

**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WIDMYER ELEMENTARY SCHOOL**

**MORGAN COUNTY SCHOOL SYSTEM**

**MAY 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Widmyer Elementary School in Morgan County was conducted February 12, 2013. 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 Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Lynn Baker, Coordinator, Office of Early Learning

West Virginia Department of Education Team Leader and Technology – Mark Moore, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

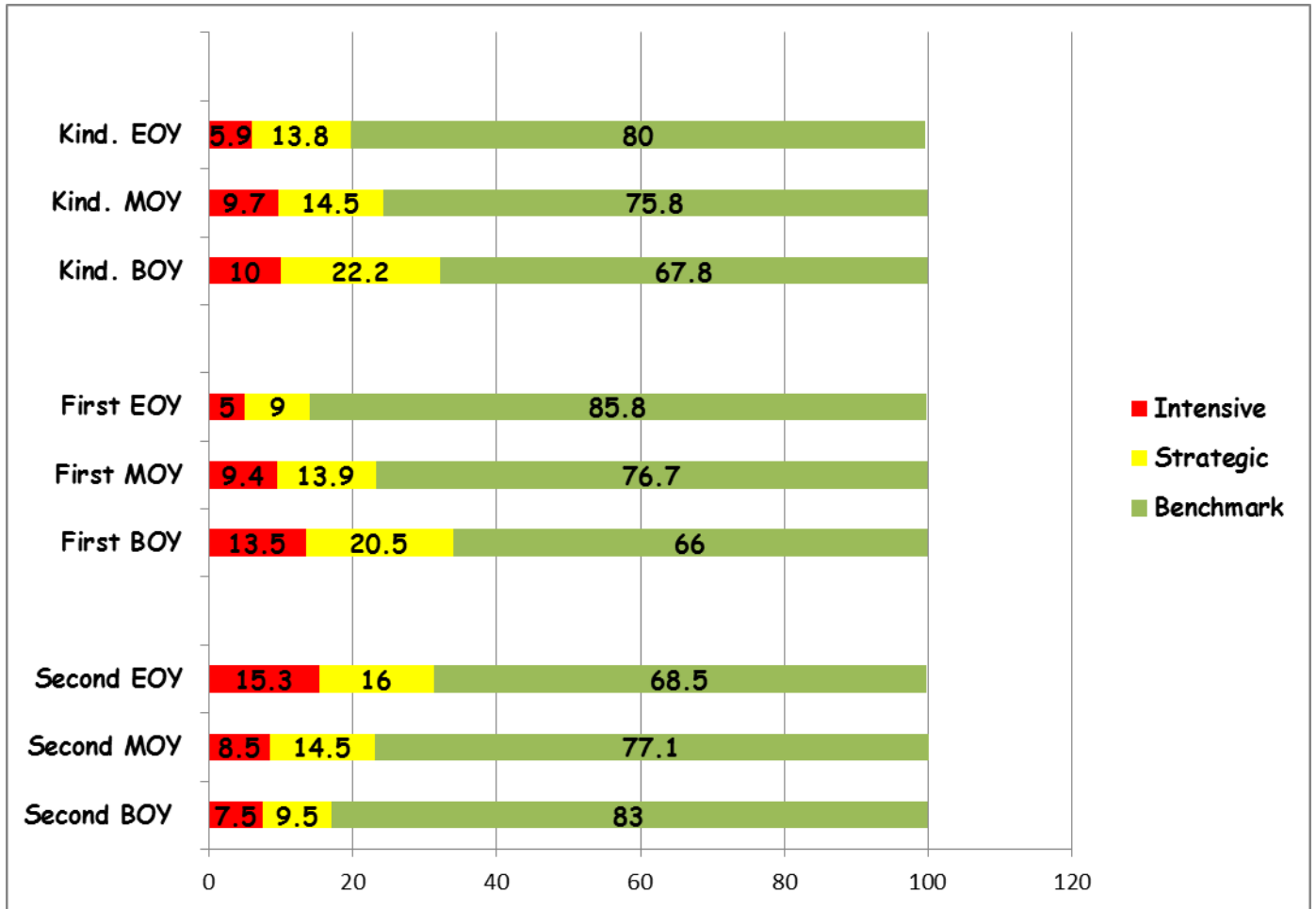
Name	Title	School/County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Nicole R. Shaffer	Primary School Principal	Blue Ridge Primary School Jefferson County

