



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PETERSON-CENTRAL ELEMENTARY SCHOOL**

**LEWIS COUNTY SCHOOL SYSTEM**

**AUGUST 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Peterson-Central Elementary School in Lewis County was conducted on January 23, 2008.

A Follow-up Education Performance Audit of Peterson-Central Elementary School in Lewis County was conducted April 7, 2009. The purpose of the follow-up 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.”

## SCHOOL PERFORMANCE

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

### 41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

### 207 PETERSON-CENTRAL ELEMENTARY SCHOOL – Passed

Steven Hall, Principal

Grades PK - 04

Enrollment 426 (2<sup>nd</sup> month 2006-2007 enrollment report)

### WESTEST 2006-2007

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	156	170	169	99.41	74.19	Yes	Yes	✓
White	151	164	163	99.39	73.33	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	94	107	106	99.06	65.59	Yes	Confidence Interval	✓
Spec. Ed.	29	31	30	96.77	46.42	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	156	170	169	99.41	71.61	Yes	Averaging	✓
White	151	164	163	99.39	72.00	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	94	107	106	99.06	64.51	Yes	Confidence Interval	✓
Spec. Ed.	29	31	30	96.77	53.57	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.5%**

**41 LEWIS COUNTY**  
Dr. Joseph L. Mace, Superintendent  
**207 PETERSON-CENTRAL ELEMENTARY SCHOOL – Passed**  
Steven Hall, Principal  
Grades PK - 04  
Enrollment 429 (2<sup>nd</sup> month 2008-2009 enrollment report)

**WESTEST 2007-2008**

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	128	139	139	100.00	65.62	Yes	Averaging	✓
White	124	135	135	100.00	64.51	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	66	74	74	100.00	56.06	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	29	31	31	100.00	41.37	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	128	139	139	100.00	76.56	Yes	Yes	✓
White	124	135	135	100.00	75.80	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	66	74	74	100.00	66.66	Yes	Confidence Interval	✓
Spec. Ed.	29	31	31	100.00	51.72	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 99.8%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

Peterson-Central Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by averaging and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts 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 in both mathematics and reading: Grade 3 – 32.88 percent in mathematics and 30.14 percent in reading; Grade 4 – 26.83 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 61 percent for Lewis County and 61 percent for Peterson-Central Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Statewide Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

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

1. Response to Intervention.
2. Tier I Reading Instruction.
3. Teaching Thinking with Technology.
4. Sensitivity/Diversity/Tolerance.
5. Data Analysis.
6. Positive Behavior Support.
7. Odyssey.
8. Student Health Issues.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Peterson-Central Elementary School achieved adequate yearly progress (AYP) in the 2007-2008 school year in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics only by averaging and in the economically disadvantaged (SES) subgroup by application of the confidence interval-averaging. In reading/language arts, AYP was achieved by application of the confidence interval for the economically disadvantaged (SES) subgroup.

The following professional development/training opportunities were provided during the 2008-2009 school year.

1. Hands-on Mathematics Teaching Strategies.
2. Ninety-five percent Group Training.
3. Best Practices for Mathematics Instruction.
4. Differentiated Instructional Practices.
5. Response to Intervention (RTI).
6. New West Virginia 21st Century content standards and objectives (CSOs) Training.
7. TechSteps.
8. Writing Road Map 2.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **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.**

The staff did not have a working knowledge of the Five-Year Strategic Plan. Most teachers could not articulate the major educational components of the plan that addressed the needs of all students.

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

**COMPLIANCE. One-half day of staff development time in August was used to review the Five-Year Strategic Plan and plan ways of implementing the action steps. All teachers had a copy of the Five-Year Strategic Plan which was kept in or near their lesson plan books and used when planning instruction. The Team interviewed several teachers and found them to be knowledgeable of the contents of the Five-Year Strategic Plan and readily discussed the plan's implementation in their classrooms.**

**7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

The Team reviewed 26 teachers' lesson plans and found that 18 of these were not adequate for a substitute teacher to follow. Procedures and materials were not evident. Furthermore, there was no evidence of administrative review or feedback on lesson plans to improve instruction.

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

**COMPLIANCE.** The Team reviewed the lesson plan books of most teachers and discussed their use by substitute teachers. For the most part the lesson plans in the lesson plan books were more than adequate for a substitute teacher to use to continue instruction. All lesson plan books reviewed had the principal's initials in them a sufficient number of times to meet the requirement of administrator review once each quarter. There was no evidence of written feedback on the lesson plans, but teachers said they received verbal feedback from the principal on their lesson plans.

#### **RECOMMENDATION**

**7.1.12. Multicultural activities.** While there were numerous multicultural activities, there was no county or schoolwide Multicultural Plan. The Team recommended that the staff develop a Multicultural Plan to address the various activities at the school.

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

**RECOMMENDATION FOLLOWED.** A school Multicultural Plan had been developed.

## **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 Peterson-Central Elementary School in providing a thorough and efficient system of education. Lewis 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 Lewis 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.**

All staff must be intimately aware of the needs of the school as addressed in the school's Five-Year Strategic Plan. The plan adequately addressed the needs of the school and the steps to be taken to increase student achievement; however, few teachers could articulate these needs.

All teachers are required to develop lesson plans that outline the procedures of the class and the administration is required to review these plans at a minimum of quarterly.

### **FOLLOW-UP CONCLUSION**

**Teachers were familiar with the school's Five-Year Strategic Plan and were using the information in the plan to construct effective lessons for their classes.**

**Lesson plans reviewed by the Team were complete with activities and procedures and had been reviewed by the principal one time each quarter this year.**



## **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 Peterson-Central 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.**

Capacity building needs to be developed for educators at the school in strategically implementing the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The plan was not well-communicated to the staff to fulfill this intent.

### **FOLLOW-UP CONCLUSION**

**The Five-Year Strategic Plan had been communicated to the staff and the staff was using the plan to guide instruction in the classrooms.**

## 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 topography was not varied enough to provide a desirable appearance and without steep inclines.
- 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 adequate storage. The physical education facility did not have lockers or showers or a display case.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not available.

### FOLLOW-UP CONCLUSION

**No change.**

## 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.

Peterson-Central Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained staff development in the implementation of the Five-Year Strategic Plan and effective curriculum delivery.

### **FOLLOW-UP TEAM SUMMARY**

**The staff of Peterson-Central Elementary School had received many training opportunities this school year (2008-2009). Members of the staff had received training on the goals and the action steps contained in the Five-Year Strategic Plan and were incorporating them into their instruction.**

### School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-207 Peterson-Central Elementary	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Peterson-Central Elementary School.