



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ANSTED ELEMENTARY SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**FEBRUARY 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Ansted Elementary School in Fayette County was conducted on October 22, 2007.

A Follow-up Education Performance Audit of Ansted Elementary School in Fayette County was conducted November 17, 2008. 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

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

### 20 FAYETTE COUNTY

Chris Perkins, Superintendent

### 201 ANSTED ELEMENTARY SCHOOL – Passed

Victor Whitt, Principal

Grades K - 04

Enrollment 215 (2<sup>nd</sup> month 2005-06 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
<b>Mathematics</b>								
All	81	87	85	97.70	83.75	Yes	Yes	✓
White	80	86	84	97.67	84.81	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	58	57	98.27	84.61	Yes	Yes	✓
Spec. Ed.	15	16	14	87.50	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	81	87	85	97.70	83.75	Yes	Yes	✓
White	80	86	84	97.67	84.81	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	58	57	98.27	80.76	Yes	Yes	✓
Spec. Ed.	15	16	14	87.50	42.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 96.1%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**201 ANSTED ELEMENTARY SCHOOL – Passed**  
Victor Whitt, Principal  
Grades K - 04  
Enrollment 228 (2<sup>nd</sup> month 2006-07 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
<b>Mathematics</b>								
All	75	81	81	100.00	77.33	Yes	Yes	✓
White	75	81	81	100.00	77.33	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	55	61	61	100.00	74.54	Yes	Yes	✓
Spec. Ed.	11	12	12	100.00	45.45	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	75	81	81	100.00	80.00	Yes	Yes	✓
White	75	81	81	100.00	80.00	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	55	61	61	100.00	74.54	Yes	Averaging	✓
Spec. Ed.	11	12	12	100.00	27.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.7%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**201 ANSTED ELEMENTARY SCHOOL – Passed**  
Victor Whitt, Principal  
Grades K - 04  
Enrollment 227 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	74	81	78	96.29	71.62	Yes	Yes	✓
White	73	80	77	96.25	71.23	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	58	55	94.82	68.62	Yes	Averaging	✓
Spec. Ed.	10	13	11	84.61	70.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	74	81	78	96.29	68.91	Yes	Averaging	✓
White	73	80	77	96.25	68.49	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	58	55	94.82	70.58	Yes	Confidence Interval	✓
Spec. Ed.	10	13	11	84.61	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.2%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

Ansted Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts by averaging. 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 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 Plan and apply interventions to improve achievement of all students.

Ansted Elementary School declined in the percentage proficient in all but one subgroup from the 2005-2006 WESTEST to the 2006-2007 WESTEST. The only subgroup that showed an increase was the special education students (SE) subgroup in mathematics, which had only a moderate increase.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 63 percent for Fayette County and 30 percent for Ansted Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment 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.

1. Standards Based Mathematics.
2. Assessing Student Writing.
3. Writing Strategies with Jan McNeel.
4. Mobile Technology Laboratory.
5. 21<sup>st</sup> Century Mathematics.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Ansted Elementary School achieved adequate yearly progress (AYP) for the 2007-2008 school year in all subgroups that had a number (n) greater than 50; however, only the all students (AS) subgroup in mathematics achieved AYP without assistance from averaging or the confidence interval. All subgroups reporting declined with the exception of the special education (SE) subgroup in mathematics and reading/language arts, which tested only 11 students. The administration is strongly advised to investigate the reason for the decline in achievement and implement high quality programs and practices to reverse this decline.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress to Meet the Standard.**

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

While most of the teachers had high expectations for students, the Team found through lesson plan review and classroom observations, one classroom did not vary instruction; had vague lesson plans; and did not maintain students' interest. Three students were reading accelerator reader (AR) books and one student was working on an Art project. A lesson plan for that day was not available. Considering the decline in mathematics scores for this population of students, mathematics instruction must include more rigor.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. Significant improvement was evident through observations and interviews in this area. Lesson plans were of a higher quality and students were actively engaged in the learning process. The Team observed improvement in organization skills by this teacher and the principal provided documentation of the steps being taken to ensure this improvement.**

#### **RECOMMENDATION**

**7.6.4. Teacher and principal internship.** A long term substitute had not been provided a mentor. The Team recommended a mentor be assigned to this long-term substitute teacher.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The long-term substitute was provided a mentor.**

## 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 Ansted Elementary School in providing a thorough and efficient system of education. Fayette 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 Fayette 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 staff must remain aware of the decline in test scores in all areas and investigate and implement high quality programs and practices to increase the achievement of all students. All teachers must have high expectations for all students and engage all students in high-yield learning activities.

### **FOLLOW-UP CONCLUSION**

**The Team remained concerned with the decline in test scores at Ansted Elementary School. The administration must actively seek assistance from the Fayette County central office, RESA IV, and the West Virginia Department of Education to investigate programs and practices to reverse the decline and 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 Ansted 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 determined that Ansted Elementary School and Fayette County have the capacity to correct the identified deficiency. Student writing scores must continue to be a priority of all staff.

### **FOLLOW-UP CONCLUSION**

**While the identified deficiency had been corrected in a satisfactory manner, the issue of declining test scores remains an issue. Immediate and serious attention must be given to addressing this problem.**

## 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 School Building Authority of West Virginia. 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 + one acre for each 100 students over 240.
- 19.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have newspapers, periodicals, and pamphlets for student use.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, a ceramic kiln, or black-out areas. The music facility did not have acoustical treatment.
- 19.1.14. Food service.** The food service area did not have a toilet.

**FOLLOW-UP CONCLUSION**

**The facility resource needs remained as identified in the original Education Performance Audit 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.

Student achievement declined from the 2005-2006 school year to the 2006-2007 school year.

This indicates that Ansted Elementary School and Fayette County must implement high yield instructional practices and instruction that will improve achievement. Also, student writing scores must continue to be addressed to close the achievement gap between Ansted Elementary School and West Virginia. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**Student achievement continued to decline from the 2006-2007 school year to the 2007-2008 school year. This must be a top priority of the school and county administration.**

### SCHOOL ACCREDITATION STATUS

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-201 Ansted Elementary	Full Accreditation			