



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

VALLEY ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Valley Elementary School in Fayette County was conducted on October 24, 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

West Virginia Department of Education Team Leader – Victoria Mohnacky, Coordinator, Office of Special Programs, Extended & Early Learning

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

225 VALLEY ELEMENTARY SCHOOL – Passed
Deann Bennett, Principal
Grades K - 05
Enrollment 373 (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	150	158	157	99.36	67.11	Yes	Yes	✓
White	127	133	132	99.24	67.46	Yes	Yes	✓
Black	20	21	21	100.00	60.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	100	108	107	99.07	62.62	Yes	Confidence Interval	✓
Spec. Ed.	20	22	22	100.00	45.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	150	158	157	99.36	73.82	Yes	Yes	✓
White	127	133	132	99.24	73.01	Yes	Yes	✓
Black	20	21	21	100.00	75.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	100	108	107	99.07	69.69	Yes	Confidence Interval	✓
Spec. Ed.	20	22	22	100.00	35.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.3%

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

225 VALLEY ELEMENTARY SCHOOL – Passed

Deann Bennett, Principal
Grades K - 05

Enrollment 347 (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	153	172	172	100.00	69.28	Yes	Confidence Interval	✓
White	124	138	138	100.00	66.93	Yes	Confidence Interval	✓
Black	25	30	30	100.00	80.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	98	113	113	100.00	63.26	Yes	Confidence Interval	✓
Spec. Ed.	15	17	17	100.00	40.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	153	172	172	100.00	74.50	Yes	Confidence Interval	✓
White	124	138	138	100.00	73.38	Yes	Confidence Interval	✓
Black	25	30	30	100.00	76.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	98	113	113	100.00	67.34	Yes	Confidence Interval	✓
Spec. Ed.	15	17	17	100.00	6.66	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.0%

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	72	65	72	65	100.00	7.69	24.62	55.38	12.31	0.00	67.69
04	45	41	45	41	100.00	9.76	19.51	51.22	19.51	0.00	70.73
05	55	47	55	47	100.00	2.13	27.66	48.94	17.02	4.26	70.21

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	72	65	72	65	100.00	4.62	23.08	49.23	21.54	1.54	72.31
04	45	41	45	41	100.00	2.44	17.07	68.29	2.44	9.76	80.49
05	55	47	55	47	100.00	6.38	21.28	53.19	17.02	2.13	72.34

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
VALLEY ELEMENTARY	46	4	43	11	37	2	2	59	41

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Valley Elementary School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts 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 far 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.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 32.31 percent in mathematics and 27.69 percent in reading; Grade 4 – 29.27 percent in mathematics; Grade 5 – 29.79 percent in mathematics and 27.66 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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 59 percent for Valley 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 weekly.

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

1. Learning Focused Strategies.
2. Mobile Technology Laboratory.
3. Writing Assessment Analysis.
4. Reading Strategies with Jan McNeel.
5. Standards Based Mathematics.
6. Discovery Health.
7. Response to Intervention (RTI) Training.
8. Special Needs in the Classroom.
9. WESTEST Data Analysis.
10. Harcourt Trophies Reading.
11. K-02 Report Cards.
12. K-03 Literacy Benchmark Assessments.
13. Five-Year Strategic Plan.
14. Balanced Literacy.
15. Title I Monitoring.
16. Positive Behavior Support.
17. Differentiated Instruction.

18. Accelerated Mathematics.
19. Lakota Literacy View Institute.
20. SAT Training.
21. Bullies as Targets.
22. Fitness Gram Software.
23. Science Textbook Training.
24. Creating 21st Century Schools.
25. West Virginia Reading Conference.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.5.1. Parents and the community are provided information.** The Team commended the leadership at Valley Elementary School. The principal clearly articulated expectations to staff and provided instructional tools for success. Accelerated Mathematics instruction began this year and the staff was undergoing Response to Intervention (RTI) training under her leadership. Operational procedures were designed and managed to maximize opportunities for successful learning. The principal worked as a mentor and role model exemplifying the vision and mission of Valley Elementary School.

HIGH QUALITY STANDARDS

7.1. Curriculum

RECOMMENDATIONS

- 7.1.2. High expectations.** The Team observed a classroom in which high expectations were not demonstrated, classroom management was deficient, lesson plans were insufficient, and students were rowdy and not controlled. The Team recommended that the principal and county continue to monitor this classroom.
- 7.1.3. Learning environment.** The design of the school fostered distractions in classes. The school was designed under the Open School concept and classrooms did not have barriers that would lessen these distractions. The school operates at 99 percent capacity, which adds to the noise level. The Team recommended that Fayette County investigate ways to separate classrooms to reduce visual and auditory distractions of other classrooms.

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 Valley 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.

Under the leadership of the principal, the school had analyzed test data and had begun the implementation of programs to close the achievement gap.

Writing across the curriculum had been implemented in all subjects and samples of student work were gathered weekly. Type to Learn Jr. will be purchased for Grades K-1 and Type to Learn will continue to be used in Grades 2-5. Writing Road Map was in the process of being fully implemented.

Standards Based Mathematics had become a priority. Accelerated Math was being used for progress monitoring and benchmark testing in Grades 3-5. A math numeracy coach was working with the school. A professional library containing mathematics materials was planned for the school.

Comprehension and vocabulary were areas of emphasis to increase the reading/language arts scores. Response to Intervention (RTI) training was being conducted for all staff. Several teachers will attend the National Reading Recovery Conference and the Lakota Literacy View Conference and an extended day program is to be put into place to focus on mathematics and reading/language arts.

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 Valley Elementary School in achieving capacity, the following resources are recommended.

None identified.

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.

- 19.1.1. School location.** The playground/recreational areas were not well-equipped and appropriate for the age level.
- 19.1.3. Teachers' workroom.** The teachers' workroom was not of adequate size.
- 19.1.5. Library/media and technology center.** Newspapers and periodicals were not available for student use.
- 19.1.7. K classrooms.** Kindergarten classrooms were not of adequate size.
- 19.1.8. Grades 1-12 classrooms.** All academic learning areas were not of adequate size, did not have various communication technologies, and storage was not adequate.
- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size. The music facility was not of adequate size and did not have folding chairs, music stands, a

podium, or acoustical treatment. The physical education facility did not have a display case or seating available.

- 19.1.14. Food service.** The food service area did not provide for receiving, storage, cooking, serving, dining, and dishwashing. A teachers' dining area of adequate size was not provided. The kitchen was not of adequate size and chairs were not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not provided: curtained or small rooms with cots, bulletin boards, toilet, scales, refrigerator with locked storage, desk and chair.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-225 Valley Elementary	Full Accreditation			

Education Performance Audit Summary

The Team presented two recommendations and noted an indicator of efficiency.

Valley 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.