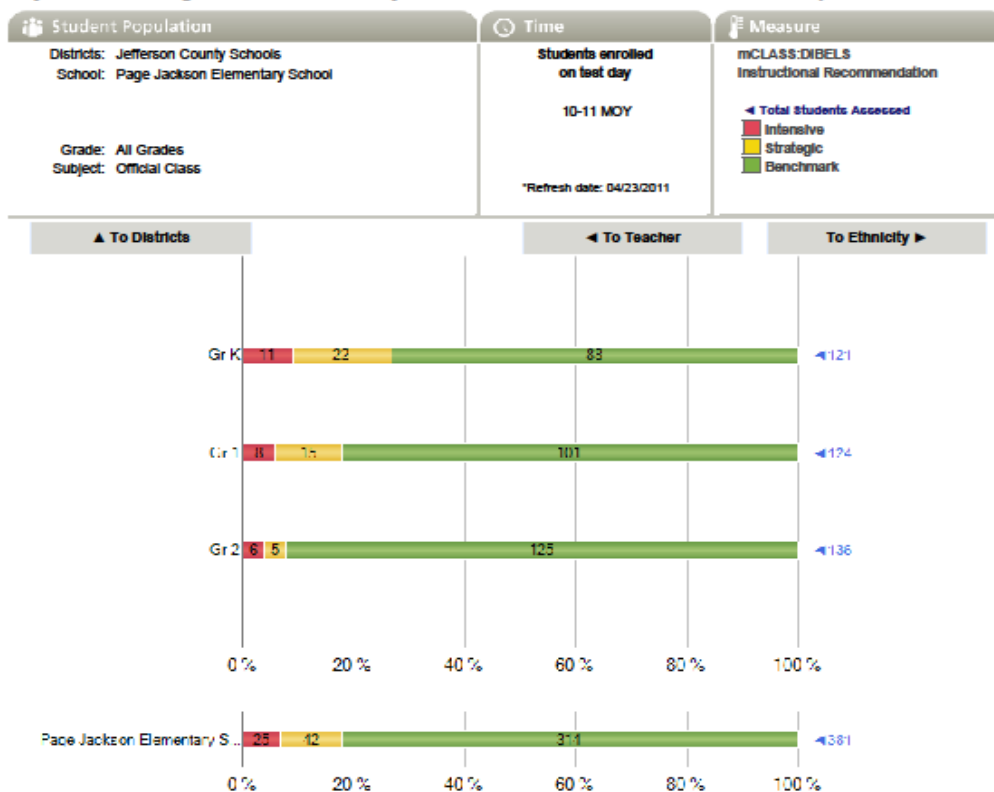
Grades PK - 02

Enrollment 525 (2nd month 2009-2010 enrollment report)

Comparing Populations on mCLASS:DIBELS

By Grade For Page Jackson Elementary School

Jefferson County Sch..., WV



Institutions with no data are not included.

Page 1 of 1

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techSteps Results

Grade	Number of Students	YTD Projects Assessed	YTD AVG Projects per Student	Standard Deviation (Pop)	YTD AVG Cyber Safety Lessons per Student	AVG Profile Attainment Points
K	145	588	4.06	1.15	0.00	NA
1	163	701	4.30	1.29	0.00	NA
2	146	693	4.75	1.52	0.00	NA

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

1. Policies and Procedures.
2. School Climate.
3. Literacy and Numeracy.
4. Technology.
5. Multiculture/Harassment/Diversity.

During the 2010-2011 school year, the school's goal of 80 percent mastery in numeracy and literacy was achieved by each grade level Kindergarten through Grade 2. Mathematics assessments results showed schoolwide achievement at 88 percent mastery from each type of assessment. The DIBELS assessment schoolwide reading achievement was 82 percent mastery. Schoolwide, Page-Jackson Elementary students completed an average of five techSteps modules with a due date of all six by May 25th. Attainment points for Grades K - 02 on techSteps were not applicable.

The Kindergarten level average was 93 percent for Math Readiness in all skills tested. A few skills on the mathematics assessment required teaching the concepts again for student mastery. These included: Understands place value; understands the concept of addition, and understands the concept of subtraction. These three skills became a focus in the revised school's Five-Year Strategic Plan objectives for Kindergarten. The DIBELS reading assessment showed that the Kindergarten students achieved 72 percent which showed they did not need intervention, 18 percent needed some intervention, and 9 percent needed intensive reading intervention.

In Grade 1, 87 percent of the students met standards in mathematics. One skill measurement was 66 percent and will be addressed in the revised Five-Year Strategic Plan. The DIBELS scores were 82 percent mastery in reading for Grade 1.

In Grade 2, 83 percent of the students met standards in mathematics. Two skills showed lower scores of 79 percent (algebra and measurement), which will be addressed in the Five-Year Strategic Plan. The DIBELS scores were 92 percent mastery in reading for Grade 2.

Overall the school was achieving 80 percent mastery in all academic areas.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.1. **Curriculum based on content standards and objectives.** Every teacher in the building was delineating the West Virginia 21st Century content standards and objectives (CSOs) by a list that showed when the CSO was covered. Each teacher was keenly aware of the students needs based on the CSOs. Teachers were reacting to the students' mastery of the CSOs by adjusting instruction and then reevaluating student success.
- 7.1.2. **High expectations.** All teachers held high expectations for all students. The Team observed all students on task the entire day of the Education Performance Audit. General education teachers and resource/special education teachers showed high levels of collaboration. Classroom observations and teacher, principal, and student interviews clearly showed that all students were expected to do their best work and were given positive reinforcement and high quality assistance and instruction.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

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.

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 principal and staff of Page Jackson were extremely knowledgeable of the students' mastery levels and specific skills that required intervention for mastery. Programs and practices were in place to increase student achievement and curriculum and instruction were adjusted to assure student mastery of the content standards and objectives (CSOs). The school also revised the Five-Year Strategic Plan for specific skill areas that showed a need for improvement on student assessments.

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 Page Jackson 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.**

Page Jackson Elementary demonstrated the capacity to maintain high student achievement and provide a safe and educationally stimulating learning atmosphere.

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.

19.1.10. Specialized instructional areas. The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have music chairs with folding arms and was not acoustically treated.

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.

Page Jackson Elementary School was taking a proactive approach to the educational process and implemented high quality staff development and programs to assure that all students achieve at high levels.

Education Performance Audit Summary

The Team presented two commendations (7.1.1. Curriculum based on content standards and objectives – Every teacher in school was delineating CSOs and showing when they were covered and 7.1.2. High expectations – All students were on task; general education and special education teachers showed high levels of collaboration). The Assessment results presented showed that the school qualifies for Exemplary Accreditation status next school year (2011-2012).