



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**T. A. LOWERY ELEMENTARY SCHOOL**

**JEFFERSON COUNTY SCHOOL SYSTEM**

**JUNE 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of T. A. Lowery Elementary School in Jefferson County was conducted November 1, 2011.

A Follow-up Education Performance Audit of T. A. Lowery Elementary School was conducted April 12, 2013. 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 – Carroll Staats

### 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

#### 209 T. A. LOWERY ELEMENTARY SCHOOL – Passed

Kristen Martin, Principal

Grades PK - 05

Enrollment 732 (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	268	292	288	98.63	52.65	Yes	Yes	✓
White	236	252	249	98.80	54.93	Yes	Yes	✓
Black	13	17	17	100.00	23.07	NA	NA	NA
Hispanic	14	17	16	94.11	53.84	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	54	52	96.29	27.65	Yes	NA	✓
Low SES	93	107	105	98.13	35.16	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	268	292	288	98.63	40.53	Yes	Yes	✓
White	236	252	249	98.80	42.91	Yes	Yes	✓
Black	13	17	17	100.00	7.69	NA	NA	NA
Hispanic	14	17	16	94.11	30.76	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	54	52	96.29	23.40	Yes	NA	✓
Low SES	93	107	105	98.13	21.97	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.6%**

**37 JEFFERSON COUNTY**

Susan Wall, Superintendent

**209 T. A. LOWERY ELEMENTARY SCHOOL – Needs Improvement**

Kristen Martin, Principal

Grades PK - 05

Enrollment 583 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	194	209	207	99.04	33.67	Yes	Confidence Interval - Averaging	✓
White	167	177	176	99.43	34.93	Yes	Confidence Interval - Averaging	✓
Black	11	13	12	92.30	0.00	NA	NA	NA
Hispanic	10	11	11	100.00	50.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	46	44	95.65	17.07	NA	NA	NA
Low SES	86	93	92	98.92	32.55	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	194	209	207	99.04	39.37	Yes	No	✗
White	167	177	176	99.43	42.16	Yes	Confidence Interval	✓
Black	11	13	12	92.30	18.18	NA	NA	NA
Hispanic	10	11	11	100.00	30.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	46	44	95.65	17.07	NA	NA	NA
Low SES	86	93	92	98.92	32.55	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.9%**

**37 JEFFERSON COUNTY**  
Susan Wall, Superintendent  
**209 T. A. LOWERY ELEMENTARY SCHOOL – Passed**  
Kristin Martin, Principal  
Grades PK - 05  
Enrollment 583 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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	210	226	224	99.11	41.62	Yes	Confidence Interval - Averaging	✓
White	175	187	185	98.93	43.10	Yes	Confidence Interval	✓
Black	14	15	15	100.00	14.28	NA	NA	NA
Hispanic	11	14	14	100.00	45.45	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	48	46	95.83	19.04	NA	NA	NA
Low SES	86	98	96	97.95	37.64	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	210	226	222	98.23	55.28	Yes	Yes	✓
White	175	187	183	97.86	56.64	Yes	Yes	✓
Black	14	15	15	100.00	42.85	NA	NA	NA
Hispanic	11	14	14	100.00	54.54	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	48	44	91.66	17.07	NA	NA	NA
Low SES	86	98	96	97.95	55.29	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 99.2%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that T.A. Lowery Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. T.A. Lowery Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) subgroup in reading/language arts and in the economically disadvantaged (SES) subgroup in mathematics. T.A. Lowery Elementary achieved AYP in the AS subgroup in mathematics and in the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval and/or averaging. T.A. Lowery achieved AYP in the SES subgroup in reading/language arts by safe harbors.

Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B), Hispanic (H), and special education (SE) subgroups 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 – 83.08 percent in mathematics and 53.85 percent in reading; Grade 4 – 62.86 percent in mathematics and 74.29 percent in reading; Grade 5 – 51.72 percent in mathematics and 51.72 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 reported by the principal.