**SCHOOL PERFORMANCE**

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

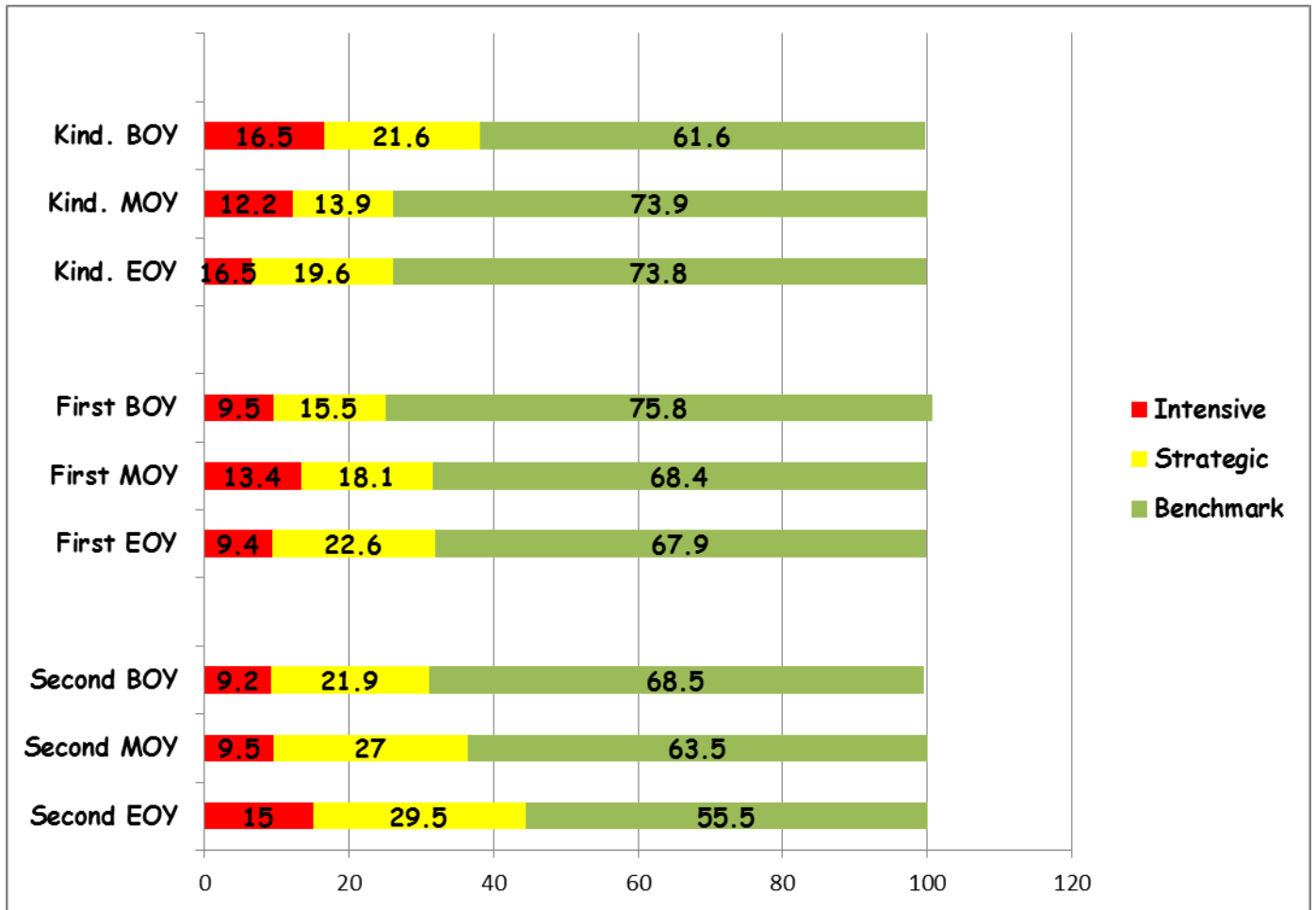
**58 MORGAN COUNTY**  
 David Banks, Superintendent  
**207 WIDMYER ELEMENTARY SCHOOL**  
 Richard Weber, Principal  
 Grades PK-02, Enrollment 523 (2<sup>nd</sup> month 2010-2011 enrollment report)

