



EDUCATION PERFORMANCE AUDIT REPORT

FOR

IAEGER ELEMENTARY SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Jaeger Elementary School in McDowell County was conducted November 17, 2009. 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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Cindy L. Caldwell	Middle School Principal	Man Middle School Logan County
L. Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Tammy L. Robinson	Elementary School Teacher	Rupert Elementary School Greenbrier County
Dorothy R. (Becky) Smith	Elementary School Principal	Stratton Elementary School Raleigh County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

Suzette Cook, Superintendent

213 IAEGER ELEMENTARY SCHOOL – Passed

Avery Ray Bailey, Principal

Grades PK - 05

Enrollment 328 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

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	127	135	134	99.25	77.77	Yes	Yes	✓
White	127	135	134	99.25	77.77	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	108	114	113	99.12	74.76	Yes	Yes	✓
Spec. Ed.	21	22	22	100.00	52.38	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	127	135	134	99.25	69.04	Yes	Confidence Interval	✓
White	127	135	134	99.25	69.04	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	108	114	113	99.12	66.35	Yes	Confidence Interval	✓
Spec. Ed.	21	22	22	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.3%

60 MCDOWELL COUNTY
 Suzette Cook, Superintendent
213 IAEGER ELEMENTARY SCHOOL – Passed
 Avery Ray Bailey, Principal
 Grades PK - 05
 Enrollment 317 (2nd month 2008-09 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	117	124	124	100.00	57.26	Yes	Yes	✓
White	117	124	124	100.00	57.26	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	90	97	97	100.00	55.55	Yes	Confidence Interval	✓
Spec. Ed.	24	26	26	100.00	20.83	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	117	124	124	100.00	53.84	Yes	Confidence Interval	✓
White	117	124	124	100.00	53.84	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	90	97	97	100.00	51.11	Yes	Confidence Interval	✓
Spec. Ed.	24	26	26	100.00	12.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.0%

IAEGER 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	36	33	36	33	100.00	6.06	48.48	24.24	18.18	3.03	45.45
04	51	49	51	49	100.00	2.04	36.73	38.78	16.33	6.12	61.22
05	37	35	37	35	100.00	0.00	37.14	48.57	11.43	2.86	62.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	36	33	36	33	100.00	12.12	24.24	60.61	3.03	0.00	63.64
04	51	49	51	49	100.00	8.16	42.86	36.73	12.24	0.00	48.98
05	37	35	37	35	100.00	8.57	40.00	42.86	8.57	0.00	51.43

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

laeger Elementary School achieved adequately yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts only by application of the confidence interval for two consecutive years, and in the SES subgroup in mathematics for the 2008-2009 school year. It is further noted that the special education (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 Five-Year Strategic 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 – 54.55 percent in mathematics and 36.36 percent in reading; Grade 4 – 38.78 percent in mathematics and 51.02 percent in reading; Grade 5 – 37.14 percent in mathematics and 48.57 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. Technology Updates.
2. Policy 2421 and Policy 5902.
3. Framing Your Success.
4. Using Excelsior and Acuity in the Classroom.
5. Data-Driven Decision Making.
6. Discipline with Dignity.
7. Middle School Concepts.
8. Strategies for Teaching in the Block.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

March 2006

5.1.11 Technology application. The application of technology is included throughout all programs of study. (Policy 2470; Policy 2510; Policy 2520)

Available technology was not utilized. Computers were turned off or not in use in most classes. Problems with wiring must be addressed in a timely manner as faculty reported computers had been down all this school year.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The computer laboratory continued to have technical difficulties. The Title I laboratory (downstairs) had not been “mapped” properly and was not up and running. The principal had documentation of a work order to RESA I. This appeared to be a county and RESA issue, although students were hindered in using this technology due to system issues.

November 17, 2009

NONCOMPLIANCE. The technical problems continued to be an issue at the school. Technology was not being utilized at the school and one of the reasons given was technical issues with the computer hardware and software.

5.5.2. Safe and healthy facilities. Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

The Team reported the following facility issues.

1. Emergency exits were blocked in Rooms 213, 209, and 212.
1. Boys’ rest rooms did not have doors on stalls. Hot water did not work in both the girls’ and boys’ rest rooms.
2. Hot water pipes were exposed in rest rooms and were accessible to students.
4. Emergency lighting was not provided in the stairwell leading from the 3rd floor on the side of the school facing the river. The principal reported that students were not allowed down this stairwell except in emergency situations. This indicates more reason for installing emergency lighting.
4. The banister top rail was missing from the landing located off the cafeteria exit to the outside due to deteriorated metal.
5. Ceiling tiles were missing and/or damaged throughout the school and on all floor levels.
6. Ceiling tiles were missing and there was an obvious leak over the serving line in the cafeteria.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Numbers 1, 4, 5, and 7 had been corrected. The following areas had not been corrected.

