



EDUCATION PERFORMANCE AUDIT REPORT

FOR

IAEGER ELEMENTARY SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

| | Page |
|--|------|
| Introduction | 2 |
| Education Performance Audit Team | 2 |
| School Performance | 3 |
| Education Performance Audit..... | 8 |
| High Quality Standards | 8 |
| Indicators of Efficiency | 9 |
| Identification of Resource Needs | 10 |
| Early Detection and Intervention | 11 |

INTRODUCTION

An announced Education Performance Audit of laeger Elementary School in McDowell County was conducted February 28, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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 – Rhonda Crowley, Coordinator,
Office of Early Learning

TEAM MEMBERS

| Name | Title | School/County |
|--------------------|-----------------------------|---|
| Lori G. Comer | Elementary School Principal | Whitethorn Elementary Mercer County |
| Denver E. Drake | Middle School Principal | Braxton County Middle Braxton County |
| Mary Alice Kaufman | Board Member | Mercer County |
| Timothy M. Via | Elementary School Principal | Davis Elementary Braxton County |

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

James Brown, Superintendent

213 IAEGER ELEMENTARY SCHOOL – Needs Improvement

Ray Bailey, Principal

Grades K-05, Enrollment 307 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

| 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 | 138 | 146 | 146 | 100.00 | 37.68 | Yes | Safe Harbors | ✓ |
| White | 138 | 146 | 146 | 100.00 | 37.68 | Yes | Safe Harbors | ✓ |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 27 | 29 | 29 | 100.00 | 14.81 | NA | NA | NA |
| Low SES | 99 | 106 | 106 | 100.00 | 26.26 | Yes | No | X |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 138 | 146 | 146 | 100.00 | 38.40 | Yes | No | X |
| White | 138 | 146 | 146 | 100.00 | 38.40 | Yes | No | X |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 27 | 29 | 29 | 100.00 | 14.81 | NA | NA | NA |
| Low SES | 99 | 106 | 106 | 100.00 | 30.30 | Yes | No | X |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.4%

60 MCDOWELL COUNTY
 James Brown, Superintendent
213 IAEGER ELEMENTARY SCHOOL – Needs Improvement
 Ray Bailey, Principal
 Grades K-05
 Enrollment 343 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

| 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 | 140 | 143 | 143 | 100.00 | 46.42 | Yes | Confidence Interval | ✓ |
| White | 140 | 143 | 143 | 100.00 | 46.42 | Yes | Confidence Interval | ✓ |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 36 | 37 | 37 | 100.00 | 22.22 | NA | NA | NA |
| Low SES | 99 | 102 | 102 | 100.00 | 42.42 | Yes | Confidence Interval | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 140 | 143 | 143 | 100.00 | 42.85 | Yes | Confidence Interval | ✓ |
| White | 140 | 143 | 143 | 100.00 | 42.85 | Yes | Confidence Interval | ✓ |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 36 | 37 | 37 | 100.00 | 13.88 | NA | NA | NA |
| Low SES | 99 | 102 | 102 | 100.00 | 34.34 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
 Attendance Rate = 97.2%**

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 | 35 | 34 | 35 | 34 | 100.00 | 26.47 | 32.35 | 26.47 | 11.76 | 2.94 | 41.18 |
| 04 | 58 | 58 | 58 | 58 | 100.00 | 22.41 | 29.31 | 29.31 | 13.79 | 5.17 | 48.28 |
| 05 | 50 | 48 | 50 | 48 | 100.00 | 37.50 | 14.58 | 20.83 | 20.83 | 6.25 | 47.92 |

| Reading | | | | | | | | | | | |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 03 | 35 | 34 | 35 | 34 | 100.00 | 47.06 | 8.82 | 20.59 | 17.65 | 5.88 | 44.12 |
| 04 | 58 | 58 | 58 | 58 | 100.00 | 41.38 | 20.69 | 31.03 | 6.90 | 0.00 | 37.93 |
| 05 | 50 | 48 | 50 | 48 | 100.00 | 39.58 | 12.50 | 14.58 | 20.83 | 12.50 | 47.92 |

