



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
MEMORIAL PRIMARY SCHOOL  
MERCER COUNTY SCHOOL SYSTEM**

**AUGUST 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Memorial Primary School in Mercer County was conducted February 11, 2009.

A Follow-up Education Performance Audit of Memorial Primary School in Mercer County was conducted April 19, 2010. The purpose of the follow-up 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.”

## SCHOOL PERFORMANCE

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

### 51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

### 213 MEMORIAL PRIMARY SCHOOL

Steve Hayes, Principal

Grades K - 02

Enrollment: 199 (2<sup>nd</sup> month 2009-2010 enrollment report)

## DIBELS RESULTS

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	56	55	59	3
2006-2007	43	54	79	36
2007-2008	54	56	69	15
2008-2009	64	80	86	22
2009-2010	77	71	NA	NA

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	54	56	62	8
2006-2007	28	42	89	61
2007-2008	36	56	88	52
2008-2009	42	90	95	53
2009-2010	65	66	NA	NA

FIRST GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	61	47	49	-12
2006-2007	62	62	77	15
2007-2008	71	51	60	-11
2008-2009	93	80	85	-8
2009-2010	92	67	NA	NA

SECOND GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	56	63	66	10
2006-2007	41	59	70	29
2007-2008	53	60	58	5
2008-2009	57	68	75	18
2009-2010	75	82	NA	NA

BOY - Beginning of Year  
MOY - Middle of Year  
EOY - End of Year  
NA - Not Available

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

1. Reading First.
2. DIBELS and Literacy.
3. Differentiated Instruction.
4. Explicit Phonics Instruction.
5. West Virginia Reading Association.
6. Basic Reading Inventory.
7. Ashlock Strategies.
8. Phonemic Awareness.
9. Vocabulary.
10. Reading Research Symposium.
11. Vocabulary and Comprehension.
12. Oral Language Development.
13. Six Syllable Patterns.
14. Response to Intervention (RTI).

DIBELS Results (percent growth) for the 2007-2008 school year showed low percentages of growth for the school level, a negative percentage growth for Grade 1, and a low percentage growth for Grade 2. These growth results are a compelling indication for Mercer County to immediately provide and seek support to Memorial Primary School.

### **FOLLOW-UP REVIEW**

**DIBELS results for the 2008-2009 year for the school level showed some growth (from 15 percent in 2008 to 22 percent in 2009). The Kindergarten level growth stayed steady (52 percent in 2008 and 53 percent in 2009). The 2009 results were a little better than the 2008 results in the Grade 1 level, but the results still showed a negative percentage growth in Grade 1 (-11 in 2008 and -8 in 2009). Grade 2 level showed improvement in the percentage of growth (from 5 percent in 2008 to 18 percent in 2009).**

The staff participated in the following professional development and training as reported by the principal.

1. **Assessment/Data Analysis.**
2. **Working with Small Flexible Reading Groups.**
3. **Integrating Technology/Whiteboards.**
4. **Team Building.**
5. **West Virginia 21st Century Content Standards and Objectives (CSOs): Deconstructing CSOs and Utilizing CSOs Daily.**
6. **Odyssey Online Assessment.**
7. **Instruction in Writing - Rubrics and Training on applying the Writing Process.**

8. **Collaboration/Team Meetings.**
9. **Read Naturally.**
10. **Non-Violent Crisis Intervention.**
11. **Capturing Kids' Hearts (Positive Student Discipline Program).**
12. **Formative Assessment.**

## **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)**

It was not evident that all teachers were using the 21<sup>st</sup> Century Content Standards and Objectives (CSOs) in an effective manner. One teacher was using the old CSOs and had not been trained for the new ones. Another teacher was not aware of the CSOs to be used.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All staff members were provided copies of the West Virginia 21st Century content standards and objectives (CSOs) for the areas of the curriculum for which they were responsible. Training sessions on deconstructing the CSOs were held for all staff. The new CSOs had been the subject in three staff training discussions this year (2009-2010). Teacher lesson plans referenced the CSOs that were being taught. These were monitored by the principal as lesson plans were reviewed and as the classroom walkthroughs were performed. All lesson plans reviewed by the Team were based on the CSOs.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

While the Grade 2 teachers had implemented a new classroom management plan and student behavior was excellent, all three Grade 1 teachers and one Kindergarten teacher had inadequate classroom management. The Team observed the following student behaviors: Students talking during instruction, students out of seats and in the floor, students off task and not redirected by the teacher, and students not engaged.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The faculty had adopted a positive reinforcement schoolwide discipline plan, Capturing Kid's Hearts, which was used by all teachers. This program was being used in Grade 2 when the Team visited the school. The Team visited and observed the classroom management in all classrooms and found the classrooms were orderly and teachers and students were on task.

