



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FLINN ELEMENTARY SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JANUARY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Flinn Elementary School in Kanawha County was conducted November 9, 2010. 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 persistently 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 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 – Jack Deskins, Coordinator, Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sarah Lyons, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Lisa Youell, CAG Liaison, Office of Title II, III, and System Improvement

TEAM MEMBERS

Name	Title	School/County
Frankie H. Appel	Elementary School Coordinator	Greenbrier County
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Leatha G. Williams	Elementary School Principal	Rupert Elementary School Greenbrier County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

39 KANAWHA COUNTY

Dr. Ron Duerring, Superintendent

226 FLINN ELEMENTARY SCHOOL – Passed

Maria Bird, Principal

Grades K - 05

Enrollment 546 (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	270	280	280	100.00	65.18	Yes	Yes	✓
White	268	278	278	100.00	64.92	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	43	44	44	100.00	32.55	NA	NA	NA
Low SES	123	133	133	100.00	50.40	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	270	280	280	100.00	66.29	Yes	Yes	✓
White	268	278	278	100.00	66.41	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	43	44	44	100.00	37.20	NA	NA	NA
Low SES	123	133	133	100.00	56.09	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

39 KANAWHA COUNTY
Dr. Ron Duerring, Superintendent
226 FLINN ELEMENTARY SCHOOL – Needs Improvement
Maria Bird, Principal
Grades K - 05
Enrollment 551 (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	268	278	278	100.00	39.17	Yes	Yes	✓
White	265	274	274	100.00	39.24	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	21.21	NA	NA	NA
Low SES	140	149	149	100.00	27.14	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	268	278	278	100.00	37.68	Yes	Yes	✓
White	265	274	274	100.00	37.73	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	6.06	NA	NA	NA
Low SES	140	149	149	100.00	20.00	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.5%**

FLINN 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	86	84	86	84	100.00	8.33	40.48	27.38	13.10	10.71	51.19
04	91	87	91	87	100.00	24.14	48.28	14.94	6.90	5.75	27.59
05	101	97	101	97	100.00	22.68	38.14	23.71	12.37	3.09	39.18

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	86	84	86	84	100.00	29.76	25.00	20.24	9.52	15.48	45.24
04	91	87	91	87	100.00	42.53	27.59	20.69	8.05	1.15	29.89
05	101	97	101	97	100.00	32.99	28.87	25.77	8.25	4.12	38.14

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Flinn Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Flinn Elementary School failed to achieve AYP in the economically disadvantaged (SES) subgroup in reading/language arts. Flinn Elementary School achieved AYP in the SES subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans 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 – 48.81 percent in mathematics and 54.76 percent in reading; Grade 4 – 72.41 percent in mathematics and 70.11 percent in reading; Grade 5 – 60.82 percent in mathematics and 61.86 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. Reading Assistant.
2. Professional Learning Communities – Goal Setting.
3. Depth of Knowledge.
4. Five-Year Strategic Plan.
5. Monthly Monitoring and Collaboration Meetings.
6. Response to Intervention.
7. WESTEST2 Item Analysis.
8. 6 + 1 Writing.
9. On-line Cultural Diversity.
10. Pearson Successnet.
11. Positive Behavior Support.
12. Edline Orientation.
13. Acuity.
14. TechSteps.
15. Whiteboards.
16. Open House Parental Involvement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. High expectations.** All staff had high expectations for all students and provided good role models for students. The teachers' collaboration at the school was high quality and the Team commended the instruction that promoted higher level thinking skills evident in a majority of the classrooms. The principal was highly organized and, even though this was her first year as principal, was a strong curriculum leader.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None Identified.

RECOMMENDATIONS

- 7.1.5. Instructional strategies.** The art curriculum was not challenging and the teacher did not vary instruction for different grade level students. When asked about using the West Virginia 21st Century content standards and objectives (CSOs), the teacher was unclear about how they were to be implemented and was not aware of the 21st Century Skills. The Team recommended that the teacher receive staff development on varying instructional strategies, CSOs, and 21st Century Skills.
- 7.1.9. Programs of study.** The schedules for music, art, and physical education teachers did not provide equitable time for all students in these content areas. Some students had only 30 minutes of these classes per week. It would be very difficult to cover the West Virginia 21st Century content standards and objectives (CSOs) in this amount of time. The Team recommended that the school investigate methods to increase this time.

