

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHERRY RIVER ELEMENTARY SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

MARCH 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Cherry River Elementary School in Nicholas County was conducted on January 25, 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Gloria Cunningham, Coordinator, Office of Child Nutrition

TEAM MEMBERS

Name	Title	School/County
Marianne Annie	Elementary School Principal	Chesapeake Elementary Kanawha County
Denver Drake	Middle School Principal	Braxton County Middle Braxton County
Richard Lance	Athletic Director/High School Teacher	Roane County High Roane County
Andrea Phillips	Retired Principal	Greenbrier County
Charles Pitrolo	Middle School Principal	Dunbar Middle School Marion County
Larry Werry	Elementary School Principal	Fairview Elementary Marion County
Thomas Wood	Assistant High School Principal	John Marshall High Marshall County

SCHOOL PERFORMANCE

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

62-204 CHERRY RIVER ELEMENTARY - Needs Improvement

NICHOLAS COUNTY

Jo Jarvis, Principal

Grades K - 06

Enrollment 311

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	167	175	172	98.29	57.57	Yes	Confidence Interval	✓
White	167	175	172	98.29	57.57	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	130	129	99.23	50.00	Yes	No	✗
Spec. Ed.	39	41	38	92.68	16.21	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	167	175	172	98.29	69.69	Yes	Yes	✓
White	167	175	172	98.29	69.69	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	130	129	99.23	64.75	Yes	Confidence Interval	✓
Spec. Ed.	39	41	38	92.68	24.32	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

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	47	43	44	41	93.62	24.39	39.02	31.71	4.88	0.00	36.59
04	42	40	42	40	100.00	15.00	25.00	47.50	10.00	2.50	60.00
05	40	39	40	39	100.00	7.69	15.38	64.10	7.69	5.13	76.92
06	46	45	46	45	100.00	8.89	33.33	35.56	17.78	4.44	57.78

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	47	43	44	41	93.62	14.63	26.83	46.34	12.20	0.00	58.54
04	42	40	42	40	100.00	12.50	20.00	47.50	15.00	5.00	67.50
05	40	39	40	39	100.00	2.56	12.82	46.15	28.21	10.26	84.62
06	46	45	46	45	100.00	6.67	24.44	42.22	24.44	2.22	68.89

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%	0	0%	4	10%	7	17%	23	56%	2	5%	5	12%	0	0%	41

Note: Eighty-three percent (83%) 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
57.50%	2003-04
45.88%	2002-03
	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Cherry River 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 students (SES) in mathematics. 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 upgraded the school to Conditional Accreditation status at the February 9, 2005 State Board meeting.

Cherry River Elementary School met AYP in the remaining subgroups; however, Nicholas County curriculum staff and school staff must be abundantly aware that the all students (AS) and racial/ethnic white (W) subgroups in mathematics and the SES subgroup in reading/language arts made AYP by application of the confidence interval and may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the state's percent proficient in both mathematics and reading/language arts.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Cherry River Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.2. High expectations. Staff exhibited a strong dedication for student achievement and a sincere interest in the children. The teachers were positive role models and showed high expectations for the students.

6.1.4. Instruction. Before and after-school programs were available to students that offered a variety of activities. The activities included Accelerated Reader, spelling word practice, homework help, academic games (math bingo, spelling bees, computer lab, etc.), and high school student tutors/mentors. Enrichment activities provided included: Show choir, art, basketball, wrestling, 4-H, majorettes, fly tying, band, karate, digital photography, web page creation, aerobics, and journalism.

- 6.2.3. Lesson plans and principal feedback.** The principal established high expectations for lesson plans. The principal conducted daily observations and provided positive comments and constructive guidance to teachers regarding their plans. The principal recognized the importance of high quality lesson plans in helping to guide the curriculum.
- 6.8.1. Leadership.** The principal exemplified a positive role model for staff and students. Through observations and teacher interviews, it is evident that the principal held high expectations for staff and students and was guiding the school toward achieving AYP.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

6.1. Curriculum

- 6.1.6. 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)**

During interviews and classroom observations, it was evident that all teachers were not conducting instruction in writing across the curriculum on a weekly basis. While writing was a part of each class, it was not being done on a regular basis. In consideration that no students scored at 3.0 or above on the writing assessment, it is imperative that constructive writing activities be implemented on at least a weekly basis.

- 6.1.8. Instructional materials.** **Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

The Team found that teachers were posting required materials lists for students to purchase at local stores. This is inconsistent with a free and appropriate public education provided by West Virginia Code. Nicholas County is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school. This practice must cease in future school years.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** During teacher interviews there did not appear to be a correlation of efforts between the science teacher and classroom teachers to ensure that the Content Standards and Objectives (CSOs) were being addressed. Both the science teacher and the classroom teachers were giving instruction in science, but there was no correlation between the two. The Team recommended that the classroom teachers and the science teacher coordinate efforts to guarantee that the CSOs for science are implemented.

- 6.1.7. Library/educational technology access and technology application.** The computer laboratory was being fully utilized; however, the computers in the classrooms were not fully utilized. A school goal for 2004-05 was to increase the use of technology by both students and teachers. The Team recommended that classroom computers be operating and used on a regular basis.
- 6.1.12. Multicultural activities.** Minimal evidence existed that multicultural education was offered on a consistent basis. Not all teachers could articulate curriculum areas in which they addressed multicultural awareness and activities. Although a general schoolwide plan was in place and individual classroom plans existed, there was little evidence of them being implemented either schoolwide or in individual classrooms. The Team recommended that multicultural activities be a regular part of the curriculum and delivered at each programmatic level. The Team also recommended that the schoolwide multicultural plan be implemented.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Cherry River Elementary School and Nicholas County have the capacity to correct the identified deficiencies.

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 was not large enough for future expansion. The site did not have well-drained soil free of erosion. The topography was not varied enough to provide a desirable appearance and had steep inclines. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 17.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 17.1.5. Library/media and technology center.** Newspapers were not available for student use.
- 17.1.10. Specialized instructional areas.** The art area did not have 2 deep sinks, a ceramic kiln, or black-out areas. The physical education facilities were not adequate in size, located away from quiet areas of the building, close to lockers and a shower, and did not have a display case or available seating.

- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 17.1.15 Health service units.** A health service unit of adequate size was not provided. A refrigerator with locked storage was not available.

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.

Given the achievement levels of students in the economically disadvantaged students (SES) subgroup, Cherry River Elementary School and Nicholas County must implement the State's required curriculum and provide instruction that will improve achievement. Nicholas County must actively pursue assistance from RESA IV, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-204 Cherry River Elementary	Conditional Accreditation	6.1.6; 6.1.8		
			5.1.1 (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 the economically disadvantaged (SES) subgroup, and presented three (3) recommendations.

Cherry River 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. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Cherry River Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a Date Certain of May 31, 2007 to achieve adequate yearly progress (AYP).