2. Boys' rest rooms did not have doors on stalls. The principal indicated that he did not agree to put privacy doors on boys toilets. When questioned as to why, he stated that students would vandalize the stalls. When asked about curtains, he said he let boys use the rest rooms one at a time if they object. The Team member indicated to the principal that she found it hard to believe that students (PK-5) who were observed to be well-behaved throughout the visit would act in such a way.
3. Hot water pipes continued to be exposed and accessible to students in the 1st floor girls' rest room.
6. Ceiling tiles continued to be missing and/or damaged in Room 22 (first floor), Room 314, Room 211, and in the stairwell by the gymnasium.

Additional facility issues observed:

1. Glass in the entrance door was broken.
2. A buffer and cleaning supplies were stored in the girls' rest room and were readily accessible to students.
3. Wires were exposed in a stairwell.
4. An exit light by the gymnasium (1st floor) was not working.
5. Return air vents in cafeteria were dirty.
6. Several classrooms were cluttered.

The principal indicated to the Team that he had indicated in writing to the superintendent requesting additional custodial assistance at Christmas and spring break. In his estimation, this would help make-up for the time he must release regular custodial staff to maintain coal-fired furnace on weekends and holidays.

November 17, 2009

NONCOMPLIANCE. All items listed above continued to be deficient at the school.

November 2009

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)**

Although high expectations were evident in Pre K – Grade 1, very little evidence of high expectations were evident in Grades 2 – 5. Students were not presented challenging activities and students were off task with the assignments given.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Transitions and differentiated instruction were not observed in Grades 2 – 5 during 30 minutes OEPA Team observations, with the exception of one classroom teacher. Teacher directed instruction with minimal student activity was the predominate instructional strategy observed.

Discipline was severely lacking in one Grade 5 classroom. Students were off task and not given redirection and three students had nothing on their desks for 35 minutes. Four students were benchmarking on computers while talking to each other. The teacher did not supervise this testing.

7.1.7. 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 did not observe technology in the classrooms or in computer laboratories. Teachers and students reported the only time the laboratories were used was for major assessment. The Team observed teachers using Elmos, but the use was for low level worksheet exercises. No regular computer laboratory schedules were available to show computer laboratory usage. Teachers said the computers in the laboratories were so frequently in need of repairs that they discontinued using them. The Internet connection by Verizon was severely lacking.

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

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)

laeger Elementary School had achieved adequate yearly progress (AYP) for two consecutive years only by application of the confidence interval. This, along with the facility issues not being corrected or a plan in place to correct the issues, led the Team to determine that assistance from the McDowell Central Office, the West Virginia Department of Education, and RESA 1 be sought to assist the building administrator in the operation of the school. The McDowell Central Office needs to take an active role in school improvement and to address the issues of the school, including the low test scores and the facility issues.

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 laeger Elementary School in providing a thorough and efficient system of education. McDowell 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 McDowell 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.

The principal must immediately and aggressively address the areas of high expectations and differentiated instruction. Student achievement was being affected by these areas and a remedy must be sought to ensure that all students are exposed to high quality instruction and all teachers exhibit high expectations for all students.

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 laeger 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 recommended that the McDowell County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System 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.

- 19.1.1. School location.** The school site was not 11 usable acres, plus one acre for each 100 students over 600.
- 19.1.2. Administrative and service facilities.** Sufficient workspace and privacy were not provided.
- 19.1.4. Counselor's office.** Adequate space was not provided.
- 19.1.5. Library/media and technology center.** Electronic card catalogs and automated circulation capacity were not available.
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size.

19.1.10. Specialized instructional areas. The art facility did not have access to natural and artificial light, two deep sinks, hot and cold water, counter space, a ceramic kiln, or black-out areas.

The music facility did not have music chairs with folding arms, music stands, and acoustical treatment.

19.1.14. Food service. A teachers' dining area of adequate size and a locker/dressing room were not provided.

19.1.15. Health service units. A health service unit was not available. The following service equipment and furnishings were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, first aid kit, work counter, desk and chair, and locked medication box.

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 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 five high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

laeger 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 laeger 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 laeger Elementary School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.