**7.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Three teachers stated that feedback on writing occurred bi-weekly or monthly. Students must receive written feedback at least once per week.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff received training in writing with rubrics and training in the writing process. The principal monitored the weekly writing requirement through lesson plan reviews and classroom walkthroughs. Lesson plans the Team reviewed showed student writing as part of the lessons. Student writing was displayed throughout the building.

## **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)

Some lesson plans had not been signed by the principal at least once per quarter. In light of classroom management issues noted in 7.1.3. above and negative percent growth in First Grade and low percentage growth in Second Grade DIBELS, lesson plans and instruction needed to have greater principal feedback to improve instruction.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal had developed a checklist containing the essential components of a lesson plan. This checklist was used to review lesson plans and to make comments each quarter. The Team reviewed lesson plans and found them to be complete and reviewed and commented on by the principal.

## 7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The principal had not conducted personnel observations or evaluations as required by W.Va. Code §18A-2-12 and West Virginia Board of Education policies.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed personnel Evaluations that were due to be evaluated and found them to comply with West Virginia Board of Education Policy 5310 and Mercer County Board of Education personnel policies.

## 7.8. Leadership

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the nature of deficiencies found at Memorial Primary School, the Team determined that the Mercer County Central Office administration, the West Virginia Department of Education, and RESA I needed to assist the building principal in guiding the school's curriculum and develop leadership skills in managing and operating the school.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The county administrative staff, RESA 1 and the West Virginia Department of Education had provided assistance to the principal. The following activities/trainings were provided for the principal.

1. 21st Century Leadership Academy.
2. Small Group Classroom Management.
3. Non-Violent Classroom Intervention.
4. DIBELS Assessment.
5. Differentiated Instruction.
6. Deconstructing West Virginia 21st Century Content Standards and Objectives (CSOs).
7. Data Analysis.
8. Implementation of the Three Tiered Reading Model.
9. Positive Behavior Support.

The Team found the school to be well organized, orderly, with staff and students on task.

## **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 Memorial Primary School in providing a thorough and efficient system of education. Mercer 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 Mercer 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.**

Classroom management in the Grade 1 classrooms and one Kindergarten classroom must be a priority of the school administrator. Disruptive behavior impedes educational programs and practices and impedes student achievement.

All teachers must be using the 21<sup>st</sup> Century Content Standards and Objectives (CSOs) and the principal must ensure that proper staff development is provided on the use of these new CSOs and monitor their implementation and effectiveness.

### **FOLLOW-UP CONCLUSION**

**The school staff had adopted a positive student behavior support program which was being implemented in all classrooms. The Team visited all classrooms and verified that classroom management had improved. The Team found that all classrooms were orderly, appropriate instruction was taking place, and students were actively involved. No classroom disruptions were observed. The teacher quickly and quietly redirected students who needed attention into appropriate activities.**

**Staff development on the new West Virginia 21st Century content standards and objectives (CSOs) had been provided to all staff members. Teachers were using the CSOs and the principal monitored this use through lesson plan reviews and classroom walkthroughs.**

## **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 Memorial Primary 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 Memorial Primary School and Mercer County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the Grade 1 and one Kindergarten classroom on classroom management techniques. The Team recommended that the principal engage the Professional Development Director at RESA I and the West Virginia Department of Education in developing the school's capacity to improve the classroom management in these classes.

The Team recommended that the Mercer County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent's Center for 21<sup>st</sup> Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**The school had been provided assistance and support by the county administrators, RESA 1, and the West Virginia Department of Education in designing programs to address the deficiencies. The deficiencies had all been appropriately addressed and the school was functioning well.**

## 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 acres, plus one acre for each 100 students over 240. The site was not large enough for future expansion.
- 19.1.5. Library/media and technology center.** Newspapers were not available for student use. (Did not adversely affect curriculum and instruction.)
- 19.1.7. K classrooms.** A sink and hot and cold water was not available in the Kindergarten classrooms. (Impeded the Kindergarten program.)
- 19.1.10. Specialized instructional areas.** The music facility did not have acoustical treatment. (Did not adversely affect curriculum and instruction.)
- 19.1.15. Health service units.** Curtained or small rooms with cots and a refrigerator with locked storage were not available. (Impeded health services.)

### **FOLLOW-UP CONCLUSION**

**The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.**

**19.1.5. The library had two daily newspapers available.**

**19.1.15. The nurse's office had a cot. A non-locking refrigerator was located outside the office.**

### **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.

Mercer County should actively pursue assistance from RESA I, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts pertaining to classroom management and usage of the 21<sup>st</sup> Century Content Standards and Objectives (CSOs), and improving achievement.

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

### **FOLLOW-UP TEAM SUMMARY**

**RESA 1, the West Virginia Department of Education, and the West Virginia Center for Professional Development had all provided assistance to Memorial Primary School in improving classroom management, using the West Virginia 21st Century content standards and objectives (CSOs), and improving student achievement as outlined in other sections of this report.**

### SCHOOL ACCREDITATION STATUS

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