



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SISTERSVILLE ELEMENTARY SCHOOL

TYLER COUNTY SCHOOL SYSTEM

JANUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	8
High Quality Standards	8
Initiatives for Achieving Adequate Yearly Progress	8
Indicators of Efficiency	10
Building Capacity to Correct Deficiencies.....	11
Identification of Resource Needs	12
Early Detection and Intervention	13
Education Performance Audit Summary	14

INTRODUCTION

An announced Education Performance Audit of Sistersville Elementary School in Tyler County was conducted November 17, 2010.

A Follow-up Education Performance Audit of Sistersville Elementary School was conducted December 6, 2011. The purpose of the follow-up review was to verify correction of the finding(s) 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 TEAM

Office of Education Performance Audits Team Chair – Dr. Gus Penix, Director

SCHOOL PERFORMANCE

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

85 TYLER COUNTY

Robin Daquilante, Superintendent

202 SISTERSVILLE ELEMENTARY SCHOOL – Passed

Krista DeVaughn, Principal

Grades PK - 05

Enrollment 318 (2nd month 2008-2009 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	138	141	141	100.00	74.63	Yes	Yes	✓
White	137	140	140	100.00	75.18	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	17	17	17	100.00	52.94	NA	NA	NA
Low SES	81	83	83	100.00	67.90	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	138	141	141	100.00	71.01	Yes	Yes	✓
White	137	140	140	100.00	70.80	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	17	17	17	100.00	41.17	NA	NA	NA
Low SES	81	83	83	100.00	62.96	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.0%

85 TYLER COUNTY
Robin Daquilante, Superintendent
202 SISTERSVILLE ELEMENTARY SCHOOL – Needs Improvement

Krista DeVaughn, Principal
Grades PK - 05
Enrollment 309 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	127	130	130	100.00	46.45	Yes	Yes	✓
White	127	129	129	100.00	46.45	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	5.55	NA	NA	NA
Low SES	73	76	76	100.00	31.50	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	127	130	130	100.00	37.00	Yes	Yes	✓
White	127	129	129	100.00	37.00	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	5.55	NA	NA	NA
Low SES	73	76	76	100.00	17.80	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

85 TYLER COUNTY
Robin Daquilante, Superintendent
202 SISTERSVILLE ELEMENTARY SCHOOL – Needs Improvement

Krista DeVaughn, Principal
Grades PK - 05
Enrollment 288 (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	126	132	132	100.00	43.65	Yes	Confidence Interval	✓
White	126	131	131	100.00	43.65	Yes	Confidence Interval	✓
Black	**	**	**	100.00	0.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	10.52	NA	NA	NA
Low SES	77	83	83	100.00	36.36	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	126	132	132	100.00	43.65	Yes	Confidence Interval	✓
White	126	131	131	100.00	43.65	Yes	Confidence Interval	✓
Black	**	**	**	100.00	0.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	15.78	NA	NA	NA
Low SES	77	83	83	100.00	35.06	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Sistersville Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Sistersville Elementary School failed to achieve AYP in the economically disadvantaged (SES) subgroup in reading/language arts. Sistersville Elementary School achieved AYP in the SES subgroup in mathematics 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.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 48.65 percent in mathematics and 67.57 percent in reading; Grade 4 – 53.49 percent in mathematics and 65.12 percent in reading; Grade 5 – 57.45 percent in mathematics and 57.45 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.

1. All About Cameras.
2. Physical Activity Symposium.
3. New Mathematics Textbook Workshop.
4. Mentor Training.
5. Building Classroom Websites and Using Wiki's and Blogs.
6. Individualized Education Program (IEP) Training.
7. Response to Intervention in Mathematics.
8. Acuity.
9. Writing Roadmap.
10. Quality Learning Workshop.
11. Using Internet Resources.
12. Positive Behavior Support Workshop.
13. Early Childhood Workshop.
14. WESTEST2 Data Analysis.
15. Professional Learning Communities.
16. Lexia/Reading Language Arts.
17. DIBELS.
18. Voyager Mathematics.
19. Comprehension Strategies.

20. Benchmarking.
21. TechSteps.
22. Review Common Core Standards for Reading/Language Arts.

FOLLOW-UP REVIEW

STANDARD MET. Sistersville Elementary School showed progress in achievement in the 2010-2011 year by acquiring adequate yearly progress (AYP) in both mathematics and reading/language arts in all subgroups except the economically disadvantaged (SES) subgroup in mathematics. Adequate yearly progress (AYP) was achieved in the All Students (AS), the racial/ethnicity white (W) subgroups in mathematics and reading/language arts by application of the confidence interval. AYP was achieved in the economically disadvantaged (SES) subgroup in reading/language arts by application of the confidence level.

The school staff continued to improve student achievement through additional staff development.

