



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SPENCER ELEMENTARY SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2010

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

Table of Contents

	Page
Introduction	2
Education Performance Audit Team.....	2
School Performance.....	3
Education Performance Audit	7
Initiatives For Achieving Adequate Yearly Progress	7
High Quality Standards	8
Indicators Of Efficiency.....	10
Early Detection And Intervention.....	13
Education Performance Audit Summary	13

INTRODUCTION

An announced Education Performance Audit of Spencer Elementary School in Roane County was conducted April 1, 2010. 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 at the county level 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 concentrated on the decline of the WESTEST 2 percent proficient.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Terry Reale, Coordinator, Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sarah Lyons, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Eugenia B. Ayers	Elementary School Principal	Fayetteville Elementary School Fayette County
Dr. Sara J. Stankus	Elementary School Principal	Union Elementary School Upshur County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County
Mindy D. Wilson	Elementary School Assistant Principal	Jefferson Elementary School Wood County

SCHOOL PERFORMANCE

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

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

205 SPENCER ELEMENTARY SCHOOL – Passed

Dr. William Chapman, Principal

Grades PK - 04

Enrollment 565 (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	193	203	203	100.00	70.46	Yes	Averaging	✓
White	185	195	195	100.00	71.35	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	116	125	125	100.00	64.65	Yes	Confidence Interval	✓
Spec. Ed.	29	31	31	100.00	48.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	193	203	203	100.00	76.16	Yes	Yes	✓
White	185	195	195	100.00	76.21	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	116	125	125	100.00	70.68	Yes	Confidence Interval	✓
Spec. Ed.	29	31	31	100.00	44.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.0%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
205 SPENCER ELEMENTARY SCHOOL – Passed
Dr. William Chapman, Principal
Grades PK - 04
Enrollment 538 (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	192	204	204	100.00	53.64	Yes	Confidence Interval	✓
White	189	201	201	100.00	53.96	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	129	140	140	100.00	45.73	Yes	Confidence Interval	✓
Spec. Ed.	45	49	49	100.00	26.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	192	204	204	100.00	48.43	Yes	Confidence Interval	✓
White	189	201	201	100.00	49.20	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	129	140	140	100.00	40.31	Yes	No	✗
Spec. Ed.	45	49	49	100.00	15.55	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.6%

SPENCER 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	97	92	97	92	100.00	3.26	40.22	29.35	23.91	3.26	56.52
04	107	100	107	100	100.00	9.00	40.00	26.00	13.00	12.00	51.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	97	92	97	92	100.00	13.04	39.13	38.04	7.61	2.17	47.83
04	107	100	107	100	100.00	8.00	43.00	36.00	12.00	1.00	49.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Spencer Elementary School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts for the 2008-2009 school year. Spencer Elementary School achieved AYP in the all students (AS), the racial/ethnicity white (W), and the SES subgroups in mathematics, and the AS and W subgroup in reading/language arts only by application of the confidence interval. 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 Plans 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 – 43.48 percent in mathematics and 52.17 percent in reading; Grade 4 – 49.00 percent in mathematics and 51.00 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. Differentiated Instruction.
2. Learning Strategies.
3. Fractions, Decimals, and Percents Professional Learning Community Book Study.
4. SES Achievement Training.
5. Gradequick and Edline.
6. Mathematics Webinar.
7. OEPA and You.
8. Compliant Individualized Education Program (IEP) Writing.
9. Unpacking the West Virginia 21st Century Content Standards and Objectives (CSOs).
10. Response to Intervention (RTI).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The school was safe, orderly, organized, clean, and provided a nurturing environment for teaching and learning. All teachers and students interviewed stated that the school was positive and nurturing and conducive to the learning process.
- 7.1.5. Instructional strategies.** The school had implemented a Jump Start Transition Summer School program that brought pre-K students to school for a week. This was a one-week summer school program for all students entering Kindergarten. The students were assigned a teacher and parents were informed of their child's class assignment. The Kindergarten teacher worked with a Title I teacher to cover the various aspects of the transition period with the students. Parents were invited to eat lunch with their children on the last day and parents were given information on preparing for the school year.
- 7.8.1. Leadership.** The principal was well-prepared, organized, and extremely knowledgeable of the building and the school's needs. He had a good grasp of how to improve the WESTEST 2 proficiency rate and had provided high quality staff development and programs. The principal set high expectations for the staff, students, and himself.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.1. 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. (Policy 2510; Policy 2520)**

Grades 3 and 4 English and language arts instruction was textbook driven rather than guided by the West Virginia 21st Century content standards and objectives (CSOs). Interviews revealed that textbooks were used to a very high extent and teachers stated that the textbooks addressed the CSOs. Kindergarten and Title I teachers said they developed their instructional plans and then checked to see which CSOs were covered.

- 7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

The Grade 4 teachers were not teaching social studies and science to master the West Virginia 21st Century content standards and objectives (CSOs). Teachers and the principal stated that they were focusing more on mathematics and reading/language arts and needed more time to devote to social studies and science.

Individual class schedules revealed that time during the school day could have been used more effectively and efficiently. For example, one class schedule listed Check agenda/break 11:50-12:05 p.m.; Lunch 12:06-12:36 p.m.; Break, switch classes 12:40-12:55 p.m.; and Reading/Language Arts 1:00-2:30 p.m. The schedule contained other items of minimal value, i.e., Rest room break 9:00-9:05 a.m. (before PE, Art, or Music on alternating days) and Break/switch class 9:40-9:45 p.m. (after PE, Art, or Music). Also Read Aloud, alternating with Trout Water Change, is included in the schedule from 2:30-2:50 p.m. followed by Prepare to dismiss from 2:55-3:00 p.m. While the classroom schedules varied, all showed similar examples of time that could be applied more effectively to teaching and learning.

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 West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, to discuss the areas of weakness and develop a plan to strengthen the plan.

RECOMMENDATIONS

- 7.1.7. Library/educational technology access and technology application.** Although the Technology Integration Specialist (TIS) was enthusiastic, knowledgeable, and had delivered a great deal of professional development, the Team observed very few students using technology in the classrooms. Team members did not observe any students using the first floor computer laboratory during the day of the Education Performance Audit. The Team recommended that the school technology team plan to add technology hardware in the classrooms and work on consistent scheduling of computer laboratories.
- 7.1.12. Multicultural activities.** Although the county had a Multicultural Plan, the teachers could not enumerate specific activities other than using stories in the textbook that had international themes. The Team recommended that the school develop and use a comprehensive list of schoolwide multicultural activities in the classrooms.

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 Spencer Elementary School in providing a thorough and efficient system of education. Roane 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 Roane 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 and teachers were aware of the school's needs as identified by the WESTEST 2 data analysis and had participated in high quality staff development on how to increase student achievement and close the achievement gap. The Team believed that once the staff development had been fully put into effect that achievement will increase. The most pressing concern is that all staff use the West Virginia 21st Century content standards and objectives (CSOs) as a foundation for the curriculum.

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 Spencer 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 believed that Spencer Elementary School and Roane County have the capacity to correct the identified deficiencies and increase student achievement. Continued assistance from the Roane County central office, RESA 5, and the West Virginia Department of Education will be important to complete this goal.

The Team recommended that the Roane County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 for guidance in revising the school's Five-Year Strategic Plan.

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.

- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.10. Specialized instructional areas.** A ceramic kiln was not available in the art facility.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** 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.

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 three high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.9. Programs of study.
- 7.2.1. County and School electronic strategic improvement plans.

The Team presented three commendations and two recommendations, noted an indicator of efficiency and offered capacity building resources.

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