

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NORTH FORK ELEMENTARY SCHOOL

PENDLETON COUNTY SCHOOL SYSTEM

NOVEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of North Fork Elementary School in Pendleton County October 15, 2003.

A Follow-up Education Performance Audit of North Fork Elementary School was conducted September 29, 2004. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school "... does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1. Curriculum

- 7.1.2. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education and the mission of the school is consistent therewith. Appropriate copies of the content standards and objectives are provided to each teacher and to the public upon request. (Policy 2510; Policy 2520)**

The Team determined through observations and interviews with teachers that some art instruction was provided; however, the Team could not determine that the content standards and objectives (CSOs) were being taught. The principal, when asked during an interview, indicated that they were not being taught at all grade levels.

FOLLOW-UP REVIEW

COMPLIANCE. The art Content Standards and Objectives (CSOs) were known by the teachers. The school has added a number of art materials such as new textbooks, videos, art prints, etc., for teachers to use in teaching the CSOs.

7.2. Student and School Performance

- 7.2.1. Unified School Improvement Plan. A formal written Unified School Improvement Plan that includes a technology plan, safe and productive school plan, the integration of special needs students plan, and the Elementary and Secondary Education Act school based improvement plan is established, implemented, and reviewed annually. The plan must specify how the school intends to increase student achievement. It must be developed through a strategic planning process and must be based on all available data regarding student achievement. (Policy 2510)**

The Unified School Improvement Plan (USIP) did not include the following required sections: General Assurances and Certifications, School Vision and Mission, School Goals, Needs Assessments and Conclusions, Monitoring Implementation Plan, Staff Development Summary, and Budget Summary. Additionally, the timelines for activities to meet the improvement objectives were not specific, some indicated TBA or Fall, Spring. Specific dates for each activity need to be determined to ensure that the USIP is a vital document that is used by all educators to guide school improvement.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATION

7.1.6. Instructional strategies. The Team observed that traditional, teacher directed instruction was the predominant method of instruction in some classes. The Team recommended that all teachers utilize a variety of instructional strategies and learning modalities to ensure that all students achieve content mastery based upon their unique learning styles. The Team also recommended that the Curriculum Team, assisted by the county staff, develop and implement professional development sessions that address using various instructional strategies and techniques.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A number of staff development activities had been provided that included: Guided Reading, The Five Step Writing Process, COMPASS training, Classroom Instruction That Works, and the Statewide writing rubric.

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.

- 18.1. 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.

- 18.1.10. Specialized instructional areas.** The Art Room did not have mechanical ventilation, a kiln, or blackout areas.
- 18.1.15. Health service units.** The Health Service Unit did not have a toilet or refrigerator with locked storage.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the November 2003 Draft Report.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. 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 North Fork Elementary and Pendleton County Schools have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

The identified deficiencies had been corrected.

SCHOOL SYSTEM APPROVAL & SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Pendleton County School System and continue the **Full Accreditation** status of North Fork Elementary School.