

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

OAKVALE ELEMENTARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

JULY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Oakvale Elementary School in Mercer County was conducted on May 11, 2005. 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 Unified School 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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Michael Kees, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Dr. Mary Harris-John	Assistant Professor	Marshall University
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Rhonda Shaver	Elementary School Principal	Talcott Elementary Summers County

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

216 OAKVALE ELEMENTARY SCHOOL - Needs Improvement

Phoebe Meadows, Principal

Grades K - 08

Enrollment 258

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	166	176	175	99.43	54.54	Yes	Confidence Interval	✓
White	157	167	166	99.40	55.12	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	122	121	99.18	47.32	Yes	No	✗
Spec. Ed.	41	43	42	97.67	15.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	166	176	175	99.43	62.42	Yes	No	✗
White	157	167	166	99.40	64.10	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	122	121	99.18	57.14	Yes	No	✗
Spec. Ed.	41	43	42	97.67	7.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.3%

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	35	33	34	32	97.14	6.25	40.63	40.63	12.50	0.00	53.13
04	24	23	24	23	100.00	17.39	17.39	43.48	21.74	0.00	65.22
05	30	30	30	30	100.00	6.67	33.33	53.33	0.00	6.67	60.00
06	34	31	34	31	100.00	19.35	25.81	48.39	6.45	0.00	54.84
07	29	27	29	27	100.00	14.81	37.04	37.04	11.11	0.00	48.15
08	24	22	24	22	100.00	22.73	31.82	31.82	9.09	4.55	45.45

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	35	33	34	32	97.14	6.25	37.50	40.63	15.63	0.00	56.25
04	24	23	24	23	100.00	13.04	17.39	56.52	13.04	0.00	69.57
05	30	30	30	30	100.00	6.67	23.33	40.00	26.67	3.33	70.00
06	34	31	34	31	100.00	16.13	25.81	38.71	6.45	12.90	58.06
07	29	27	29	27	100.00	11.11	18.52	40.74	25.93	3.70	70.37
08	24	22	24	22	100.00	0.00	50.00	13.64	31.82	4.55	50.00

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	1	4%	5	21%	1	4%	13	54%	0	0%	3	13%	1	4%	

Note: Eighty-three percent (83%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0	2	7	0	0	4	15	13	48	2	7	4	15	2	7	

Note: Seventy percent (70%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students

% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
61.96%	2003-04
60.44%	2002-03
66.55%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Oakvale Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: All students (AS) in reading/language arts and economically disadvantaged students (SES) in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Oakvale Elementary School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Oakvale Elementary School achieved AYP in the all students (AS) subgroup in mathematics and the racial/ethnic white students (W) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and apply interventions to improve achievement of all students.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 3 - 40.63% in mathematics and 37.50% in reading; Grade 5 - 33.33% in mathematics; Grade 7 - 37.04% in mathematics; Grade 8 - 31.82% in mathematics and 50% in reading. These scores have implication for the USIP and school improvement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Oakvale 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 administration and staff provided a positive learning environment. Although the building was old, the atmosphere was visually stimulating and educationally interesting.

- 6.2.3. Lesson plans and principal feedback.** The faculty developed thorough lesson plans that were clear and concise, correlated with the Content Standards and Objectives (CSOs), and could easily be followed by a substitute teacher. It was evident through classroom observations and content of lesson plans that the teachers based their instruction on the CSOs.
- 6.7.1. School rules, procedures, and expectations.** The administration and staff provided a safe school environment for students and staff. Through interviews with staff and students, it was evident that the students felt safe and secure in the building.
- 6.8.1. Leadership.** The principal exhibited a high degree of effective leadership. Examples included: Attending all teacher professional development sessions; providing resources and support that enabled teachers to more effectively perform their jobs; and facilitating effective communications throughout the school.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – AS/SES).

