



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**FOUNTAIN PRIMARY SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**JULY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Fountain Primary School in Mineral County was conducted April 1, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator

West Virginia Department of Education, Office of Early Learning – Janet Bock, Coordinator

West Virginia Department of Education, Office of Technology – Lori Whitt, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Vickie Lambert	Retired Teacher	Grant County
Sandy DeVault	Director Elementary/Middle School Education	Monongalia County
Stephen Wotring	Director Curriculum/Federal Programs	Preston County

## SCHOOL PERFORMANCE

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

### 53 MINERAL COUNTY

Robert Woy, Superintendent

### 203 FOUNTAIN PRIMARY SCHOOL – TRANSITION

Roberta Unger, Principal  
Grades PK-04, Enrollment 155

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Fountain Primary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups were making academic progress against the annual academic goals in mathematics and reading/language arts, or the school had reached its goals in attendance or graduation rates. Transition schools have demonstrated some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

### Designation Status for Fountain Primary School.

Designation:	TRANSITION	Next Year’s Target:	55.8271
Index Score:	26.9195	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	52.6869	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

### Supporting Data

Proficiency (60% of the index score)	17.17
Achievement Gaps Closed (0% of the index score)	NA
Observed Growth (15% of the index score)	3.28
Adequate Growth (20% of the index score)	1.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.96</u>
Total Accountability Index (out of 100)	26.92

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools had an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Fountain Primary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 55.83 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 26.92, Fountain Primary School has a steep trajectory to achieve in order to reach both short term and long term targets.

- Fountain Primary School earned 26.92 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 52.69 for 2013 and is 55.83 for 2014.)
- At least 50 percent of the subgroups at Fountain Primary School met the targets in mathematics and reading/language arts as indicated by the 2013 WVAI.
- Fountain Primary School acquired 17.17 of the 60 possible points for proficiency in mathematics and reading/language arts as indicated by the 2013 WVAI.
- Fountain Primary School acquired 3.28 of the 15 possible points for observed growth as indicated by the 2013 WVAI.
- Fountain Primary School acquired 1.5 of the 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Fountain Primary School acquired 4.96 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**FOUNTAIN PRIMARY SCHOOL  
Grade-Level Proficiency Data  
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	54.17%	45.83%	> 95%	54.17%	45.83%
3	Black	> 95%	< 5%	> 95%	> 95%	< 5%	> 95%
3	Special Education	> 95%	66.67%	33.33%	> 95%	66.67%	33.33%
3	Low Socioeconomic Status	> 95%	53.85%	46.15%	> 95%	61.54%	38.46%
3	Total	> 95%	52.00%	48.00%	> 95%	52.00%	48.00%
4	White	> 95%	70.00%	30.00%	> 95%	65.00%	35.00%
4	Black	> 95%	< 5%	> 95%	> 95%	> 95%	< 5%
4	Multiracial	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
4	Special Education	> 95%	75.00%	25.00%	> 95%	> 95%	< 5%
4	Low Socioeconomic Status	> 95%	66.67%	33.33%	> 95%	77.78%	22.22%
4	Total	> 95%	68.18%	31.82%	> 95%	68.18%	31.82%

**Attendance Rate = 99.20%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

**Mathematics.**

- Grade 3 students with a proficiency rate of 48 percent proficient outperformed Grade 4 students (31.82 percent proficient).
- More than 95 percent of Grade 3 and Grade 4 black students scored proficient.
- Grade 4 multiracial students scored less than five percent proficient.
- Grade 3 special education students with a proficiency rate of 33.33 percent outperformed Grade 4 special education students (25 percent proficient).
- Grade 3 low socioeconomic students with a proficiency rate of 46.15 percent outperformed Grade 4 low socioeconomic students (33.33 percent proficient.)

**Reading/Language Arts.**

- Grade 3 students with a proficiency rate of 48.00 percent proficient outperformed Grade 4 students (31.82 percent proficient).
- More than 95 percent of Grade 3 students scored proficient compared to Grade 4 black students (less than 5 percent proficient).
- Grade 3 special education students with a proficiency rate of 33.33 percent proficient outperformed Grade 4 special education students (less than 5 percent proficient).
- Grade 4 multiracial students scored less than five percent proficient.
- Grade 3 low socioeconomic students with a proficiency rate of 38.46 percent proficient outperformed Grade 4 low socioeconomic students (22.22 percent proficient.)

