



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WATTS ELEMENTARY SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JANUARY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Watts Elementary School in Kanawha County was conducted November 8, 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 low student achievement and the subgroups 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 – Edwina Howard-Jack, 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

274 WATTS ELEMENTARY SCHOOL – Needs Improvement

Kelly Haynes, Principal

Grades PK - 05

Enrollment 235 (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	63	73	73	100.00	36.50	Yes	No	X
White	45	49	49	100.00	46.66	NA	NA	NA
Black	17	22	22	100.00	5.88	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	55	60	60	100.00	34.54	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	63	73	73	100.00	47.61	Yes	Confidence Interval	✓
White	45	49	49	100.00	60.00	NA	NA	NA
Black	17	22	22	100.00	11.76	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	55	60	60	100.00	47.27	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.1%

39 KANAWHA COUNTY
Dr. Ron Duerring, Superintendent
274 WATTS ELEMENTARY SCHOOL – Needs Improvement
Kelly Haynes, Principal
Grades PK - 05
Enrollment 204 (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	67	79	77	97.46	16.92	Yes	No	X
White	41	51	50	98.03	22.50	Yes	NA	✓
Black	25	27	26	96.29	4.16	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	11	100.00	9.09	NA	NA	NA
Low SES	57	67	65	97.01	16.36	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	67	79	74	93.67	15.87	By Average	No	X
White	41	51	47	92.15	18.42	By Average	NA	✓
Black	25	27	26	96.29	8.33	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	9	81.81	0.00	NA	NA	NA
Low SES	57	67	63	94.02	13.20	By Average	No	X
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.8%

WATTS 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	33	29	33	29	100.00	48.28	31.03	6.90	3.45	10.34	20.69
04	24	21	23	20	95.83	60.00	30.00	5.00	5.00	0.00	10.00
05	22	17	21	16	95.45	37.50	43.75	12.50	6.25	0.00	18.75

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	33	29	29	26	87.88	53.85	26.92	3.85	15.38	0.00	19.23
04	24	21	24	21	100.00	61.90	28.57	4.76	4.76	0.00	9.52
05	22	17	21	16	95.45	56.25	25.00	18.75	0.00	0.00	18.75

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Watts Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) and the economically disadvantaged (SES) subgroups in mathematics for two consecutive years, and in reading/language arts for the 2009-2010 school year. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the December 2010 State Board meeting. 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 – 79.31 percent in mathematics and 80.77 percent in reading; Grade 4 – 90.00 percent in mathematics and 90.48 percent in reading; Grade 5 – 81.25 percent in mathematics and 81.25 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. Scholastic Math Inventory.
2. DIBELS.
3. Technology Cadre.
4. Professional Learning Communities.
5. Everyday Math.
6. Slingerland.
7. Beginning Teacher Academy.
8. Guided Reading.
9. Reading Demonstration Coach.
10. Aspergers Syndrome.
11. Motor Based Learning.
12. Thinking Math.
13. Mathematics Conference.
14. Reading Conference.
15. Tiered Behavior.
16. Response to Intervention.
17. International Dyslexia Conference.
18. Whiteboard.
19. Edline.
20. TechSteps.
21. Pearson Success Net.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Two teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) properly. The textbook was the basis for the curriculum in these classes rather than the CSOs. The Team noted that these were beginning teachers and the principal and central office staff are providing them support. The Team was confident that experience combined with guidance in instructional delivery will resolve this issue.

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 adequately yearly progress (AYP).

Mathematics		
	Students Proficient	Students Not Proficient
All	11	56
White	9	32
Black	1	24
Special Education	1	10
SES	9	48

Reading/Language Arts		
	Students Proficient	Students Not Proficient
All	11	56
White	8	33
Black	2	23
Special Education	0	11
SES	8	49

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)

One class had little to no instruction during the day of the Education Performance Audit. Students were off task and disorderly and the teacher and Title I teacher did not bring the classroom under control. Incorrect information was given to the students during instruction and the teacher apologized to at least two different classes. The Team expressed serious concerns regarding this class.

The Team observed that teachers in at least six classes appeared to have deficiencies in content knowledge. This was demonstrated through mistakes with the content in instruction and curriculum.