6.1. Curriculum

- 6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team observed a collaborative special education teacher who was not actively engaged with students over the course of two class periods. Twice the regular classroom teacher asked the special education teacher to continue with a class activity while the teacher consulted with a computer technician, but the special education teacher either spoke to one individual student or did nothing.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team observed computers in several classrooms that needed repair or that were not being used by students or integrated effectively into instruction. The Team recommended that computers be upgraded as funds become available, repaired as needed in a timely manner, integrated more effectively into classroom instruction, and made available to students who complete assignments early or who require additional challenging work.

RECOMMENDATIONS

6.1.3. Learning environment. The Team encountered difficulty finding classrooms and navigating around the school building due to the existing numbering system and the lack of signs indicating the location of classrooms. The Team recommended that the numbering system used for classrooms be updated so that they are orderly, and that signs be posted in hallways indicating where classrooms are located.

6.1.12. Multicultural activities. The Team observed that although a schoolwide multicultural activity plan was in place, several teachers were not aware that it existed. The Team recommended that an in-service be provided to familiarize the faculty on implementation of the multicultural activity plan.

Note: During the course of the Education Performance Audit, the Team determined that the school administration and staff were fully aware of the deficiencies of the school as they pertain to the economically disadvantaged (SES) and special education (SE) subgroups and were taking the appropriate steps to overcome these issues. The staff was working diligently and effectively to address the issues and were applying proper teaching methods and practices necessary to increase student achievement. The Mercer County central office and the West Virginia Department of Education (WVDE) were also providing extensive assistance.

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.

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 Oakvale Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

The Team found that the principal and educators at Oakvale Elementary School had introduced and applied programs to improve achievement in the all students (AS) and economically disadvantaged (SES) subgroups. Mercer County, curriculum staff, RESA I, and the West Virginia Department of Education (WVDE) have been assisting the school in school improvement. Consequently, the Team believes that Oakvale Elementary School and Mercer County have the capacity to improve student achievement and achieve adequate yearly progress (AYP).

If the school fails to achieve AYP or show progress in the subgroups, on the 2005 WESTEST, the Office of Education Performance Audits recommends that the West Virginia Board of Education school improvement team analyze achievement data and provide targeted assistance to specific academic areas.

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 did not have 5 acres +1 acre for each 100 students over 240. The playground/recreational area was not well equipped and appropriate for the age level.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have adequate space. Periodicals and other materials that are adequate were not available. Computer technology was out-of-date.
- 17.1.8. Grades 1-12 classrooms.** Room 106 did not have adequate storage, audiovisual equipment, controllable light, and outlets. Room 107 did not have audiovisual equipment, controllable light, outlets, etc. Room 108 was not of adequate size and did not have adequate storage. Room 109 (computer laboratory) did not have adequate size, audiovisual equipment, controllable light, and outlets. Room 110 did not have adequate storage, audiovisual equipment, controllable lights, and outlets. Room 111 did not have audiovisual equipment, controllable light, and outlets. Room 112 did not

have adequate storage, audiovisual equipment, controllable light, and outlets. Room 201 did not have audiovisual equipment, controllable light, and outlets. Room 202 did not have audiovisual equipment, controllable light, and outlets. Room 211 did not have audiovisual equipment, controllable light, and outlets.

- 17.1.9. Grades K-12 remedial.** Adequate space was not available.
- 17.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, storage was not adequate, and the following were not available: counter space, mechanical ventilation, ceramic kiln, and black-out areas. The music facility was not of adequate size, adequate storage was not available, and a podium was not available. The physical education facility did not have provisions for two or more teaching stations or a record player/cassette player/compact disc.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15. Health service units.** A health services unit of adequate size was not available. The following were not provided: curtained or small room with cots, bulletin board, scales, or work counter.

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
51-216 Oakvale Elementary	Conditional Accreditation	6.1.2; 6.1.7		
			5.1.1 (AS/SES)	May 31, 2007

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for all students (AS) and economically disadvantaged (SES), and presented two (2) recommendations.

Oakvale Elementary School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. AS/SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Oakvale Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.