**FOUNTAIN PRIMARY SCHOOL  
Growth Model School Level Summary  
Results by Sub-Group**

*\*Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

**Low** between 1-34th percentile  
**Typical** between 35th-65th percentile  
**High** between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	9 (41%)	12 (55%)	1 (5%)	39.0	40.4%	14 (64%)	4 (18%)	4 (18%)	26.0	40.4%
	County	705 (31%)	739 (33%)	802 (36%)	53.0	48.5%	767 (34%)	664 (30%)	796 (36%)	50.0	47.8%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
White Sub-Group	School	7 (35%)	12 (60%)	1 (5%)	43.0	38.6%	12 (60%)	4 (20%)	4 (20%)	26.0	40.9%
	County	651 (31%)	706 (33%)	764 (36%)	53.0	49.5%	714 (34%)	629 (30%)	761 (36%)	51.0	48.5%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	23.0	28.6%	*	*	*	26.0	14.3%
	County	140 (41%)	110 (33%)	88 (26%)	41.0	13.5%	130 (39%)	104 (31%)	102 (30%)	46.0	12.1%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	*	*	*	39.0	42.5%	*	*	*	33.0	45.0%
	County	565 (30%)	629 (33%)	714 (37%)	55.0	55.3%	637 (34%)	560 (30%)	694 (37%)	51.0	54.7%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	*	*	*	48.0	40.9%	*	*	*	29.0	31.8%
	County	381 (35%)	353 (33%)	341 (32%)	47.0	36.6%	394 (37%)	324 (30%)	345 (32%)	47.0	35.4%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	*	*	*	37.0	40.0%	*	*	*	26.0	48.0%
	County	324 (28%)	386 (33%)	461 (39%)	58.0	60.0%	373 (32%)	340 (29%)	451 (39%)	54.0	59.7%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	*	*	*	43.0	36.8%	*	*	*	12.0	21.1%
	County	375 (32%)	380 (33%)	412 (35%)	52.0	49.8%	436 (38%)	340 (29%)	382 (33%)	47.0	40.6%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	*	*	*	37.0	42.9%	*	*	*	33.0	53.6%
	County	330 (31%)	359 (33%)	390 (36%)	54.0	47.2%	331 (31%)	324 (30%)	414 (39%)	54.0	55.5%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

*\*Note: Schools are those schools that have at least a 4th grade.*

*\*Denotes cell size <20.*

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) growth based on previous performance. This chart reflects only the scores of 4<sup>th</sup> grade students. Subgroup cell sizes at Fountain Primary School were less than 20 students with the exception of the all and white subgroups.

### **Mathematics.**

- All subgroups demonstrated typical growth in mathematics with the exception of the special education subgroup, which demonstrated low growth.
- 40.4 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- Non-special education students (42.5 percent proficient) outperformed special education students (28.6 percent proficient) which indicated a 13.9 percent achievement gap.
- Low socioeconomic students (40.9 percent proficient) performed comparatively to the non-low socioeconomic students (40 percent proficient).
- Female students (42.9 percent proficient) outperformed the male students (36.8 percent proficient) which indicated a 6.1 percent achievement gap.

### **Reading/Language Arts.**

- All subgroups demonstrated low growth in reading/language arts.
- 40.4 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- Non-special education students (45 percent proficient) outperformed special education students (14.3 percent proficient) which indicated a 30.7 percent achievement gap.
- The non-low socioeconomic students (48 percent proficient) outperformed the low socioeconomic students (31.8 percent proficient) which indicated a 16.2 percent achievement gap.
- Female students (53.6 percent proficient) outperformed the male students (21.1 percent proficient) which indicated a 32.5 percent achievement gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that Fountain Primary School demonstrated typical growth in mathematics with the exception of the special education subgroup. However, the school demonstrated low growth in all subgroups in reading/language arts. Overall, proficiency scores for mathematics and reading/language arts were the same for the all students subgroup. The data indicated a need to prioritize support to the staff in overall reading/language arts instruction and in closing the achievement gaps for special education students and male students in mathematics and for closing gaps for special education students, low socioeconomic students, and male students in reading/language arts.