Seven teachers did not vary instruction. Teacher directed instruction was predominate in these classes.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Instruction in writing was not being conducted at least one time per week in many of the classes. The principal informed the Team that writing instruction was on the list of items to be implemented by the staff, which consisted of mostly new teachers.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Although the school had a student to computer ratio of 1.6:1, the Team observed minimal technology application in instruction during the day of the Education Performance Audit. Teachers and students stated that technology was not being used to a great extent.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

The principal and teachers reported that science and social studies were not being taught at the school. The main reason was that the focus on the school was mathematics and reading/language arts.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A Multicultural Plan was not in place at the school.

- 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)

One class schedule indicated only 300 instructional minutes per day, consequently, 15 minutes of required instruction was lost daily. The lesson plans in this class indicated a high amount of textbook instruction with minimal detail regarding the lessons to be taught.

The Team reported an inordinate amount of student movement for intervention support throughout the day. This movement, in conjunction with the lost time getting ready to move and getting set back up, resulted in a great amount of lost instructional time. The Team recommended that this practice be reviewed to investigate ways to reduce the amount of lost instructional time and transition students smoothly to intervention programs.

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)

Two teachers were teaching classes they were not certified to teach. One teacher's certificate expired June 30, 2010 and no application was pending.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

An AIDS Education policy was not in place at the school.

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 Watts 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 second year for the principal and she was well prepared and knowledgeable of the students' needs. Teachers reported that the previous administrator was ineffective and did not exhibit high expectations for all teachers and students. The staff at the school was new with only three returning teachers from last year. Most of the teachers were energetic and exhibited high expectations for all students.

The principal must actively observe and evaluate the Grade 5 teacher and ensure that all students receive high quality instruction. This class was a concern and the principal must address this area immediately.

The Kanawha County director of professional development must be engaged to provide staff avenues to increase content knowledge. There were several examples of gaps in subject area knowledge that would negatively affect student achievement.

Numerous curriculum issues surfaced during the Education Performance Audit of Watts Elementary School. The principal and central office staff have been working to change the processes, structures, and behaviors of the school to develop a culture shift to a 21st Century teaching and learning environment.

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 Watts 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 believed that the principal and teachers have the ability to correct the deficiencies found at the school. The Team recommends that the Kanawha County Central Office, RESA 3, the West Virginia Center for Professional Development, and the West Virginia Department of Education be contacted for assistance in correcting the issues.

The Team recommended that the Kanawha County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

- 19.1.1. School location.** The school site was not five usable acres, plus one acre for each 100 students over 240 and the site was not large enough for future expansion. The topography was not varied enough to provide desirable appearance but without steep inclines. The site did not have stable, well-drained soil free of erosion. The site was not suitable for special instructional needs, i.e., outdoor learning. On-site, solid surface parking was insufficient for staff, visitors, and individuals with limited mobility. The playground/recreational areas were not separated from streets and parking and were not well-equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** The library/media and technology center did not have electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment.

- 19.1.7. K classrooms.** The Kindergarten classrooms did not have a sink and hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** Room 203 was not of adequate size.
- 19.1.10. Specialized instructional areas.** Art was instructed in the individual classrooms; therefore, the equipment and materials in the checklist were not provided. The music facility did not have music chairs with folding arms, an instructor's station, and acoustical treatment. The physical education facility did not have provisions for two or more teaching stations, a data projector or 50 inch screen monitor, or network connections.
- 19.1.14. Food service.** The food service area did not have seating for dining and study purposes. A locker/dressing room and chairs were not provided.
- 19.1.15. Health service units.** The health service unit did not have a toilet, lavatory, medicine chest, or 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.

While this report identified issues affecting student progress, the Office of Education Performance Audits Team determined that the principal and staff are postured to bring about student progress.

The principal and teachers will need to collaborate in transforming the school culture to impact student outcomes that include achievement and discipline. Teachers will need to develop a common understanding of the skills, content, and competencies necessary to effectively deliver the programs of study and prepare students to achieve at the proficient level. The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified nine high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.1.12. Multicultural activities.
- 7.1.13. Instructional day.
- 7.6.2. Licensure.
- 7.7.2. Policy implementation.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Watts 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 Watts 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 direct Watts Elementary School and Kanawha County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.