



FINAL EDUCATION PERFORMANCE AUDIT REPORT

**FOR
WATSON ELEMENTARY SCHOOL
MARION COUNTY SCHOOL SYSTEM**

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Watson Elementary School in Marion County was conducted December 8, 2010.

A Follow-up Education Performance Audit of Watson Elementary School was conducted November 14, 2011. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

47 MARION COUNTY

Thomas K. Deadrick, Superintendent

214 WATSON ELEMENTARY SCHOOL – Passed

Janie Devaul, Principal

Grades PK - 04

Enrollment 435 (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	121	135	135	100.00	69.42	Yes	Yes	✓
White	81	89	89	100.00	76.54	Yes	Yes	✓
Black	33	38	38	100.00	51.51	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	26	27	27	100.00	69.23	NA	NA	NA
Low SES	77	89	89	100.00	62.33	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	121	135	135	100.00	67.76	Yes	Yes	✓
White	81	89	89	100.00	75.30	Yes	Yes	✓
Black	33	38	38	100.00	51.51	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	26	27	27	100.00	50.00	NA	NA	NA
Low SES	77	89	89	100.00	62.33	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.1%

47 MARION COUNTY
Thomas K. Deadrick, Superintendent
214 WATSON ELEMENTARY SCHOOL – Needs Improvement

Janie Devaul, Principal
Grades PK - 04
Enrollment 455 (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	145	152	152	100.00	28.27	Yes	Confidence Interval	✓
White	99	103	103	100.00	35.35	Yes	Confidence Interval	✓
Black	39	41	41	100.00	12.82	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	29	29	100.00	25.00	NA	NA	NA
Low SES	92	98	98	100.00	16.30	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	145	152	152	100.00	35.86	Yes	Yes	✓
White	99	103	103	100.00	41.41	Yes	Yes	✓
Black	39	41	41	100.00	23.07	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	29	29	100.00	21.42	NA	NA	NA
Low SES	92	98	98	100.00	23.91	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.2%

47 MARION COUNTY
Gary Price, Superintendent
214 WATSON ELEMENTARY SCHOOL – Needs Improvement

Jane DeVaul, Principal
Grades PK - 04
Enrollment 450 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	117	135	135	100.00	35.04	Yes	Safe Harbors	✓
White	79	90	90	100.00	34.17	Yes	No	✗
Black	32	35	35	100.00	37.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	24	24	100.00	5.00	NA	NA	NA
Low SES	69	85	85	100.00	21.73	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	117	135	135	100.00	52.99	Yes	Yes	✓
White	79	90	90	100.00	56.96	Yes	Yes	✓
Black	32	35	35	100.00	43.75	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	24	24	100.00	20.00	NA	NA	NA
Low SES	69	85	85	100.00	42.02	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Watson Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Watson Elementary School failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics. Watson Elementary School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and the SES subgroup in 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 and novice in both mathematics and reading: Grade 3 – 70.77 percent in mathematics and 56.92 percent in reading; Grade 4 – 72.50 percent in mathematics and 70.00 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. Classroom Management.
2. Positive Behavior.
3. Testing Confidentiality.
4. Mathematics Implementation.
5. Mathematics Investigation.
6. Math School Based.
7. Literacy Stations.
8. FastForWord Program and Reports.
9. Acuity.
10. West Virginia Writes.
11. Ruby Paine.
12. Writing with Technology.
13. Mathematics Cadre.
14. Time to Teach.
15. Responder and Document Camera Training.

FOLLOW-UP REVIEW

Achieved Standard.

The WESTEST2 scores improved significantly at Watson Elementary School for the 2010-2011 school year. Mathematics percent proficient increased for all subgroups except the special education (SE) subgroup. The racial/ethnicity black (B) students showed the greatest gain from 12.82 percent proficient in 2009-2010 to 37.50 percent proficient in 2010-2011.

Reading/language arts results showed remarkable improvement in all subgroups except special education (SE). The all students (AS) subgroup increased from 35.86 percent proficient in 2009-2010 to 52.99 percent in 2010-2011. Additionally, the racial/ethnicity white (W), black (B), and economically disadvantaged (SES) subgroups showed significant improvement in percent proficient.

