

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GLADE ELEMENTARY SCHOOL

WEBSTER 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 Glade Elementary School in Webster County April 24, 2003.

A Follow-up Education Performance Audit of Glade Elementary School was conducted October 4, 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

NONCOMPLIANCE

5.1 Curriculum

5.1.15. 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)

High school credit was given for Grade 8 Algebra I; however, 8100 minutes of instruction was not scheduled for the course as required by West Virginia Board of Education Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE. A review of the Master Schedule showed science being taught for 45 minutes per day, 8100 minutes per year.

RECOMMENDATIONS

5.1.1. Mission and goals. The Team recommended that the staff have opportunities for articulation and collaboration with Webster County High School. The Making Schools Work initiative would provide a framework for curriculum alignment, data analysis of High Schools That Work and Making Schools Work assessments, and staff development for high expectations for student achievement.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff development was held that involved the staffs of the middle and high schools. The school listed eight other activities in which the middle school and high school staff had collaborated.

5.1.3. High expectations. The Team determined through classroom observations and teacher interviews that most Grade 7 and 8 teachers had high expectations for student achievement; however, some teachers were not able to articulate their expectations for student achievement. The Team recommended that the Grade 7 and 8 teachers develop a consensus of high expectations for students and communicate those expectations to students and parents.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The teachers now have common planning periods where they plan together and discuss strategies and expectations for students. Student expectations are communicated to parents through the Local School Improvement Council (LSIC), school website, newsletters, etc.

5.1.5. Instruction. The Team recommended that the Grades 7 and 8 staff be provided opportunities for staff development that will enable the school to implement the principles of middle grade education that include the opportunities for teachers to plan together and exercise their professional judgment, develop a variety of opportunities for interdisciplinary learning, implement an effective advisor/advisee program, develop practices that reflect consistent high expectations, and foster a learning environment that supports teaching and learning.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. These have been improved through the scheduling of common planning periods for teachers of the same grades or disciplines. The Local School Improvement Council (LSIC) is involved in communicating with parents. The school has an Advisor/Advisee program in operation.

5.11.2. Preventive discipline, student involvement, and character education. When asked during interviews, the principal and assistant principal indicated that most discipline referrals were in Grades 7 and 8. The Team recommended that students who are chronic offenders be referred to the Student Assistance Team (SAT) and that the staff and administrators review the discipline procedures and instructional practices to ensure that student exclusions are kept to a minimum.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Student Assistance Team (SAT) was actively working to help students as indicated by the SAT logs.

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.

15.1. 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*)

15.1.1. School location. School location and site generally meet minimum standards. (Policy 6200 §202-206)

Parking for visitors and staff was inadequate.

FOLLOW-UP CONCLUSION

The parking lot had been expanded and approximately 25 additional parking spaces were provided.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 14.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

The Team determined that Webster County and Glade Elementary School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

FOLLOW-UP CONCLUSION

The identified noncompliance and recommendations had been corrected and the school met Adequate Yearly Progress (AYP) for achievement.

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 Webster County School System and continue the **Full Accreditation** status to Glade Elementary School.

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