

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAIRDALE ELEMENTARY SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

DECEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Fairdale Elementary School in Raleigh County on October 19, 2004.

A Follow-up Education Performance Audit of Fairdale Elementary School in Raleigh County was conducted October 19, 2005. 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."

**SCHOOL PERFORMANCE
2003-2004**

74 RALEIGH COUNTY

Dr. Charlotte Hutchens, Superintendent

211 FAIRDALE ELEMENTARY SCHOOL – Needs Improvement

Celia Mills, Principal

Grades K - 05

Enrollment 413

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	193	202	202	100.00	53.36	Yes	Confidence Interval	✓
White	193	202	202	100.00	53.36	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	124	130	130	100.00	43.54	Yes	No	X
Spec. Ed.	25	29	29	100.00	16.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	193	202	201	99.50	65.10	Yes	Confidence Interval	✓
White	193	202	201	99.50	65.10	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	124	130	129	99.23	56.91	Yes	No	X
Spec. Ed.	25	29	28	96.55	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year.
* -- 0 students in subgroups.
** -- Below 10 students in subgroups.

**Passed
Attendance Rate = 95.6%**

**SCHOOL PERFORMANCE
2004-2005**

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

74 RALEIGH COUNTY
Dr. Charlotte Hutchens, Superintendent
211 FAIRDALE ELEMENTARY SCHOOL – Passed
Celia Mills, Principal
Grades K - 05
Enrollment 463

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	183	194	194	100.00	84.15	Yes	Yes	✓
White	183	194	194	100.00	84.15	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	118	127	127	100.00	81.35	Yes	Yes	✓
Spec. Ed.	24	26	26	100.00	29.16	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	183	194	194	100.00	81.96	Yes	Yes	✓
White	183	194	194	100.00	81.96	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	118	127	127	100.00	77.11	Yes	Yes	✓
Spec. Ed.	24	26	26	100.00	29.16	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year.
* -- 0 students in subgroups.
** -- Below 10 students in subgroups.

Passed
Attendance Rate = 96.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement

Fairdale Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, was: economically disadvantaged (SES) students. In accordance with Section 9.5. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement. The activities that have been developed to address the deficiencies will increase the WESTEST scores if properly implemented.

FOLLOW-UP REVIEW

COMPLIANCE. The school achieved adequate yearly progress in all subgroups designated in 5.1.1. Achievement.

- 1. Extensive staff development was provided two times per month based on analysis of achievement data.**
- 2. After-school tutoring was provided with approximately 40 – 45 students participating two days per week.**
- 3. An academic coach was employed by the county to assist the teachers and principal.**
- 4. The academic coach was involved in the data analysis, developed prescriptive lessons for the students, and demonstrated model teaching for the staff.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Through classroom observations and student interviews, it was found that two teachers were not adequately instructing/incorporating writing skills. Students indicated they had no writing assignments (journals, writing folders, etc.).

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed writing instruction throughout all grades and programs of study. Samples of quality writing were posted throughout the school and teachers maintained portfolios of students' writing.

6.2. Student and School Performance

6.2.3. 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)

Some teachers' lesson plans did not clearly reflect the class activities. Some plans contained very little detail and it would be difficult for a substitute teacher to follow and preserve continuity in subject delivery. Given the achievement deficiency of economically disadvantaged students (SES) in both mathematics and reading/language arts, the principal needed to provide written feedback and comments on incomplete lesson plans to assure that instruction meets the needs of the SES subgroup and improves achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and found them to be complete and easily followed by substitute teachers. The principal reviewed lesson plans weekly and provided constructive comments when needed.

RECOMMENDATIONS

6.1.2. High expectations. Students did not indicate there were regularly scheduled school-wide recognition programs recognizing academic accomplishments. The Team recommended that regularly scheduled assembly programs recognizing excellent attendance and performance in the Responsible Students Program be complemented with recognition of outstanding academic performance.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team observed a variety of student recognition activities. Students were recognized each month through the Responsible Students Program (RSP), students were presented ribbons and plaques through grade level awards programs, and a schoolwide recognition program was held to celebrate the WESTEST achievement.

- 6.1.3. Learning environment.** Through teacher interviews, it was evident there was poor communication from one grade level to the next. The Team recommended that communication be improved throughout the school. The achievement results show a compelling need for curriculum articulation and planning from grade to grade.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school schedule was revised to allow teachers common planning time and vertical teaming. The principal and academic coach fostered effective communication throughout the school.

- 6.1.8. Instructional materials.** Some teachers reported an inadequate number of manipulatives for student use. The Team recommended that resources be dedicated to the acquisition of additional manipulatives.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. When asked during interviews, teachers indicated they had adequate materials. The Team observed the use of manipulatives in many classrooms.

- 6.1.12. Multicultural activities.** While the school has a multicultural activities plan in place, specific grade level activities were considered inadequate (i.e., packaged program “Salsa”). The Team recommended that more comprehensive multicultural activities be developed and implemented that include all the components of West Virginia Board of Education Policy 2421.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team observed that multicultural activities had been expanded across grade levels with monthly activities taking place. The counselor taught zero tolerance for harassment.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. 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 Fairdale Elementary School and Raleigh County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

The percentage of students performing at mastery increased significantly in all subgroups in both mathematics and reading/language arts. The Team determined that the employment of an academic coach, in depth data analysis, extensive staff development, the use of a variety of instructional strategies, and a team effort contributed to the increase in student achievement.

Fairdale Elementary School's challenge will be to build upon the successes developed and take them to an even higher level.

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.

- 17.1. 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 Checklist, Fairdale Elementary School was below standard in the areas listed. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.5. Library/media and technology center.** A Library/Resource/Media Center was not available.
- 17.1.10. Specialized instructional areas.** Acoustical treatment was not provided in the musical facility.
- 17.1.14. Food service.** A teacher's dining area of adequate size was not provided.
- 17.1.15. Health service units.** A health services unit of adequate size was not provided. The following were not available: Curtained or small rooms with cots; bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the December 2004 Draft Report.

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.

Given the achievement levels of students in the (SES) subgroup, Fairdale Elementary School and Raleigh County must implement curriculum and instruction that will improve student achievement. Additionally, the all students (AS) and white students (W) subgroups met adequate yearly progress (AYP) in mathematics and reading/language arts by application of the confidence interval. These subgroups also need a rich and research-based curriculum to continue to achieve AYP. Raleigh County must actively pursue assistance from RESA I, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

TEAM SUMMARY

The school was awarded a \$95,000 School Improvement Grant, which provided the opportunity to purchase materials, develop a comprehensive staff development program, and employ an academic coach. Raleigh County Schools and RESA I have been active in providing staff development based on current student data.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
74-211 Fairdale Elementary	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Raleigh County School System and continue the Full Accreditation status of Fairdale Elementary School.