



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAYETTEVILLE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fayetteville 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 a 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

TEAM MEMBERS

Name	Title	School/County
Ruth Bland	Elementary/Middle School Principal	Green Bank Elementary/Middle Pocahontas County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Becky Smith	Elementary School Principal	Stratton Elementary Raleigh County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

208 FAYETTEVILLE ELEMENTARY SCHOOL – Passed

Eugenie Ayers, Principal

Grades K - 06

Enrollment 332 (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	157	172	172	100.00	75.79	Yes	Yes	✓
White	152	167	167	100.00	75.65	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	77	89	89	100.00	61.03	Yes	Confidence Interval	✓
Spec. Ed.	17	21	21	100.00	35.29	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	157	172	172	100.00	81.52	Yes	Yes	✓
White	152	167	167	100.00	80.92	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	77	89	89	100.00	71.42	Yes	Confidence Interval	✓
Spec. Ed.	17	21	21	100.00	41.17	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.2%

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

208 FAYETTEVILLE ELEMENTARY SCHOOL – Passed

Eugenie Ayers, Principal

Grades K - 06

Enrollment 457 (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	248	270	270	100.00	76.61	Yes	Yes	✓
White	242	263	263	100.00	76.03	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	143	159	159	100.00	69.23	Yes	Confidence Interval	✓
Spec. Ed.	25	30	30	100.00	52.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	248	270	270	100.00	85.48	Yes	Yes	✓
White	242	263	263	100.00	85.12	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	143	159	159	100.00	80.41	Yes	Yes	✓
Spec. Ed.	25	30	30	100.00	60.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.5%

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	54	52	54	52	100.00	7.69	19.23	53.85	15.38	3.85	73.08
04	62	56	62	56	100.00	7.14	25.00	35.71	19.64	12.50	67.86
05	80	77	80	77	100.00	2.60	12.99	62.34	18.18	3.90	84.42
06	74	63	74	63	100.00	3.17	19.05	47.62	25.40	4.76	77.78

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	54	52	54	52	100.00	5.77	11.54	46.15	34.62	1.92	82.69
04	62	56	62	56	100.00	3.57	14.29	53.57	19.64	8.93	82.14
05	80	77	80	77	100.00	2.60	2.60	57.14	36.36	1.30	94.81
06	74	63	74	63	100.00	3.17	17.46	47.62	23.81	7.94	79.37

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
FAYETTEVILLE ELEMENTARY	60	8	38	25	25	3	0	72	28

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Fayetteville Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored below the State's percent proficient level 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.

Fayetteville Elementary School made gains in all subgroups in mathematics and reading/language arts from the 2005-2006 testing cycle to the 2006-2007 testing cycle.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in mathematics: Grade 3 – 26.92 percent; Grade 4 – 32.14 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided.

1. Standards Based Mathematics.
2. Learning Focused Strategies.
3. Reading Strategies with Jan McNeel.
4. Writing Workshop.
5. Hands-on Approach to Mathematics.
6. Book Study: Lucy Calkins.
7. Benchmark, Formative Assessments.
8. Interactive Read-Alouds.
9. Improving Comprehension.
10. Test Analysis.
11. Assessment Driven Instruction.
12. Making Instructional Decisions in Reading.
13. Tier I.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. **High expectations.** A 21st Century After School and a Title I Before School Tutoring program was in place. The Title I Before School Program was mathematics oriented. The students for both tutoring sessions were chosen from WESTEST data analysis. The after school program also focused on students that needed assistance completing classroom assignments. A different grade level was serviced each day of the week. The After School program also focused on students that needed to complete class assignments.
- 7.1.3. **Learning environment.** The building was well-maintained, the classrooms were tastefully decorated, and the building was clean. This was an older building, yet was educationally stimulating, safe, and clean.
- 7.8.1. **Leadership.** The principal was well organized and dedicated to the achievement of all students. The principal was a positive role model for students and was efficient and effective in administering the school.

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 Fayetteville 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.

Fayetteville Elementary administration and staff must continue to implement high quality programs and practices to ensure the success of all students. The economically disadvantaged (SES) and special education (SE) subgroups must be monitored and curriculum must be geared to close the achievement gap with these students and that of all students.

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.

19.1.7. K classrooms. All Kindergarten classrooms did not have a sink with hot and cold water.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-208 Fayetteville Elementary	Full Accreditation			

Education Performance Audit Summary

The Team noted an indicator of efficiency.

Fayetteville 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 Fayetteville Elementary School in improvement efforts.