The following professional development and/or training opportunities were provided as reported by the principal (15 teachers on staff).

1. County Opening Meeting (four teachers participated).
2. Instructional Strategies and Improvements (five teachers participated).
3. Strategic Plan and Personal Goals (six teachers participated).
4. Office of Education Performance Audits Training (four teachers participated).
5. WV Council for Exceptional Children Conference (one teacher participated).
6. Behavior Interventions and Strategies (one teacher participated).
7. New Evaluation Training (four teachers participated).
8. Summer Academy (three teachers participated).
9. On-site WESTEST2 Training (three teachers participated).
10. Master Teacher (two teachers participated).
11. Teaching Children to Talk (one teacher participated).
12. Computer Safety (one teacher participated).
13. WV Reading Conference (one teacher participated).

The following professional development and/or training opportunities were attended by the principal as reported by the principal.

1. iPad Training.
2. RESA 8 Administrative Conference.
3. New Evaluation Team Training.
4. Administrators' New Evaluation Training.
5. Current Trends and WESTEST2.
6. Policy 5000 Training.
7. Schedules, Safe and Drug Free Schools.
8. WVEIS Codes.
9. Smarter Balanced Overview.
10. WV Council for Exceptional Children Case Conference.
11. WV Council for Exceptional Children Annual Conference.
12. Office of Education Performance Audits Training.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

The Education Performance Audit Team reported that Fountain Primary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

**7.1.3 Learning environment.** Students at Fountain Primary School were genuinely happy to be in their school environment. The Team found the school to be inviting and clean and staff were nurturing. Students experienced positive interactions with all members of the staff, including the custodian and the cooks. The principal fostered a sense of community by involving parents at many levels. She provided extensive articles to the local newspaper, which celebrated activities and school accomplishments. Parents also volunteered to tutor students and staffed the library every Thursday to insure all students had an opportunity to access books weekly.

**7.5.4 Physical assessment.** The school had a walking track installed around the playground which provided an opportunity to initiate the “Mile Walking Club”, in which students were recognized for reaching walking goals. Fitness and wellness were also emphasized during the morning announcements and recess.

## HIGH QUALITY STANDARDS

### **Necessary to Improve Performance and Progress.**

#### **7.1. CURRICULUM.**

##### **7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Interviews and lesson plan reviews indicated that some teachers were not utilizing the West Virginia Next Generation Content Standards and Objectives. The Team received mixed responses to professional development provided to support implementation of the West Virginia Next Generation Content Standards and Objectives. The principal reported that training was not provided and there was no push from the central office to do so, although she had provided the teachers copies of the State approved standards. One teacher indicated s/he attended a one-day session addressing the new standards, and one teacher attended the West Virginia Department of Education Train the Trainer Sessions in Morgantown. A long-term substitute was using the outdated 21<sup>st</sup> Century Content Standards and Objectives, and three teachers indicated they relied heavily on textbooks to guide curriculum and instruction.

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

The principal stated everyone had high expectations, but classroom observations and lesson plan reviews did not indicate high expectations were prevalent. Three teachers provided opportunities for their students to problem solve through higher level conversation, questioning, and integration of mathematics in the arts program. However, the Team also observed minimal student work displayed in classrooms and student writing posted in the hall was below grade level expectations compared to the West Virginia Next Generation English Language Arts Content Standards and Objectives. Furthermore, one teacher stated, "I'm not going to lie. I don't do writing." One teacher mentioned lowering the goals established at the beginning of the year through the teacher evaluation system because students were not capable of reaching the goals set at the beginning of the year. The Team determined teachers were not challenging students to perform at a high level.

**7.1.6. 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)**

The Team reported writing instruction was occurring weekly in one classroom, and the limited writing instruction occurring in the other classrooms was not aligned with West Virginia Next Generation Content Standards and Objectives. Student writing samples were below grade level expectations. Classroom observations and lesson plan reviews indicated writing was not a routine part of all classes. Team members could not substantiate students were receiving feedback on the writing assignments or that writing was occurring across the curriculum. Review of professional development offerings indicated the school did not provide all teachers technical assistance and professional development in understanding the writing process and in grading students' work.

