



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

ANSTED ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ansted Elementary School in Fayette County was conducted on October 22, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of the county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Monica Beane, Assistant Director,
Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Marianne Annie	Elementary School Principal	Chesapeake Elementary Kanawha County
Garland Elmore	Middle School Principal	Chapmanville Middle Logan County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Mr. Chris Perkins, Superintendent

201 ANSTED ELEMENTARY SCHOOL – Passed

Mr. Victor Whitt, Principal

Grades K - 04

Enrollment 215 (2nd month 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

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 227 (2nd month 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

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	39	36	39	36	100.00	0.00	27.78	47.22	22.22	2.78	72.22
04	42	39	42	39	100.00	0.00	17.95	53.85	15.38	12.82	82.05

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	39	36	39	36	100.00	0.00	22.22	63.89	13.89	0.00	77.78
04	42	39	42	39	100.00	10.26	7.69	51.28	23.08	7.69	82.05

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

Other Relevant Performance Data

2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
FAYETTE COUNTY	485	4	44	15	31	5	1	63	37
ANSTED ELEMENTARY	37	3	24	3	54	14	3	30	70

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. 21st Century Mathematics.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.6. Instruction in writing.** The Team commended the principal and staff for implementing a true writing across the curriculum program to target the areas of need identified in the Five-Year Strategic Plan. Teachers administer a mock writing assessment each nine weeks. The principal collects the writing samples from all grade levels and subject areas and provides them to the Title I teacher. At the end of the six weeks period, students who achieve mastery on the mock writing assessment are recognized at an awards assembly.
- 7.5.1. Parents and the community are provided information.** The Team commended the principal, staff, and students for their high level of community involvement and utilizing partners in education.
- 7.5.4. Physical assessment.** The principal, staff, and students had implemented a schoolwide physical fitness program. A 21st Century grant funded after-school physical fitness program had been implemented and was well attended by students. In addition, teachers incorporated physical activity into their daily curriculum. A Team member observed a special education teacher effectively using a “de-stressing” physical fitness activity with a group of students.

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.

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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325

- 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.

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.

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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-201 Ansted Elementary	Full Accreditation	7.1.2		

Education Performance Audit Summary

The Team identified one high quality standard – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Ansted 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 draft report to guide Ansted Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct the deficiency noted in the report.