



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

JUSTICE ELEMENTARY SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of Justice Elementary School in Logan County was conducted April 24, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate performance and progress as they relate to the standards outlined in Policy 2320. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator
West Virginia Department of Education Office of Technology – Mark Moore, Coordinator

TEAM MEMBERS

Name	Title/School	County
Dick Werry	Retired Principal	Marion County
Greg Furrow	Principal, Whitethorn Elementary School	Mercer County
Dorothy (Becky) Smith	Principal, Ghent Elementary School	Raleigh County

SCHOOL PERFORMANCE

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

45 LOGAN COUNTY

Phyllis Doty, Superintendent

211 JUSTICE ELEMENTARY SCHOOL – TRANSITION

Debra Lucas, Principal
Grades PK-04, Enrollment 125

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Justice Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Justice Elementary School.

Designation:	TRANSITION	Next Year’s Target:	58.9012
Index Score:	39.2588	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	56.2734	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (95% of the index score)	34.26
Achievement Gaps Closed (0% of the index score)	NA
Observed Growth (0% of the index score)	NA
Adequate Growth (0% of the index score)	NA
<u>Attendance Rate (5% of the index score)</u>	<u>5.00</u>
Total Accountability Index (out of 100)	39.26

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools had an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Justice Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 58.90 for 2014 and the proficiency target of 75 percent of 2020, with a current index score of 39.26, Justice Elementary School has a steep trajectory to achieve both the short term and long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

- Justice Elementary School earned 39.26 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 56.27 for 2013 and is 58.90 for 2014).
- Justice Elementary School acquired 34.26 of the 40 possible points for proficiency in mathematics and reading/language arts.
- At least 50 percent of the subgroups at Justice Elementary School met the targets in mathematics and reading.
- Justice Elementary School did not have the subgroups of a least 20 students; therefore, the achievement gaps closed score was not applicable.
- Justice Elementary School did not have a least 20 students in the All Subgroup; therefore, observed growth score was not applicable.
- Justice Elementary School did not have a least 20 students in the All Subgroup; therefore, the adequate growth score was not applicable.
- Justice Elementary School acquired 5 points of the 5 points possible for attendance as indicated by the 2013 WVAI.

**JUSTICE ELEMENTARY SCHOOL
Grade-Level Proficiency Data
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	56.52%	43.48%	> 95%	60.87%	39.13%
3	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Special Education	> 95%	<5%	> 95%	> 95%	<5%	> 95%
3	Total	> 95%	58.33%	41.67%	> 95%	62.50%	37.50%
4	White	88.24%	40.00%	60.00%	88.24%	60.00%	40.00%
4	Black	> 95%	>95%	< 5%	> 95%	<5%	> 95%
4	Total	88.89%	43.75%	56.25%	88.89%	56.25%	43.75%

Attendance Rate = 100.00%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

Mathematics.

- Grade 4 students with a proficiency rate of 56.25 percent proficient outperformed Grade 3 students (41.67 percent proficient).
- Grade 3 and Grade 4 black subgroup demonstrated a proficiency rate of less than 5 percent proficient.
- Grade 3 special education students demonstrated a proficiency rate of greater than 95 percent proficient.

Reading/Language Arts.

- Grade 4 students with a proficiency rate of 43.75 percent proficient outperformed Graded 3 students (37.50 percent proficient).
- Grade 4 black students with a proficiency rate of greater than 95 percent proficient outperformed Grade 3 black students (less than 5 percent proficient).
- Grade 3 special education students demonstrated a proficiency rate of greater than 95 percent.

