

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MEMORIAL ELEMENTARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

JULY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Memorial Elementary School in Mercer County was conducted on May 12, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

The Education Performance Audit Team reviewed the Unified School Improvement Plan (USIP), interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on student performance on the Informal Reading Inventory (IRI) and the Informal Math Inventory (IMI).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Gary Nichols	Middle School Principal	Park Middle Raleigh County
Rhonda Shaver	Elementary School Principal	Talcott Elementary Summers County

SCHOOL PERFORMANCE

This section presents the assessment data and the Education Performance Audit Team's findings.

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
213 MEMORIAL ELEMENTARY SCHOOL
Mona Poling, Principal
Grades K - 02
Enrollment 181

INFORMAL MATH ASSESSMENT 2004-2005

By Percentages

	Partial Mastery	Mastery	Above Mastery
Kindergarten	11%	40%	23%
Grade 1	9%	72%	15%
Grade 2	24%	63%	5%
Special Education	14%	53%	0

INFORMAL READING ASSESSMENT 2004-2005

Gender Disaggregated Scores (by percentages)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 1	14%	16%	11%	3%
Grade 2	14%	19%	3%	1%

Ethnic Disaggregated Scores (by percentages)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Grade 1	2%	13%	8%	4%
Grade 2	26%	11%	5%	0

Fluency

Gender Disaggregated Scores (by percentages)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 1	34%	31%	17%	13%
Grade 2	46%	40%	11%	3%

Ethnic Disaggregated Scores (by percentages)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Grade 1	48%	16%	20%	11%
Grade 2	61%	25%	8%	5%

Passed

Attendance Rate = 96.0%

Other Relevant Performance Data

**Statewide Writing Assessment
Student Frequency and Percentage by Score**

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
57.62%	2003-04
40.74%	2002-03
51.13%	2001-02

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Memorial Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. The Team commended the school staff for the friendly and nurturing environment that clearly demonstrated the school's emphasis on caring for the individual student.

Memorial Elementary School implemented an outstanding parental involvement program. Parents assisted teachers throughout the building in a volunteer aide format through monitoring hallways, assisting in student reading, and supervising small group instruction.

6.1.5. Instructional strategies. Teachers applied varied instructional strategies and demonstrated outstanding use of small group instruction to create an engaging learning environment. The Team viewed this practice and its implementation as integral to student achievement.

6.1.7. Library/educational technology access and technology application. The Team commended Memorial Elementary School for the fully utilized Media Center in which the entire staff coordinated learning activities to promote excellent achievement in the core subject areas. The Media Center was integrated into the classroom curriculum as an integral part of the educational process.

6.8.1. Leadership. The leadership at Memorial Elementary School demonstrated a clear vision and focus on efficient and effective instruction. The principal was proactive, well-prepared, organized, and knowledgeable of the educational needs of the school.

HIGH QUALITY STANDARDS

RECOMMENDATIONS

6.1.12. Multicultural activities. Although the Team found many multicultural activities being utilized throughout the building, a county multicultural plan was not in place. The Team recommended that the school use the county plan to address multicultural activities from the activities that are already in place throughout the building. This plan must include zero tolerance for the harassment and bullying component.

6.1.13. Instructional day. There was no detailed master schedule in place throughout the building. This made it difficult for the Team to identify the total number of instructional minutes that were being used. The Team recommended that a detailed master schedule be developed.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

None identified.

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.

17.1. 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 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.

- 17.1.1. School location.** The site was not 5 acres +1 acre for each 100 students over 240 and the site was not large enough for future expansion.
- 17.1.5. Library/media and technology center.** Newspapers were not available for student use. **(This did not adversely affect the education program.)**
- 17.1.7. K classrooms.** One Kindergarten classroom did not have a sink with hot and cold water.
- 17.1.10. Specialized instructional areas.** There was no art facility as art was taught in the individual classrooms. **(This did not adversely affect the education program.)**
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room was not provided.
- 17.1.15. Health service units.** A health services unit of adequate size was not provided. The following items were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, medicine chest, desk and chair, work counter, and refrigerator with locked storage.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
51-213 Memorial Elementary	Full Accreditation			

Education Performance Audit Summary

The Team presented two (2) recommendations.

Memorial Elementary School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school.