Exemplary Programs & Practices

7.1.3. Learning environment.

Title: SOAR - Flinn's Positive Behavior Support Program.

Description of Program

SOAR (Be **S**afe, Be **O**n Time, Be **A**ccountable, Be **R**espectful), Flinn Elementary School's schoolwide Positive Behavior Support program is data-based and designed to promote student academic success by instilling empowerment, self-discipline, effective decision-making skills, and accountability. After a one-year in depth study of the school's discipline data in 2008-2009, a Positive Behavior Support (PBS) committee of 10 staff members developed a schoolwide program, SOAR, which stands for Safe, On time, Accountable, and Respectful student behavior.

The program, implemented during the 2009-2010 school year, established expectations and guidelines based on offenses committed for each identified location of the school, including the bus. The staff believed that behavior must be taught just as West Virginia 21st Century content standards and objectives (CSOs) are taught. Starting on the first day of school, students participate in an intense SOAR Kick Off that consists of an introductory assembly, six daily lesson plans, and a culminating activity. Following the conclusion of the Kick Off, each student signs a SOAR contract and is given a SOAR stick. As students are seen exhibiting positive behaviors, teachers, administrators, and other school staff members praise them for their performance and students move their sticks to the next level of "altitude".

At the beginning of each nine weeks teachers and administrators set a goal of how many times a child should reach the top level (Level 4 - I'm SOARING high!) to participate in the SOAR Celebrations. Data are tracked through a sticker chart in each teacher's classroom. SOAR Celebrations are held following each nine weeks grading period. Celebrations are always tied to the CSOs and the Wellness Policy.

Teachers implement layered rewards weekly and monthly within the classrooms. The purpose of the program is to motivate students to behave positively, to reach those students who struggle with behavior and need more frequent reinforcement, decrease the number of discipline referrals in all categories and locations, and decrease the number of students who have excessive tardiness throughout the school year.

Summary of Results

Data collected during the first year of implementation (2009-2010) showed that 63 percent of the student population attended the Beginning of Year (First Nine Weeks) Celebration and 89 percent attended the End of Year (Fourth Nine Weeks) Celebration. The number of students who qualified for the SOAR Celebrations increased by 26 percent during the 2009-2010 school year. In addition, the SOAR program has been effective in decreasing the number of students who exhibited excessive tardies. Excessive is defined as having 10 or more tardies. In the 2008-2009 school year 81

students fell in this category. Data analyzed showed 42 students had 10 or more tardies during the 2009-2010 school year; 39 students less after one year of program implementation and a 48 percent decrease in tardiness.

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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 Flinn Elementary School in providing a thorough and efficient system of education. Kanawha 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 Kanawha 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.

This was the first year for the principal at the school. Through interviews and observations the Team found that high expectations existed for all staff and students and high quality instruction was in place. Staff development had been implemented to address student achievement and the Team saw evidence of the effectiveness of this staff development.

After the first day of the spring 2010 WESTEST2 testing, the Sissonville area experienced severe flooding and the assessment had to be abandoned until the students returned to school. Given the stress and inconvenience of this occurrence, the staff believed and the Team concurred, that the situation contributed to a major negative effect on overall student performance on the WESTEST2.

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 Flinn 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 Flinn Elementary School and Kanawha County have the capacity to improve student and school performance. The principal and teachers at Flinn Elementary School will need to continue to connect the performance data to curriculum and instruction and evaluate the effectiveness of the instruction.

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.

19.1.2. Administrative and service facilities. The administrative office area did not include an adequate reception/waiting area and administrative personnel were not provided sufficient work space and privacy.

19.1.10. Specialized instructional areas. The current art, music, and physical education facilities lacked materials and equipment; however, the construction taking place at the school will correct this and all materials in the facilities checklist will be provided.

19.1.15. Health service units. The health services unit did not have curtained or small rooms with cots or a refrigerator with locked storage.

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.

None identified.

Education Performance Audit Summary

The Team presented one commendation (7.1.2. High expectations), two recommendations (7.1.5. Instructional strategies and 7.1.9. Programs of study), an Exemplary Program & Practice (7.1.3. Learning environment), noted an indicator of efficiency, and offered capacity building resources.

Flinn Elementary School's Education Performance Audit was limited in scope to 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 Flinn 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 approve Flinn Elementary School's Education Performance Audit report.