



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

KINGWOOD ELEMENTARY SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Kingwood Elementary School in Preston County was conducted on April 8, 2008. 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

West Virginia Department of Education Team Leader – Jason Hughes, Coordinator,
Office of Career and Technical Instruction

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Stephen Higgins	Elementary School Principal	White Hall Elementary School Marion County
Rhonda J. Judy	Middle School Assistant Principal	Robert L. Bland Middle School Lewis County
Claude S. Malnick	Middle School Principal	Monongah Middle School Marion County
Jeannie L. Montgomery	Middle School Teacher	Spencer Middle School Roane County
Jennifer D. Ramsey	Elementary School Assistant Principal	Mineral Wells Elementary School Wood County

SCHOOL PERFORMANCE

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

70 PRESTON COUNTY

John Lofink, Superintendent

204 KINGWOOD ELEMENTARY SCHOOL – Needs Improvement

Jan Nichols, Principal

Grades K - 05

Enrollment 598 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

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	256	271	267	98.52	76.98	Yes	Yes	✓
White	251	264	260	98.48	77.32	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	157	155	98.72	67.83	Yes	Yes	✓
Spec. Ed.	59	64	61	95.31	51.78	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	256	271	268	98.89	81.42	Yes	Yes	✓
White	251	264	261	98.86	81.85	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	157	155	98.72	72.72	Yes	Yes	✓
Spec. Ed.	59	64	62	96.87	49.12	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.8%**

70 PRESTON COUNTY
John Lofink, Superintendent
204 KINGWOOD ELEMENTARY SCHOOL – Needs Improvement
Jan Nichols, Principal
Grades K - 05
Enrollment 602 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

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	256	272	269	98.89	79.44	Yes	Yes	✓
White	253	269	266	98.88	79.60	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	136	145	142	97.93	71.42	Yes	Confidence Interval	✓
Spec. Ed.	61	71	68	95.77	53.44	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	256	272	268	98.52	80.95	Yes	Yes	✓
White	253	269	265	98.51	81.12	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	136	145	142	97.93	70.67	Yes	Confidence Interval	✓
Spec. Ed.	61	71	68	95.77	48.27	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.3%**

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	88	81	87	80	98.86	1.25	18.75	51.25	26.25	2.50	80.00
04	94	86	93	85	98.94	2.35	22.35	41.18	24.71	9.41	75.29
05	90	89	89	88	98.89	2.27	14.77	45.45	28.41	9.09	82.95

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	88	81	87	80	98.86	2.50	16.25	48.75	27.50	5.00	81.25
04	94	86	93	85	98.94	4.71	11.76	43.53	31.76	8.24	83.53
05	90	89	88	87	97.78	4.60	17.24	49.43	24.14	4.60	78.16

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels

GRADE 4	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
PRESTON COUNTY	332	2	10	45	34	8	1	57	43
KINGWOOD ELEMENTARY	92	4	11	41	36	8	0	57	43

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Kingwood Elementary School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for mathematics and reading/language arts. Kingwood Elementary School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Student percent proficient increased in all reporting subgroups for mathematics and decreased in all subgroups for reading/language arts from the 2005-2006 school year to the 2006-2007 school year.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, compared to 57 percent for Preston County and 57 percent for Kingwood Elementary School. The school must continue to address this issue by developing a consistent approach to instruction in writing and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

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

1. Positive Behavior Support.
2. Curriculum Assessment.
3. School Access Control.
4. Title I.
5. Inclusion.
6. Multicultural Activities.
7. Team Building and Working Together.
8. Technology Improvements.
9. Teach 21.
10. SuccessNet.
11. Safety and Wellness Committee.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

- 6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or

a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Kingwood Elementary School performed within the point range (886-761) for full accreditation status.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Three special education teachers told Team members that the special education students did not use the adopted texts because they could not do the work. This did not show high expectations for all students.

One Grade 5 teacher did not exhibit high expectations for all students. Eleven students out of 21 students were observed to be off task and not redirected by the teacher. Student interaction was minimal and transition from one subject to another was immediate with no closure from one class to another.

Another teacher did not exhibit high expectations for all students. Four of the 11 students in the class were off task for an extended period of time and not redirected by the teacher. Instructional strategies were not varied. One book was placed in front of one student and that student would read, then the book was moved to another student and so on.

Another teacher overly used sarcasm when addressing students. She told students that she was not here to put up with nonsense and then told students to not give “stupid answers.” One student made a comment to her and her response was “Waa Waa Waa”. This behavior was negative and would not positively affect students’ attitudes toward instruction.

- 7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

One classroom for Moderately Impaired (MI) students had 13 students, which was over the caseload of the class. Classes for MI students are allowed 8 students without an aide and 12 students with an aide.

At least four teachers stated that their science classes were not 50 percent investigation, active inquiry, experimentation required by Policy 2510.

Title I teachers did not have the opportunity to plan with general education teachers.

