



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SOUTH MAN ELEMENTARY SCHOOL**

**LOGAN COUNTY SCHOOL SYSTEM**

**JUNE 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An unannounced Education Performance Audit of South Man Elementary School in Logan County was conducted April 23, 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 – Allen D. Brock, Coordinator

West Virginia Department of Education, Office of Instructional Technology – Mark Moore, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Larry R. Werry	Retired Principal – Fairview Elementary School	Marion County
Dorothy (Becky) Smith	Principal – Ghent Elementary School	Raleigh County
Margaret Williamson	Principal – East Lynn Elementary School	Wayne 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

### 217 SOUTH MAN ELEMENTARY SCHOOL – SUCCESS

Danita Noel, Principal

Grades PK-03, Enrollment 153

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 South Man Elementary School a Success School. The majority of student subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts; and the school has reached its goals in attendance or graduations rates. Success schools have demonstrated the ability to implement continuous improvement practices. The school must continue to increase student achievement each year to keep this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

### Designation Status for South Man Elementary School.

Designation:	SUCCESS	Next Year's Target:	65.0396
Index Score:	64.4629	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	63.4348	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

### Supporting Data

Proficiency (95% of the index score)	59.58
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>4.89</u>
Total Accountability Index (out of 100)	64.46

The WVAI targets are set for each school to reach progressively higher performance on a defined set of data. Schools have 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 are set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

South Man Elementary School achieved the Accountability Index Target for the 2012-2013 school year. When considering the index target of 65.03 for 2014, if the school continues to perform at the current rate, it will be on a trajectory to meet the proficiency target of 75 percent by 2020. South Man Elementary School earned 64.46 of the 100 points possible for the WVAI for the 2012-2013 school year. (The target was 62.43 for the 2013 school year.)

- South Man Elementary School earned 64.46 of the 100 points possible for the WVAI for the 2012-2013 school year. (The target was 63.43 for 2013 and is 65.03 for the 2014 school year.)
- At least 50 percent of the subgroups at South Man Elementary School met the targets in mathematics and reading.
- Achievement gaps closed, observed growth, and adequate growth results were not represented for South Man Elementary School since the school had only one prior consecutive WESTEST2 score.
- South Man Elementary School acquired 4.89 points of the 5 points for attendance as indicated by the 2013 WVAI.

**SOUTH MAN 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%	42.86%	57.14%	> 95%	50.00%	50.00%
3	Multiracial	> 95%	< 5%	> 95%	> 95%	< 5%	> 95%
3	Special Education	> 95%	< 5%	> 95%	> 95%	50.00%	50.00%
3	Total	> 95%	40.00%	60.00%	> 95%	46.67%	53.33%

**Attendance Rate = 97.80%**

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.**

- All Grade 3 subgroups exhibited greater than 95% participation rate.
- Grade 3 students were 60 percent proficient.
- Grade 3 multiracial subgroup (greater than 95% percent proficient) and the special education subgroup (greater than 95 percent proficient) outperformed the white subgroup (57.14 percent proficient).

**Reading/language Arts.**

- All Grade 3 subgroups exhibited greater than 95% participation rate.
- Grade 3 students were 53.33 percent proficient.
- Grade 3 multiracial subgroup (greater than 95 percent proficient) outperformed the white subgroup (50 percent proficient) and special education subgroup (50 percent proficient).

**SOUTH MAN ELEMENTARY SCHOOL  
Growth Model School Level Summary  
Results by Sub-Group**

There was no Growth Model School Level Summary chart online for South Man Elementary School as prior to this school year South Man Elementary School was a K-3 grade configuration.

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

1. Leader in Me.
2. Assessment and Grading.
3. Changes in School Law.
4. Burst Reading.
5. Classroom Management Strategies for New Teachers.
6. Pre-K Policies and Procedures.
7. WV Early Learning Scale.
8. Dibels Next.
9. Roll Our Units of Study of Writing.
10. Kindergarten ELS Reliability Rest.
11. Integrating Apple TV into Classroom Instruction.
12. Five-Year Strategic Plan.
13. SAT at the School Level.
14. First in Math Training.
15. WV Reading Association 58<sup>th</sup> Conference.
16. Pre-K Showcase.
17. Kindergarten Writing Café.
18. National Title I Conference.
19. Seven Habits of Highly Effective Families.
20. Standards Based IEP Writing.
21. Units of Writing.
22. Foss Science.
23. Star Early Literacy Assessment.
24. Crisis Intervention.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