In further efforts to improve student achievement in the 2011-2012 school year, the school is moving after school tutoring classes into two sites in the community near the students' homes. This was designed to decrease the transportation problems for students and parents and improve attendance in the after school tutoring programs.

The academic team is focusing on school culture this year. The team meets once each month to discuss ways to improve school culture. Dr. Hazi with West Virginia University sits in with the academic teams during their meetings to provide advice and guidance.

The staff has been provided numerous staff trainings this year, such as, Math Investigations Workshop, FastMath Training, VMath Training, Quantile & Lexile Workshops, Classroom Management & Differentiated Instruction Workshop, Data Analysis, Work Stations Workshop, Classroom Management Workshop, and How the Brain Thinks About Math Study.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and

the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Watson Elementary School performed within the point range (511.38 – 421.57) for full accreditation status.

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)**

Teachers reported that they verify West Virginia 21st Century content standards and objectives (CSOs) coverage by citing the CSOs listed in the reading story. This practice relied on the textbook guiding the classroom curriculum. Teachers must let the CSOs guide the curriculum and use a variety of resources to increase student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited classrooms, interviewed teachers and the principal, reviewed lesson plans, and reviewed documentation and determined the teachers were knowledgeable of the West Virginia content standards and objectives (CSOs) and were using the CSOs in their lesson planning to guide classroom instruction. All teachers had copies of the CSOs for the grade level and classes they were teaching. A variety of resources and tools in addition to the textbooks were provided to help teachers teach and students learn more effectively.

- 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)**

A review of teacher schedules revealed that not all classes had the required 315 instructional minutes daily. One Grade 2 class had 255 instructional minutes daily which was 20 minutes short of the required 315 minutes.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teachers' daily classroom instruction schedules. The principal checked and rechecked the schedules during classroom visits to ensure the instructional time requirements were being met. All schedules the Team reviewed contained more than the minimum 315 minutes daily required by West Virginia Board of Education Policy 2510.

RECOMMENDATION

7.1.3. Learning environment. The open format construction of the facility created safety and teaching and learning barriers for both teachers and students. The Team recommended that Marion County explore means to separate learning spaces with walls and doors to provide more structure. Students also discussed the need for walls due to a lack of being able to concentrate on class work. The school's physical structure negatively affected program delivery and student performance.

The student rest rooms needed maintenance. In one girls' rest room the floor tiles were loose/missing under the wash sinks; the wall under the sink was water logged; base stripping was absent; and walls needed repair. A boys' rest room nearby was missing base stripping under the wash sinks.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The loose tiles had been replaced, the wall had been repaired, and the base stripping had been replaced in the girls' rest room. The base stripping had been replaced in the boys' rest room.

The school, through the Local School Improvement Council (LSIC), requested that walls and doors be installed to separate the learning spaces, but there had been no action on this issue to date. The Team recommended that this be included in the county's Comprehensive Educational Facilities Plan (CEFP). The county indicated that installing walls would not be feasible in this facility and hopes to extend a bond to the public to resolve this issue. The Team recommended that Marion County present a plan to the West Virginia School Building Authority (SBA) for this project.

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 Watson Elementary School in providing a thorough and efficient system of education. Marion 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 Marion 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.

Several variables affected the student performance at Watson Elementary School. This is the second year for the principal at the school and the school has experienced a high staff turnover during the past two years. The chart depicts the number of teachers and personnel for the 2010-2011 school year.

Number of Teachers/Personnel	2010-2011
Preschool	1
Kindergarten	4
Grade 1	4
Grade 2	3
Grade 4	3
Title I	5
Special Education	2
Specialist	4
Total Classroom Teachers	26

The 2009-2010 school year had 10 new staff members that included the following.

- 3 new Kindergarten teachers.
- 1 long term substitute in Grade 1.
- 1 long term substitute in Grade 3.
- 4 new teachers in Grade 4 (three of these were not in place until October – substitutes were in place until the others were approved.
- 1 new Special Education teacher.

The 2010-2011 school year had 13 new staff members that included the following.

- 3 new Kindergarten teachers (one Kindergarten teacher is on a one year contract only).
- 2 new Grade 1 teachers.
- 2 new Grade 2 teachers.
- 2 new Grade 3 teachers.
- 1 new Grade 4 teacher who is on a one year contract only (second one to be placed in this position this year).
- 2 new Title I teachers (both on one year contract only).
- 1 new Special Education teacher.