**AIMSWEB Data  
 2010-2011**

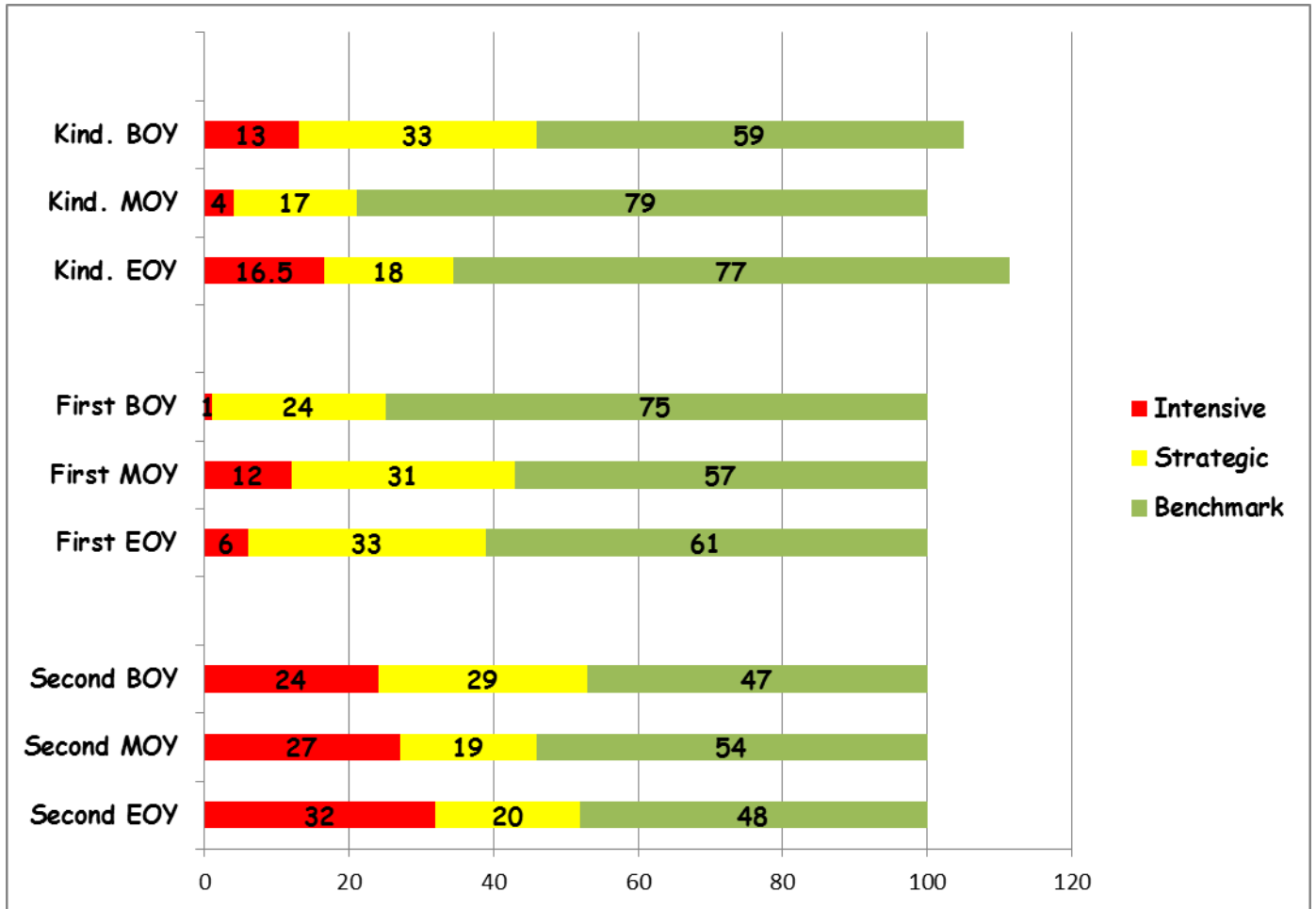


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**207 WIDMYER ELEMENTARY SCHOOL**  
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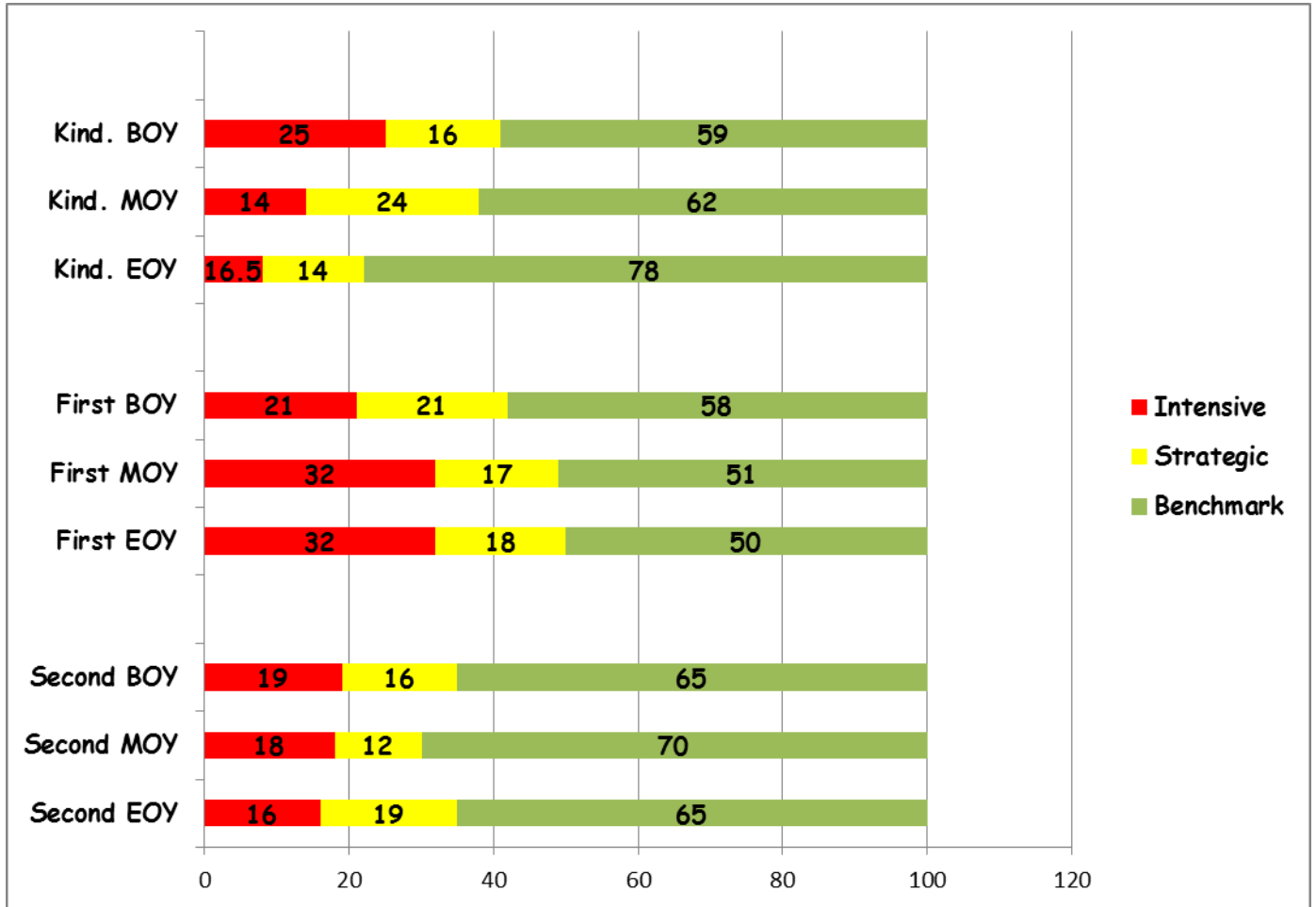
**AIMSWEB Data**  
**2011-2012**



# DIBELS 2010-2011



## DIBELS 2011-2012



### **Data Analysis DIBELS 2010-2011 and 2011-2012**

During 2010-2011, Kindergarten scores at benchmark improved by 18 percent, while Grade 1 scores declined by 14 percent. Grade 2 scores stayed relatively the same at benchmark performance. The administration stated that Grade 1 was the focus for the 2011-2012 school year.

The 2011-2012 data indicated an increase in benchmark performance in Kindergarten by 19 percent. Grade 1 scores decreased by 8 percent. Grade 2 remained the same in terms of benchmark performance.

Widmyer Elementary School will utilize Running Record Assessments and Leveled Readers during the 2012-2013 school year to bolster reading achievement across all grade levels.

### **AIMSWEB 2010-2011 and 2011-2012**

During the 2010-2011 school year, Kindergarten performance at benchmark increased by 13 percent. Grade 1 performance at benchmark improved by 20 percent. Grade 2 performance at benchmark decreased by 15 percent. This was the first time students were evaluated for benchmarks using paper and pencil.