JUSTICE ELEMENTARY SCHOOL Growth Model School Level Summary Results by Sub-Group

***Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	*	*	*	44.0	45.2%	*	*	*	48.0	38.1%
	County	1,330 (38%)	1,091 (31%)	1,051 (30%)	46.0	36.9%	1,312 (38%)	1,100 (32%)	1,052 (30%)	45.0	43.5%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
White Sub-Group	School	*	*	*	41.0	47.5%	*	*	*	47.0	37.5%
	County	1,279 (38%)	1,041 (31%)	1,013 (30%)	46.0	37.0%	1,263 (38%)	1,059 (32%)	1,004 (30%)	45.0	43.4%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Non-Spec.Ed Sub-Group	School	*	*	*	44.0	43.9%	*	*	*	48.0	36.6%
	County	1,194 (38%)	981 (31%)	978 (31%)	47.0	39.8%	1,181 (38%)	1,002 (32%)	962 (31%)	45.0	47.3%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	*	*	*	40.0	45.2%	*	*	*	56.0	38.1%
	County	534 (41%)	391 (30%)	384 (29%)	44.0	36.9%	535 (41%)	412 (32%)	356 (27%)	43.0	43.5%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	*	*	*	44.0	(NA)	*	*	*	47.0	(NA)
	County	796 (37%)	700 (32%)	667 (31%)	48.0	(NA)	777 (36%)	688 (32%)	696 (32%)	47.0	(NA)
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	*	*	*	23.0	41.2%	*	*	*	23.0	23.5%
	County	707 (40%)	551 (31%)	502 (29%)	44.0	35.1%	702 (40%)	570 (32%)	485 (28%)	43.0	34.7%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	*	*	*	44.0	48.0%	*	*	*	56.0	48.0%
	County	623 (36%)	540 (32%)	549 (32%)	48.0	38.8%	610 (36%)	530 (31%)	567 (33%)	48.0	52.8%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

***Note:** Schools are those schools that have at least a 4th grade.

*Denotes cell size <20.

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) based on previous performance.

Mathematics.

- All subgroups demonstrated typical growth in mathematics with the exception of the male subgroup which demonstrated low growth.
- 45.2 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 45.2 percent of the low-socioeconomic subgroup was proficient in mathematics which mirrored the all subgroup.
- 41.2 percent of the male subgroup was proficient in mathematics and 48 percent of the female subgroup was proficient, indicating a 6.8 percent achievement gap.

Reading/Language Arts.

- All subgroups demonstrated typical growth in reading/language arts with the exception of the male subgroup which demonstrated low growth.
- 38.1 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- The low socioeconomic subgroup was 38.1 percent proficient which mirrored the all subgroup.
- 23.5 percent of the male subgroup was proficient in reading/language arts and 48 percent of the female subgroup was proficient, indicating a 24.5 percent gap.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data indicated that Justice Elementary School demonstrated typical growth in most areas. Overall, the scores for mathematics were higher than the reading/language arts scores. The data indicated a need to provide support to the staff in overall reading/language arts instruction and in closing the achievement gap for males in both mathematics and reading/language arts, with an emphasis on reading/ language arts due to the significant gap demonstrated between males and females.

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

1. Leader in Me.
2. Social Media.
3. Procedures and Policies.
4. Test Data Analysis.
5. Teacher Evaluations.
6. Principal Staff Development.
7. Justice Online Writing Training.

EDUCATION PERFORMANCE AUDIT

COMMENDATION

The Education Performance Audit Team reported that Justice Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.3. Learning Environment. The Team commended the school for the learning environment. Given the advanced age of the building, it was clean, bright, and conducive to learning. The classrooms were spotless and teachers were having positive interactions with the students. The Team commended the teachers because they chose to eat lunch with the students daily. Professional learning community (PLC) meeting agendas indicated teachers were focused on student achievement. The *Leader in Me* program was in place and encouraged students to interact respectfully with each other.

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)

The Team could not verify that all teachers were utilizing the West Virginia Next Generation Content Standards and Objectives. Two teachers were using the 21st Century Content Standards and Objectives. One teacher interview revealed that WESTEST2 analysis “of items not mastered” was driving the instruction instead of the approved standards. Another teacher interview revealed that s/he relied primarily on older lesson plans from year to year to guide instruction.