Another variable contributing to the student proficiency rate was the high percentage of economically disadvantaged students (64 percent). The high turnover of staff does not provide the continuity and familiarity so essential to the high percentage of students in unstable environments.

The school facility, which was constructed during the open classroom concept period, lacks walls separating classrooms. This presents challenges to teachers in instructional delivery and presents distractions to students in learning. The facility is less than an adequate educational environment for students at the primary and intermediate elementary levels. The facility negatively affects the program delivery and is neither effective nor efficient.

The Office of Education Performance Audits recommends that the Marion County School District pursue immediate steps with all available agencies to improve the school facility, including approaching the School Building Authority (SBA) for assistance.

The West Virginia 21st Century content standards and objectives (CSOs) must be driving the curriculum in all classes. Teachers are to be instructed that the textbooks are to be used as an instructional tool, along with other materials deemed appropriate.

While the principal was extremely organized and well-prepared for the demands and duties of the position, it is of the highest importance that she continue to

work to maintain consistency throughout the school. The Team saw high quality instruction in classes and teachers reported that the administration was supportive and provided staff development to allow them to provide high quality instruction. The Team believed the principal to be a strong instructional leader and believed that student achievement will increase under her leadership and provided staff continuity can be sustained.

FOLLOW-UP REVIEW CONCLUSION

Some staff changes continued into the 2011-2012 school year with a new special education teacher and two new Title I teachers and the reassignment of three grade level teachers.

The percentage of economically disadvantaged students increased from 64 percent during the 2010-2011 school year to 70 percent during the 2011-2012 school year.

Teachers were using file cabinets and some “homemade partitions” to separate the learning spaces; however, the distractions to teaching and learning remained. The school requested the county to install walls and doors to close off the instructional spaces.

Teachers have been provided copies of the West Virginia content standards and objectives (CSOs) and had trainings on how to use the CSOs to guide classroom instruction. They are using the CSOs to guide their planning and classroom instruction.

The Team observed high quality instruction in classrooms and student achievement increased last year. The principal continued to provide strong leadership.

The Team noted that student achievement showed measurable improvement in spite of the aforementioned impediments. This is a tribute to the teachers, principal, and students.

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 Watson 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 had the ability to be a strong curricular leader of the school, as well as administering the non-curricular issues, i.e., classroom management, school climate, etc.

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

FOLLOW-UP REVIEW CONCLUSION

The principal exhibited strong leadership and the faculty appeared to be working well together. The principal contacted the West Virginia Department of Education, Office of School Improvement, and discussed ways of correcting the deficiencies and improving student and school performance. The findings in the initial report had been corrected and student achievement improved in mathematics and reading/language arts.

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.

The Team found that the open classroom physical structure of classrooms negatively affected the efficient delivery of education programs. The Team recommended that Marion County revise its Ten-Year Comprehensive Education Facilities Plan (CEFP) to eliminate the open space classrooms and upgrade the school. The Team further recommended that the Marion County School District follow designated protocols and seek assistance and advice from the West Virginia School Board Authority (SBA) and other appropriate agencies and funding sources to upgrade Watson Elementary School to one that enables the delivery of a 21st century educational program.

- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have music chairs with folding arms or music stands.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. Curtained or small rooms with cots, a bulletin board, and a toilet were not provided.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit.

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.

With a relatively new staff, the principal must actively observe all classrooms and ensure that high quality instruction is prevalent buildingwide. Classroom curricular decisions must be made based on student needs, data analysis, West Virginia 21st Century content standards and objectives (CSOs), and the goals and action steps of the school's Five-Year Strategic Plan.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The principal organized the school faculty into teams (PLCs) which met regularly to discuss instruction and student achievement and plan interventions to improve student learning. The principal is a vital part of each of these PLCs. The faculty was supported by two part-time academic coaches and guidance from Dr. Hazi from West Virginia University who works with the Academic Team. The faculty is young and somewhat inexperienced and appeared to be working together to learn and find ways to more effectively improve instruction and student learning. With the improvement in student percent proficient on the WESTEST2 and implementation of the strategies put in place, the Office of Education Performance Audits is optimistic that student achievement will continue to improve.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Watson 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 Watson Elementary School.