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)

Two special education teachers were observed serving more in the role of an aide. The general educator conducted the classes and the special educator monitored the classes and did not actively participate in curriculum delivery. Given the low percent proficient of special education students, special education teachers must actively instruct students to increase knowledge.

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 school's Five-Year Technology Plan had not been revised since the 2003-2004 school year. There were no technology action steps and the plan did not adequately address the needs of the school. Other than the mobile laboratory, which was being used for the writing assessment, only approximately 11 computers were observed in use throughout the day of the Education Performance Audit. Windows 98 was the predominated operating system at the school. Teachers stated that they were to be updated to VISTA in the near future.

7.1.8. 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)

Grades 2 and 5 staff sent instructional supply lists home for students to provide for the class. Teachers verbally stated that the materials were only requested; however, the list did not contain that wording.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The classroom schedules indicate that three classes did not provide the required 315 instructional minutes. Each provided approximately 300 minutes of instructional time.

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.

While the school's Five-Year Strategic Plan did address the needs of the school, over half the teachers interviewed could not discuss the educational components of the plan.

- 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)**

Eight teachers had lesson plans only for the current week. Twelve teachers had incomplete lesson plans. Teachers did not have verification that the principal had checked all lesson plans at least once per quarter. The principal had verification that she had notified individual teachers that they needed to improve their lesson plans so that a substitute teacher could better follow the plans and to focus the plans on student needs.

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)**

Due to the number and the degree of deficiencies found at Kingwood Elementary School, the Team determined that technical assistance be provided by the central office administration, the West Virginia Department of Education, and RESA VII to assist the principal in the management and leadership of the school.

RECOMMENDATIONS

- 7.1.3. Learning environment.** There was no way to secure the classrooms in an emergency or lock down situation. The Team recommended that the school and county investigate means to provide student security in emergency situations.

Walls were marked, numerous ceiling tiles were missing or stained and a great deal of dirt and dust were due to only two custodians serving the school. Paint was peeling throughout the building. The Team recommended that the school and/or county provide greater cleaning capacity at the school to improve the educational atmosphere.

- 7.2.4. Data analysis.** Grade 2 teachers stated that they would like to have access to Grade 3 WESTEST scores. They wanted to know what the areas of deficiency were so that they could help to fill in the weak areas. The Team recommended that these test scores be provided to all teachers to plan classes to increase student achievement.

- 7.7.1. School rules, procedures, and expectations.** Disclosure forms were not available for Team members to sign to view Individualized Education Programs (IEPs). The Team recommended that the principal develop a sign-off sheet to indicate the person reviewing the IEPs and the purpose.

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 Kingwood Elementary School in providing a thorough and efficient system of education. Preston 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 Preston County or the accreditation status of the schools.

8.1.4. Administrative practices.

With an enrollment of 608 students and 43 teachers, it would be extremely difficult for one administrator to be the curricular leader and deal consistently with student and staff issues. The Team believed that the principal is overly burdened and is in the role of maintaining rather than building the educational program.

The deficiencies found at Kingwood Elementary School were indicative of a school in need of strong leadership and support from the central office. The administration and staff did not work well together to correct issues that have been in place for a period of time. It is imperative that the entire staff work together for the common good of the students to correct the deficiencies identified in this report. The Team questioned the ability of the staff in their current state to make the changes necessary to increase student 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 Kingwood Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
7.1.8. Instructional materials.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.13. Instructional day.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.2.1. County and School electronic strategic improvement plans.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Office of Title II - School and School System Improvement (304) 558-3199
7.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

- 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 the administration must actively seek assistance from the West Virginia Department of Education offices listed in the chart to correct the identified deficiencies. The Preston County Central Office, RESA VII, and the West Virginia Center for Professional Development must also be contacted for assistance in addressing the issues.

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 five acres, plus one acre for each 100 students over 240 and was not large enough for future expansion. There was not a sufficient amount of on-site, solid surface parking for staff, visitors, and individuals with limited mobility.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area and administrative facilities were not provided with sufficient work space and privacy.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.4. Counselor's office.** Adequate space was not provided and the counselor did not have easy access to student records.

- 19.1.5. Library/media and technology center.** Space for technology, including computer laboratories, was not available.
- 19.1.7. K classrooms.** Areas for students' coats were not provided.
- 19.1.8. Grades 1-12 classrooms.** The location of academic learning areas was not near related educational areas and away from disruptive noises. Storage was not adequate.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facilities did not have acoustical treatment.
- 19.1.15. Health service units.** A bulletin board 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.

Kingwood Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies. The principal is overextended and there appeared to be a lack of knowledge from the staff of what was required of them in several of the areas the Team identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-204 Kingwood Elementary	Full Accreditation	7.1.2; 7.1.4; 7.1.5; 7.1.7; 7.1.8; 7.1.13; 7.2.1; 7.2.3; 7.8.1		

Education Performance Audit Summary

The Team identified nine high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Kingwood 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 draft report to guide Kingwood Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.