During the 2011-2012 school year, Kindergarten performance at benchmark increased by 12 percent. Grade 1 performance at benchmark decreased by 8 percent. Grade 2 performance at benchmark decreased by 13 percent. According to the data analysis, Grades 1 and 2 mathematics performance will be a focus for Widmyer Elementary School during 2012-2013. After a careful review of instructional practices, the school determined that teachers had not covered content that was assessed by the AIMSWEB. Therefore, the school moved to curriculum maps and pacing guides for the 2012-2013 school year.

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

1. Differentiated Instruction.
2. Program Planning.
3. Next Generation Standards.
4. Writing Rubrics.
5. Student Assessment of Progress.
6. Data Analysis.
7. Running Records.
8. Editing Student Writing.
9. Crisis Prevention Intervention.
10. Curriculum Mapping.
11. Read Alouds.
12. Reading Process.



13. Leveled Reading.
14. Ruby Payne Training.
15. 40 Assets that Students Need.
16. PreK-Kindergarten Transition.
17. Reading Workshop.
18. Summative Assessments.
19. What Worked and What Didn't?

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

- 7.1.2. 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 educational opportunities including enrichment and acceleration. (Policy 2510)

Instruction during the day of the Education Performance Audit was at the very basic level throughout the school. Minimal instruction required students to think using higher level thinking skills. Basic recall instruction was predominant schoolwide.

### RECOMMENDATIONS

- 7.1.3. Learning environment.** While the Team observed instruction throughout the building and the West Virginia 21st Century content standards and objectives (CSOs) were being addressed, the Team did not see enthusiasm in the students and staff. The overall instructional approach was conducted in a general business manner and students and staff were very matter-of-fact. The Team recommended that the staff encourage student enthusiasm and increase student engagement to improve achievement.
- 7.1.12. Multicultural activities.** While students were learning about a variety of countries for the multicultural activities, teachers could not talk about tolerance and diversity being addressed when interviewed by the Team. The Team recommended that tolerance and diversity be included in the school's approach to multicultural education.

## 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 Widmyer Elementary School in providing a thorough and efficient system of education. Morgan 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 Morgan 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.**

While the staff provided a safe and nurturing learning environment, the overall area of higher order thinking skills needed to be addressed. Students must be challenged to use the higher Depths of Knowledge levels to expand their knowledge and increase achievement.

## 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 Widmyer 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 Widmyer Elementary School has the capacity to increase the rigor and relevance for all students. The Morgan County Central Office must be involved, along with RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide high quality, research based professional development to aid teachers in the areas of higher order thinking skills and higher Depth of Knowledge levels.

## 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.**

- 19.1.5. Library/media and technology center.** Computer work stations, capacity for on-line research, on-line periodical indexes, and copying equipment were not provided. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.9. Grades K-12 remedial.** One remedial classroom was not located adjacent to general instructional areas. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural light, one deep sink, a ceramic kiln, or black-out areas. The music facility was not located away from quiet areas of the building and did not have music chairs with folding arms, music stands, or acoustical treatment. The

physical education facility did not have a data projector or a 50 inch screen monitor. (Does not adversely impact or impair the delivery of a high quality educational program.)

- 19.1.15. Health service units.** The school did not have a health service unit of adequate size, curtained or small rooms with cots, locked storage, or a work counter. (Does not adversely impact or impair the delivery of a high quality educational program.)

### **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.**

The principal and assistant principal had worked extensively with the staff to disaggregate student data and investigate reasons for weaknesses in student achievement. The principal had elicited assistance in a variety of areas for professional development; however, more assistance is necessary in the area of high expectations, particularly instruction that engages and motivates students.

The Office of Education Performance Audits advises the Morgan County School District to seek intervention assistance from the West Virginia Department of Education, Office of Early Learning. The contact for this assistance is Clayton Burch, Executive Director, at (304) 558-9994 extension 53212, or [wburch@access.k12.wv.us](mailto:wburch@access.k12.wv.us).

## **Education Performance Audit Summary**

Widmyer Elementary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified one high quality standard necessary to improve performance and progress.

7.1.2. High expectations.

The Team presented two recommendations (7.1.3. Learning environment and 7.1.12. Multicultural activities), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Widmyer Elementary School and Morgan County to correct the finding noted in the report by the next accreditation cycle.