



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SOUTH 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 South Jefferson Elementary School in Jefferson County was conducted April 7, 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 declining 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.

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 declining student 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

<b>Name</b>	<b>Title</b>	<b>School/County</b>
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

#### 207 SOUTH JEFFERSON ELEMENTARY SCHOOL – Passed

Richard Jenkins, Principal

Grades K - 05

Enrollment 530 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	237	250	249	99.60	65.25	Yes	Yes	✓
White	216	226	225	99.55	65.58	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	35	36	36	100.00	34.28	NA	NA	NA
Low SES	69	79	79	100.00	42.02	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	237	250	249	99.60	68.22	Yes	Yes	✓
White	216	226	225	99.55	68.37	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	35	36	36	100.00	31.42	NA	NA	NA
Low SES	69	79	79	100.00	52.17	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.1%**

**37 JEFFERSON COUNTY**  
Susan Wall, Superintendent  
**207 SOUTH JEFFERSON ELEMENTARY SCHOOL – Needs Improvement**  
Richard Jenkins, Principal  
Grades K - 05  
Enrollment 530 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	252	266	262	98.49	38.49	Yes	Yes	✓
White	222	233	230	98.71	38.73	Yes	Yes	✓
Black	14	15	14	93.33	42.85	NA	NA	NA
Hispanic	10	11	11	100.00	30.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	38	37	97.36	29.41	NA	NA	NA
Low SES	84	94	91	96.80	19.04	Yes	No	✗
LEP	10	11	11	100.00	10.00	NA	NA	NA
<b>Reading/Language Arts</b>								
All	252	266	262	98.49	37.30	Yes	Yes	✓
White	222	233	230	98.71	38.73	Yes	Yes	✓
Black	14	15	14	93.33	21.42	NA	NA	NA
Hispanic	10	11	11	100.00	30.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	38	37	97.36	11.76	NA	NA	NA
Low SES	84	94	91	96.80	23.80	Yes	Confidence Interval	✓
LEP	10	11	11	100.00	10.00	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 98.2%**

SOUTH 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	96	90	94	90	97.92	15.56	37.78	28.89	11.11	6.67	46.67
04	88	84	87	84	98.86	23.81	40.48	23.81	5.95	5.95	35.71
05	82	78	81	78	98.78	34.62	33.33	15.38	11.54	5.13	32.05

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	96	90	94	90	97.92	21.11	36.67	25.56	14.44	2.22	42.22
04	88	84	87	84	98.86	39.29	29.76	22.62	8.33	0.00	30.95
05	82	78	81	78	98.78	30.77	30.77	16.67	16.67	5.13	38.46

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).

<b>Mathematics</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>252</b>	<b>97</b>	<b>155</b>
<b>White</b>	<b>222</b>	<b>86</b>	<b>136</b>
<b>Black</b>	<b>14</b>	<b>6</b>	<b>8</b>
<b>Hispanic</b>	<b>10</b>	<b>3</b>	<b>7</b>
<b>Special Education</b>	<b>34</b>	<b>10</b>	<b>24</b>
<b>SES</b>	<b>84</b>	<b>16</b>	<b>86</b>
<b>LEP</b>	<b>10</b>	<b>1</b>	<b>9</b>

<b>Reading/Language Arts</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>252</b>	<b>94</b>	<b>158</b>
<b>White</b>	<b>222</b>	<b>86</b>	<b>136</b>
<b>Black</b>	<b>14</b>	<b>3</b>	<b>11</b>
<b>Hispanic</b>	<b>10</b>	<b>3</b>	<b>7</b>
<b>Special Education</b>	<b>34</b>	<b>4</b>	<b>30</b>
<b>SES</b>	<b>84</b>	<b>20</b>	<b>64</b>
<b>LEP</b>	<b>10</b>	<b>1</b>	<b>9</b>

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that South Jefferson Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. South Jefferson Elementary School failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics. South Jefferson Elementary School achieved AYP in the SES 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 in reading/language arts, and the racial/ethnicity Hispanic (H), limited English proficiency (LEP), and the special education (SE) subgroups in both mathematics and reading/language arts need attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 53.33 percent in mathematics and 57.78 percent in reading; Grade 4 – 64.29 percent in mathematics and 69.05 percent in reading; Grade 5 – 67.95 percent in mathematics and 61.54 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Policies and Procedures.
2. Professional Learning Communities.
3. Positive Behavior Plan.
4. WESTEST/Reading Academy.
5. Math Series Curriculum Mapping.
6. Grades 03-05 Small Group Instruction.
7. Grades K-02 Writing Process.
8. Writing Roadmap.
9. Data Review Team.
10. School Climate.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that South Jefferson Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.8.1. Leadership.** The principal provided high quality leadership and was highly aware of the students' and staff's needs. The principal and lead teacher had developed individual student folders that contained a multitude of achievement data on each student. All curricular decisions were based on this data and high quality staff development was provided to enable the staff to deliver the curriculum specific to students' needs.

## 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 South 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.**

The principal and teachers were data driven and were keenly aware of the students' needs, based on achievement data. The Team observed high quality instruction in all classrooms and all students were fully engaged in the learning process. The Team believed that student achievement will increase.

## 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 South 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.**

Given the ability of the administration and teachers to identify the areas of school and student weaknesses identified by student achievement data and the high quality instruction buildingwide, the Team believed that the school has the capacity to increase student achievement. The school must examine student skill mastery through frequent monitoring the effectiveness of programs and practices.

## 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.**

- 19.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.14. Food service.** Food and non-food storage was inadequate.

### **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 of South Jefferson Elementary School had researched the reasons for the low student WESTEST2 student percent proficient test scores and had modified the curriculum to address this achievement issue.

### **Education Performance Audit Summary**

The Team presented one commendation (7.8.1. Leadership – Developed student portfolios that contained achievement data on each student. Curriculum based on data and high quality staff development provided), and presented observations regarding an indicator of efficiency, capacity building resources, and early detection and intervention.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education approve South Jefferson Elementary School's Education Performance Audit report.