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

- 7.1.2. High expectations.** Student engagement was maximized buildingwide. All teachers kept all students on task with high quality instruction and challenged students to work to their highest potential. Through teacher and student interviews and classroom observation, it was evident class time and student effort was valued and all students were expected to produce their highest quality work. The classrooms were decorated well and reflected the teachers' belief that all students can learn and the teachers' responsibility to facilitate learning.
- 7.2.3. Lesson plans and principal feedback.** Lesson plans were developed in a collaborative manner through the school's Professional Learning Community (PLC). Teachers began the year with a basic plan lesson plan form. Soon after the beginning of the school year, teachers decided that the plan did not fit their needs. Teachers chose to switch to the Logan County School System form, which again, did not meet their needs. The teachers then collaboratively decided to switch to planbook.com, which was thorough enough to meet the needs of the teachers and provide the platform in which they could insert the various pieces of information to guide the curriculum and provide the information required in policy. This process, while providing a medium for excellent lesson plans, showed the cooperation between the teachers and the principal.
- 7.2.4. Data analysis.** Teachers showed excellent use of student data in guiding the classroom curriculum. Teachers could thoroughly discuss a wide variety of student data they were using and could talk about the analysis that had been completed to ensure any area of weakness was identified and targeted professional development was requested where needed. Acuity scores were included in the teachers' lesson plans and the teachers were using the data to aid instruction.
- 7.8.1. Leadership.** The school had developed a Student Leadership Team composed of approximately 10 members selected by the student body. Grades 2-3 students meet with the guidance counselor and are given responsibilities around the school. The students of the leadership team help with the younger students, introduce assemblies, and generally assist staff. These students are tasked with presenting themselves and the school in a positive light and maintaining the highest levels of respect and character.

Teachers overwhelmingly stated that they felt as if they had a strong role in decision making at the school through their leadership team. The principal facilitated this and all staff appeared to work together in the best interest of students. The principal believed that it was imperative that as many decisions as possible be shared with the staff to have their input, as they are the ones with students throughout the school day. The principal was organized and was knowledgeable of the school's needs. It was evident that the principal was providing the high quality leadership necessary to lead the school to greater achievement.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. CURRICULUM.

**7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Through teacher interviews, lesson plan reviews, and classroom observations it was not evident that science instruction was being instructed in all classes. The Team could see evidence of science instruction in some of the classrooms; however, there were no classes in which the Team could verify that science was being instructed so that students were engaged in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.

### 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)**

One teacher did not hold the appropriate endorsement for the classes taught. This teacher needed to apply for the appropriate endorsements to teach elementary education and learning disabled classes. Two teachers were not highly qualified for the classes that they taught.

## 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 South Man 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.**

Achievement at South Man Elementary School exceeded the WVAI target index. The principal must ensure that science instruction occurs in every classroom as required by West Virginia Board of Education Policy 2520.3

## **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 South Man 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 South Man Elementary School has the capacity to correct the deficiencies found at the school. The principal possesses the knowledge and leadership necessary to correct any areas of weakness buildingwide and the teachers possess the knowledge and leadership to guide classroom management and curriculum to ensure greater student achievement.

## 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 and was not large enough for future expansion. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities. (Did not adversely impact program and student performance.)
- 19.1.4. Counselor's office.** The counselor's office did not have sufficient space. (Did not adversely impact program and student performance.)
- 19.1.5. Library/media and technology center.** There was no centralized library as the classrooms had individual classroom libraries. There were no electronic card catalogs, capacity for on-line research, automated circulation capacity, in-line periodical indexes, copying equipment, or other material that are adequate for general reading and reference. (May adversely impact program and student performance.)
- 19.1.7. K classrooms.** The kindergarten classrooms were not adequate in size. (May adversely impact program and student performance.)

**19.1.10. Specialized instructional areas.**

Art was taught in the classrooms; therefore, students did not have access to two deep sinks, hot and cold water, counter space, instructional boards, display facilities, bulletin boards, outlets, mechanical ventilation, a ceramic kiln, or black-out areas.

Music was taught by the classroom teachers; therefore, students did not have access to an instructional board and bulletin board, music chairs with folding arms, music stands, a podium, recording devices, microphones, stereo and sound system, piano, instructional technology equipment, instructor's station, or acoustical treatment. (May adversely impact program and student performance.)

**19.1.14. Food service.** A locker/dressing room and toilet were not available. (Did not adversely impact program and student performance.)

**19.1.15. Health service units.** A health services unit was not available. There was no access to curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, a first aid kit, work counter, desk and chair. (May adversely impact student health and safety.)

## **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.**

Through the administrative and teacher interview process it was evident that the school was conducting ongoing data analysis and making curricular changes necessary to eliminate any weaknesses that would be detrimental to student learning. The principal may consider contacting the curriculum director at the Logan County Central Office and RESA 2 to assist in implementing additional professional development programs to aid teachers in continuing to provide an educationally stimulating curriculum.

## **EDUCATION PERFORMANCE AUDIT SUMMARY**

South Man 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 South Man Elementary School in improvement efforts.

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

7.1.4. Instruction.

7.6.2. Licensure.

The Team presented four commendations (7.1.2. High expectations, 7.2.3. Lesson plans and principal feedback, 7.2.4. Data analysis, and 7.8.1. Leadership), noted an indicator of efficiency (8.1.1. Curriculum), and suggested an early detection and intervention consideration.

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 South Man 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.