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

laeger Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: economically disadvantaged (SES). laeger Elementary School achieved AYP in the all students (AS), the racial/ethnicity white (W), and the SES subgroups in mathematics, and the AS and the W subgroups in reading/language arts only by application of the confidence interval. In accordance with Section 9.4 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 February 10, 2013 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 4 performed at the highest level in mathematics with 48.28 percent proficient. Students in Grade 3 performed at 41.18 percent proficient and students in Grade 5 performed at 47.92 percent proficient. The percent of students proficient in reading was approximately the same, with the exception of Grade 4, which was markedly lower at 37.93 percent proficient. Grade 5 performed at the highest level in reading with 47.92 percent proficient. Students in Grade 3 performed at 44.12 percent proficient in reading.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted in the chart below.

| <u>Mathematics</u> | <u>2010-2011</u> | <u>2011-2012</u> | <u>Gains/Losses</u> |
|----------------------------------|------------------|------------------|---------------------|
| All Students (AS) | 37.68 | 46.42 | +8.74 |
| Racial/Ethnicity White (W) | 37.68 | 46.42 | +8.74 |
| Special Education (SE) | 14.81 | 22.22 | +7.41 |
| Economically Disadvantaged(SES) | 26.26 | 42.42 | +16.16 |
| | | | |
| <u>Reading/Language Arts</u> | <u>2010-2011</u> | <u>2011-2012</u> | <u>Gains/Losses</u> |
| All Students (AS) | 38.40 | 42.85 | +4.45 |
| Racial/Ethnicity White (W) | 38.40 | 42.85 | +4.45 |
| Special Education (SE) | 14.81 | 13.88 | -0.93 |
| Economically Disadvantaged (SES) | 30.30 | 34.34 | +4.04 |

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

1. NexGen Training.
2. Leadership Series.
3. Common Core K-02.
4. Teacher Leadership Seminar.
5. West Virginia Board of Education Policy 4373.
6. Core Mathematics Instruction.
7. Everyday Mathematics Training.
8. Scott Foresman Core Instruction: Small Group.
9. APL Strategies.
10. Instructional Practices Inventory.
11. Data Notebooks.
12. Leadership Retreat/Data Analysis.
13. NexGen West Virginia 21st Century Content Standards and Objectives (CSOs).
14. Support for Personalized Learning.
15. Leadership Redefined.
16. Headsprout Mimio Comprehension.
17. Collaboration.
18. Data Analysis.
19. WVEIS WOW.
20. Novice Teacher Training.
21. Working with Parents in Rural Areas.
22. Understanding State/District School Report Card.
23. Framing Your Success.
24. Engrade Grading System.
25. Effective Communication from Home to School.
26. Dealing with Difficult Parents.
27. Title I Collaboration.
28. TechSteps.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (7.1.5 Instructional strategies; 7.1.7 Library/educational technology access and technology application; 7.2.1 County and School electronic strategic plans; 7.8.1 Leadership) presented in the January 2010 report had been corrected.

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)

One Grade 4 teacher did not exhibit high expectations for all students. Students were off task for extended amounts of time, instructional strategies were not varied, and Depth of Knowledge was at Level 1. Multiple students were off task in another Grade 4 teacher's class and were not redirected. The teacher had only been on the job for three weeks.

This standard was also cited in the Education Performance Audit report of January 2010.

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)

None of the three Title 1 teachers had lesson plans for the pull-out students. One Grade 5 teacher had lesson plans only for the current week for the Team to review.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. Teachers stated that they needed additional training on student responders and professional development for new teachers. Teachers stated that extensive professional development had been provided in other areas.

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 Jaeger 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.

This was the first year for the current principal, and she was providing high quality leadership and implementing quality professional development directed at strengthening the teaching process. Teachers reported that the support from the administration was excellent and all staff appeared to work as a cohesive unit. Student achievement improved in all but one subgroup. The principal is strongly urged to ensure that the areas of weakness found in the Education Performance Audit are corrected to ensure that all students have the needed instruction to learn.

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.**

laeger Elementary School demonstrated the capacity to increase student achievement. Seven of the eight subgroups showed improvement in the WESTEST2 assessment. The Team observed excellent instruction in most classrooms and believed that the positive attitude of staff and the high quality professional development will continue to increase student achievement.

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*)

The Facility Team identified facility resource needs which are presented in the McDowell County School System Report under 7.4.1. Regulatory agency reviews.

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.

Under the guidance of the principal, the staff was disaggregating student data and implementing professional development to strengthen areas of weakness. The school was taking a proactive stance to increasing student achievement and was providing a nurturing environment for all students to learn.