1. Anti-Bullying Training.
2. TechSteps.
3. Live Grades.
4. Strategies for Behavior Disorders.
5. Pre-K Symposium.
6. New Teacher/Mentor Support.
7. Destiny.
8. Cultural Diversity.
9. Team Building.
10. Kagan Cooperative Strategies.
11. School-Based Technology.
12. Speech Pathologist Meeting.
13. Fine Arts Festival.

14. American Sign Language II.
15. WESTEST2 Training.
16. Online IEP.
17. America Competes.
18. Special Education Classroom Strategies.
19. K-02 Music Seminar.
20. Early Learning Scale for Pre-K.
21. Reading for ESL Students.
22. STAR Assessment.
23. Compass Learning/Odyssey.
24. Everyday Math.
25. WVEIS Health on WOW.
26. Initial Smart Board Training.
27. 21<sup>st</sup> Century Learning.

## **FOLLOW-UP REVIEW**

### **ACHIEVED STANDARD.**

**T. A. Lowery Elementary School achieved adequate yearly progress (AYP) in 5.1.1. Achievement. The percentage of students scoring at the proficient level in mathematics increased for all subgroups, except the racial/ethnicity Hispanic (H) subgroup which declined 4.55 percent. The percentage of the all students (AS) subgroup scoring at the proficient level in mathematics increased 7.95 percent, the racial/ethnicity white (W) subgroup increased 8.17 percent, the racial/ethnicity black (B) subgroup increased 14.28 percent, the special education (SE) subgroup increased 1.97 percent, and the economically disadvantaged (SES) subgroup increased 5.09 percent. The percentage of students scoring at the proficient level increased in reading/language arts for all subgroups except the SE subgroup which remained the same. The AS subgroup increased 15.91 percent, the W subgroup increased 14.48 percent, the B subgroup increased 24.67 percent, The H subgroup increased 14.54 percent, and the SES subgroup increased 22.74 percent.**

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

- 1. Analyzing and Using Student Assessment Data.**
- 2. Analyzing Acuity results, matching with CSOs and devising strategies to improve.**
- 3. Test Talks.**
- 4. Instructional Strategies Inventory.**
- 5. Using Technology – Smart Boards.**
- 6. Web Page Design.**
- 7. Writing Across the Curriculum.**
- 8. WV Writes.**

9. **Total Participation Techniques.**
10. **Harassment.**
11. **Common Core Standards.**
12. **Integrating social studies with reading/language arts.**
13. **Math Talks.**
14. **Principals as Reflective Observers.**
15. **APL Training.**



## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. Curriculum

**7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

Instruction in seven classes was not varied and did not challenge students to think at higher levels. Staff development was severely needed to assist teachers in providing a challenging and interesting curriculum.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The school provided embedded staff development in instructional strategies and higher level thinking skills as the school administrator and county curriculum and instruction staff worked with the school teams to analyze student achievement data and design strategies with higher order thinking skills to address areas of student achievement. The staff received training in using the Instructional Practices Inventory (IPI) and used the IPI to analyze classroom instruction. A result of using the IPI showed student disengagement was reduced from 12.5 percent on the first analysis to 5 percent on the most recent analysis and student learning conversations increased from 8 percent to 18.5 percent. The staff has been learning the process of deconstructing the content standards and objectives (CSOs) and identifying higher order thinking skills which were used in bellringers for the various classes. The principal and county office instructional staff monitor classroom instruction with frequent classroom walkthroughs. Additionally, the principal reviewed teacher lesson plans monthly.

**7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Six teachers did not vary instructional strategies. Teacher directed instruction was the predominant instructional strategy in these classes.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team visited classrooms, interviewed teachers, and reviewed lesson plans. The Team found students involved in multiple activities and the teachers managing and instructing the learning activities. Instructional activities were varied approximately every 15 minutes to keep students interested and actively engaged.

**7.1.8. 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)**

While all teachers stated that students were not “punished” for not bringing materials to school, at least five teachers had posted materials lists on the school website for parents that were not clearly identified as “suggested”. When read, it was evident from a parent’s point of view that these were required materials lists.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team was told the problem was created when the materials lists were posted with disclaimers either at the bottom or on the back of the page which were not visible in the posting.