1. Tech Steps.
2. Lexia.
3. Math Facts in a Flash.
4. Brain Pop and Brain Pop Jr.
5. Acuity.
6. WV Writes.
7. Pearson Math.
8. Next Generation Common Core.
9. Rtl.
10. DIBELS.
11. Investigation Math.
12. Century 21 Teaching Tools.

By the No Child Left Behind (NCLB) State Accountability Workshop definition of AYP, Sistersville Elementary School, while in its 1st year of not making AYP, met the federal and state requirements for Full Accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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.**

At least half of the teachers interviewed could not discuss the goals and action steps of the school's Five-Year Strategic Plan. The plan needed to be the basis for classroom instruction and school improvement.

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. Information contained in the plan needed to be school specific, not county specific, in the areas of Data Analysis; Student Achievement; Other Student Outcomes; Culture, Conditions, and Practices; and Identified Priorities.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed all teachers regarding the Five-Year Strategic Plan and they were able to discuss the goals of the plan and how those goals impacted instruction in their classroom. According to the principal, the Five-Year Strategic Plan is on the meeting agendas of all teams and groups associated with the school (PTO, LSIC, Faculty Senate, and PLCs).

The West Virginia Department of Education, Office of Organizational Effectiveness and Leadership reviewed the revised Five-Year Strategic Plan and determined the plan adequately addressed Data Analysis, Student Achievement; Other Student Outcomes; Culture, Conditions, and Practices; and Identified Priorities.

- 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)

Three teachers' lesson plans were insufficient. One teacher's lesson plans were incomplete and could not be followed by a substitute teacher. Another teacher's lesson plans had completed steps and information but, times were not indicated on the plans which made it difficult, if not impossible, for the principal or a substitute teacher to identify the lesson of the day. Another teacher had weekly lesson plans, but no daily lesson plans; therefore, a substitute teacher could not determine the lesson for the day.

FOLLOW-UP REVIEW

STANDARD MET. All teachers' lesson plans were complete and presented in a clear and discernible fashion that could be understood and implemented by a substitute teacher. The principal monitored lesson plans frequently and provided comments as needed.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. The school did not have a computer laboratory sign-in sheet to document laboratory usage. The Team recommended that a sign-in sheet, with the number of students actually using the laboratory, be developed and implemented.

The school website was out of date and the Team recommended that it be updated and kept current. Also, the website was developed by a local citizen who used the last page of the school website as an advertisement for his computer company. The Team recommended that the website be dedicated only to Sistersville Elementary School information.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The school implemented a computer laboratory sign-in sheet. The sign-in sheet detailed the number of students utilizing the lab.

The school website was current. The website continued to be maintained by a local citizen and an advertisement for his company remained on the last page of the website

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 Sistersville Elementary School in providing a thorough and efficient system of education. Tyler 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 Tyler 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 principal at the school. Organization and knowledge of the school's needs and the corrective actions necessary for improvement were strengths demonstrated by the principal.

The school's Five-Year Strategic Plan needed to be central in guiding the direction of the school. The plan needed revisions and the teachers needed to be knowledgeable of the goals and actions steps of the plan and how they were addressing the goals in the classroom.

FOLLOW-UP REVIEW CONCLUSION

The school was effectively utilizing the Five-Year Strategic Plan to guide the school's direction. Each teacher demonstrated an understanding of their corporate efforts to improve student achievement through analyzing data and developing a plan of action to address issues. The principal was providing quality leadership in guiding this process.

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 Sistersville 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 the principal, with assistance from the Tyler County Central Office, RESA 5, and the West Virginia Department of Education, has the capacity to correct the deficiencies found at the school. The Team believed that under the guidance of the principal, student achievement will increase.

The Team recommended that the Tyler County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP REVIEW CONCLUSION

The principal actively worked with the superintendent and curriculum director of Tyler County Schools and the West Virginia Department of Education to correct 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.

- 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 11 usable acres, plus one acre for each 100 students over 600 and the site was not large enough for future expansion. Sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope.
- 19.1.5. Library/media and technology center.** On-line periodical indexes were not available.
- 19.1.7. K classrooms.** All Kindergarten classrooms did not have a sink and hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facility did not have adequate storage, mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have music chairs with folding arms or acoustical treatment.

19.1.14. Food service. A locker/dressing room and toilet were not available.

19.1.15. Health service units. A health service unit of adequate size was not available. The school did not have a bulletin board, toilet, lavatory, scales, refrigerator with locked storage, or locked medication box.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained as previously identified.

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 will need to continue the vigor shown during the Education Performance Audit in improving student achievement.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM CONCLUSION

The school staff, under the leadership of the principal, was working cohesively through their collaborative teams and Professional Learning Communities (PLCs) to facilitate improving student achievement. Educators demonstrated an understanding of the value of analyzing pertinent data and transforming that information into a mission and goals that addressed identified student needs.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Sistersville Elementary 85-202	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Accreditation** status of **Sistersville Elementary School**.