7.2. STUDENT AND SCHOOL PERFORMANCE.

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 verified two teachers’ lesson plans were not sufficient for a substitute teacher to provide instruction. The lesson plans consisted of photocopies of teachers’ manuals or workbook page numbers and did not include dates or times. During the interview, one teacher commented that she relied on using lesson plans from year to year, while one teacher stated that s/he knew that the lesson plans were not the best, but would be retiring this year and remarked, “I know that is no excuse.”

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 Justice Elementary School in providing a thorough and efficient system of education. Logan 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 Logan 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 school lacked a sound plan to address delivering the West Virginia Next Generation Content Standards and Objectives as demonstrated by two teachers' not utilizing the approved content standards. Due to student achievement in the low range of typical growth in the *Growth Model School Level Summary* in reading/language arts, it is crucial that the school develop a plan for delivering the English/language arts standards. The Team believed that student achievement will increase in this area if teachers are provided ongoing, embedded professional development offerings personalized to Justice Elementary School. The Team also recommended the principal and staff utilize the professional learning community (PLC) time to become more familiar with the approved standards and objectives, review student work, and analyze data to plan differentiated reading and writing instruction to meet all students' needs. Based on a 24.5 percent achievement gap between males and females in reading/language arts, the Team recommended Justice Elementary School use this process to focus on support for male students in delivering the English/language arts content standards.

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 Justice 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.

Building Capacity – Transition

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

Due to poor lesson plan development and a lack of utilization of the West Virginia Next Generation Content Standards and Objectives, the Team determined both areas become a prioritized focus for professional development offerings personalized to Justice Elementary School. The Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in lesson plan development and delivery of the West Virginia Next Generation Math and English/Language Arts Content Standards and Objectives.

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 site did not have five usable acres plus one acre for every 100 students over 240 and the site was not large enough for future expansion. The site was not suitable for special instruction needs, i.e. outdoor learning. The site did not provide solid surface parking for staff, visitors and individuals with disabilities. The playground/recreational areas were not separated from streets and parking. (May adversely affect program delivery and student performance.)

19.1.2. Administrative and service facilities. The administrative area did include reception/waiting area. (Did not adversely affect program delivery and student performance.)

19.1.5. Library/media and technology center. The facility did not provide space for a library/resource/media center with computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, copying equipment, or space for technology, including computer laboratories. (May adversely affect program delivery and student performance.)

19.1.10. Specialized instructional areas. The physical education facility did not provide a data projector or 50” screen monitor. (May adversely affect program delivery and student performance.)

19.1.14. Food service. The food service area did not provide a dry erase board and bulletin board, or a teachers’ dining area that was of adequate size. The food and non-food storage area was not adequate and a locker/dressing room, lavatory, chairs, toilet, etc. was not available. (Did not adversely affect program delivery and student performance.)

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 2013-2014 “5-17 Percent Needy Report” indicated 54.77 percent of the students at Justice Elementary School are economically disadvantaged. This, coupled with low achievement in mathematics and reading/language arts, expedites the need to assure a process is in place to assist school staff in utilizing intervention data, as well as other measures, in a manner that directly affects instruction. The Team determined the school would benefit from a framework used to assist in early detection of individual student needs by analyzing data and then planning for changing instruction and/or instructional strategies to meet the needs of all students.

EDUCATION PERFORMANCE AUDIT SUMMARY

Justice Elementary School's Education Performance Audit examined 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 Justice Elementary School in improvement efforts.

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

7.1.1. Curriculum based on content standards and objectives.

7.2.3. Lesson plans and principal feedback.

The Team presented one commendation (7.1.3. Learning Environment); one indicator of efficiency (8.1.1. Curriculum), offered capacity building resources, and noted an early detection and intervention concern.

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 Justice Elementary School and Logan 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.