All suggested materials lists provided on the county or school websites, provided to parents by teachers, or distributed in any other way must have a disclaimer clearly visible that states, “Your school is not requiring you to purchase any of the items on this list. The purpose of this list is to inform you of the developmentally correct supplies, if you wish to purchase them, for your child. Likewise, the law does not prohibit teachers from developing lists of items that parent/guardians may wish to purchase and/or donate for use by the school or your child’s classmates.”

**7.1.13. 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)

Four teachers were not meeting the 315 instructional minutes. Activities that included rest room breaks, physical activity/recess, and preparation for the end of day occupied a portion of the designated instructional time.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed the classroom schedules for all teachers in which the schedules did not meet the daily 315 instructional minutes and a sampling of other teachers' classroom schedules. All schedules reviewed met the required 315 instructional minutes per day.

## 7.2. Student and School Performance

- 7.2.1. **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.**

Six teachers could not articulate the school's Five-Year Strategic Plan goals. The principal stated that she revised the plan with no assistance from the Parent Teacher Organization (PTO), staff, or Local School Improvement Council (LSIC).

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The faculty reviewed and revised the Five-Year Strategic Plan. The local school improvement council (LSIC) was involved in the plan's revision and reviewed the work in progress and made suggestions during the revision process. Teachers were actively involved in the revision and were knowledgeable of the goals and steps needed to reach the goals in the revised plan. School goals were included on all agendas for staff meetings and were reviewed frequently.

## 7.6. Personnel

**7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The Team identified the licensure issues listed in the chart.

<b>Educator</b>	<b>Courses/Content Teaching</b>	<b>Certification/Status</b>	<b>Findings</b>	<b>Recommendations</b>
Educator	2625, 3005, 4005, 4405, 4805, 6005, 7005	Math 5-9 Social Studies 5-9	Not certified to teach English 5, Science 5.	Apply for K-6 endorsement.
Educator	2630	Vocational Agriculture 07-12	Not certified to teach elementary or special education.  OHI* designation does not appear in course codes.	Needs to apply for a permit for Elem K-6 and OHI*.  Add in OHI* to the 6 <sup>th</sup> digit course codes unless these students are just being case managed.

OHI – Denotes Other Handicapped Impairment

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The first educator listed was no longer an employee at T. A. Lowery Elementary School.

The second educator listed was no longer in this job, but was working as a long term substitute in another special education job that had been posted and continued to be posted for which no certified teacher has applied.

**7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

Two new teachers stated that they were meeting as required with their mentors; however, the principal was not involved in any of the meetings. Another teacher did not have an assigned mentor last year (2010-11) as it was the teacher's first year in West Virginia schools, nor did the teacher have a mentor this year (2011-12).

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The teacher cited came to Jefferson County from out of state and had seven years teaching experience in the other state in which he had taught.

**T A. Lowery Elementary School had two new teachers this school year. Both new teachers had mentors who were employed and assigned by the county. The mentors and new teachers were meeting as required and the mentors were observing in the classrooms and offering advice to the new teachers. The principal met with the new teacher support team on a monthly basis.**

## 7.8. Leadership

### 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

While the principal was knowledgeable of the needs of the school and of the teachers and had implemented programs and practices, support and assistance are needed to guide the principal in implementing these items. The Jefferson County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education will need to be contacted to schedule assistance and support.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Jefferson County Central Office staff, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education were contacted and provided support and professional development to the principal.

Constant support has been provided by the Jefferson County Central Office staff. The curriculum and instruction coordinator provided assistance with classroom walkthroughs and implementation of new programs. The county has provided the principal with Administrator APL Training.

RESA 8 provided training on implementing West Virginia Board of Education Policy 4373, training in the Common Core Next Generation Standards, and special education. The principal has participated in the RESA 8 book study, *Rigorous Classroom*, and is involved in the cohort, "Principals as Reflective Observers".

The principal will be attending the new evaluation training provided by the West Virginia Center for Professional Development in June 2013.

