



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WATSON ELEMENTARY SCHOOL

MARION COUNTY SCHOOL SYSTEM

FEBRUARY 2011

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	7
High Quality Standards	7
Indicators of Efficiency	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	11
Education Performance Audit Summary	12

INTRODUCTION

An announced Education Performance Audit of Watson Elementary School in Marion County was conducted December 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 was limited in scope and concentrated on the declining student achievement and the subgroup 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 – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Shelly Stalnaker, Coordinator, Office of Healthy Schools

TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman	Elementary School Principal	Spencer Elementary School Roane County
Timothy M. Via	Middle School Assistant Principal	Braxton County Middle School Braxton County

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%**

WATSON 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	68	65	68	65	100.00	23.08	47.69	15.38	12.31	1.54	29.23
04	84	80	84	80	100.00	30.00	42.50	18.75	7.50	1.25	27.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	68	65	68	65	100.00	44.62	12.31	24.62	12.31	6.15	43.08
04	84	80	84	80	100.00	42.50	27.50	20.00	7.50	2.50	30.00

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

The following charts show the actual students' number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	145	41	104
White	99	35	64
Black	39	5	34
Special Education	28	7	21
SES	92	15	77

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	145	52	93
White	99	41	58
Black	39	9	30
Special Education	28	6	22
SES	92	22	70

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.

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.

- 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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.4. Instruction.

The Team presented one recommendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Watson 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 Watson 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 Watson Elementary School and Marion 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.