The West Virginia Department of Education provided professional development on disaggregating WESTEST2 data, Test Talks, and training on the Instructional Practices Inventory (IPI).

## 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 T. A. Lowery 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.**

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. While there were teachers who varied instruction and challenged students, buildingwide staff application of these areas would greatly benefit students and increase student achievement. The principal stated that no mathematics based staff development had occurred this current school year. Given the low mathematics percent proficient, most notably at Grade 3 (16.92 percent proficient), students would profit from meaningful and sustained staff development provided to all teachers and then the practices implemented in classroom instruction.

## **FOLLOW-UP REVIEW CONCLUSION**

**Teachers participated in professional development on making classroom instruction more effective by varying instructional strategies and using multiple activities. They also participated in the Instructional Practices Inventory (IPI) and found ways to improve student engagement and active involvement. Acuity was used for benchmarking, and this data were then used by the teacher data teams to identify student weaknesses and devise strategies to address those weaknesses. Staff development on teaching Everyday Math was provided to the entire staff.**



### **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 T. A. Lowery 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 determined that T.A. Lowery Elementary School and Jefferson County have the capacity to correct the identified deficiencies. However, the principal and central office staff must not only provide the assistance needed, but monitor that high quality curriculum delivery is implemented and all students are challenged to reach their highest potential. The Team recommended that the Jefferson County School System, Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA 8 in developing the school's capacity to improve the school's achievement of all students.

### **FOLLOW-UP REVIEW CONCLUSION**

**The staffs of T. A. Lowery Elementary School and Jefferson County School District seriously addressed the deficiencies identified in the original Education Performance Audit report. T. A. Lowery Elementary School received assistance from the Jefferson County Central Office staff, RESA 8, the Center for Professional Development, and the West Virginia Department of Education in addressing the deficiencies and improving instruction and student learning.**

## 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.**

- 19.1.5. Library/media and technology center.** Copying equipment was not available.
- 19.1.10. Specialized instructional areas.** The physical education facilities did not have provisions for two or more teaching stations and a data projector or 50 inch screen monitor. (Did not adversely impact program and student performance.)

**FOLLOW-UP REVIEW CONCLUSION**

The physical education facility has a flexible room divider which rolls down from the ceiling to provide two teaching stations for physical education. Another moveable wall between the physical education facility and cafeteria provided an area which has a data projector for use in physical education.

## 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.**

Given the achievement levels of students in mathematics and reading/language arts, T.A. Lowery Elementary School and Jefferson County must implement high yield instructional practices and curriculum that will improve students' achievement.

WESTEST2 percent proficiency in mathematics declined substantially from the 2010 assessment to 2011 (all students (AS) subgroup declined by 12.12 percent).

Reading/language arts percent proficient remained near the same levels. An examination of proficiency showed grade level and subject area early detection areas. These include mathematics at Grade 3 and reading at Grade 4.

This report identified specific areas in curriculum, instruction, and administrative practices directly related to student achievement. These included: High expectations and varying instruction, use of the instructional day for teaching, involvement in developing the school's strategic plan, and a void in staff development in mathematics.

Jefferson County must actively pursue assistance from RESA 8, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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

## FOLLOW-UP REVIEW CONCLUSION

**The T. A. Lowery Elementary School staff has worked diligently to improve all areas of deficiency found by the Education Performance Audit Team, and their efforts produced improved student achievement on the WESTEST2. The percent of students scoring at the proficient level substantially improved in both mathematics and reading/language arts; however, improvement efforts will need to continue. With the additional skills the staff has gained, it is expected that the WESTEST2 scores will show further improvement this year (2012-2013). Through the training provided by the county, RESA 8, and the State, the staff has learned techniques to improve instruction and make learning more interesting and challenging to students. The strategic plan was being used to guide the school and more improvement is expected as the staff data teams become more efficient in analyzing student needs and devising instructional strategies to address those needs.**

## SCHOOL ACCREDITATION STATUS

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
<b>T. A. Lowery</b>	<b>Full Accreditation</b>			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of T. A. Lowery Elementary School.