**7.2. STUDENT AND SCHOOL PERFORMANCE.**

**7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

The Team did not verify that all teachers had a system for analyzing, interpreting, and using student performance data to identify and assist students who needed intervention. Title I and special education teachers provided benchmark and progress monitoring assessments and grouped students for intervention. With the exception of one teacher, the Team could not verify that classroom teachers were knowledgeable of the data and using the results to personalize instruction for students. WESTEST2 data were analyzed at the beginning of the year, but no other data were analyzed. One teacher stated she had not seen data results and was not aware of WESTEST2 weaknesses.

## **7.6. PERSONNEL.**

**7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The West Virginia Department of Education (WVDE), Office of Professional Preparation, reviewed professional educators' licensure. One teacher did not have a content exam listed in the WVDE electronic file.

## **7.8. LEADERSHIP.**

**7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The principal was supported by staff as evidenced through teacher interviews. She developed a positive learning environment for students and staff. The principal made a strong effort to be prepared for the Education Performance Audit. She implemented most of the compliance guidelines and recommended programs set forth by the West Virginia Department of Education; however, the principal's focus on compliance impacted curriculum and instruction. The Team noted the principal spent more time dealing with managerial issues compared to the time spent dealing with curriculum and instruction. The school did not have a leadership team or a plan which included an instructional focus for the school. The Team determined the principal needed to develop a balanced leadership structure to address the managerial and curricular demands of the small 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 Fountain Primary School in providing a thorough and efficient system of education. Mineral 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 Mineral 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 school lacked a sound plan to address delivery of the West Virginia Next Generation Content Standards and Objectives. It is crucial that the school develop a plan for delivering the mathematics and English language arts standards. Due to exceptionally low growth scores in reading/language arts, the principal and staff must assure that quality reading and writing instruction occurs at all grade levels. The Team believed student achievement will increase in reading/language arts if teachers are provided ongoing, embedded professional development offerings personalized to Fountain Primary School. The Team also recommended the principal and staff create time for professional learning community meetings focusing on the West Virginia Next Generation Content Standards and Objectives, reviewing student work, and analyzing data to plan differentiated reading and writing instruction for all students. The principal was in the classrooms routinely; however, she lacked a structured system of classroom walkthroughs to gauge progress on instructional priorities.

## **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 Fountain Primary 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.**

### **Building Capacity - Transition School**

The school and students will receive additional support at the request of the school. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance, and interventions.

Due to low achievement in reading/language arts and the teachers' need for a better understanding of the current mathematics and English language arts standards, the Team recommended both areas become a prioritized focus for professional development offerings personalized to Fountain Primary School. The Team recommended formation of a school leadership team, and with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in delivering the State approved standards. The Team noted the school had the capacity to improve by utilizing the teacher who had attended the WVDE Next Generation Train the Trainer Sessions as a mentor to support his/her colleagues.

The Team recommended the school leadership team, with central office staff, plan ongoing, embedded professional development at the school which includes opportunities for teachers to analyze examples of exemplary writing at each grade level. Meanwhile, the Team recommended the staff utilize the website [corestandards.org](http://corestandards.org), in which Appendix C provides student writing samples annotated to illustrate the criteria required to meet the West Virginia Next Generation Content Standards and Objectives for writing Grades K-12.

## 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.**

**19.1.5. Library/media and technology center.** The library did not include an electronic card catalog or automated circulation capacity. (Did not adversely impact program delivery or student performance.)

**19.1.7. K classrooms.** Classrooms were not located on the ground floor and did not include a sink with hot and cold water. (May adversely impact program delivery and student performance.)

**19.1.10. Specialized instructional areas.** The art classroom did not include a ceramic kiln. The music room did not include chairs with folding arms, music stands and acoustical treatment. (Did not adversely impact program delivery and student performance.)

## **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.

The 2013-2014 “5-17 Percent Needy Report” indicated 50 percent of the students at Fountain Primary School were economically disadvantaged. This, coupled with low student achievement, expedites the need to assure a process is in place to assist school staff in providing quality core instruction and intervention to students needing targeted or intensive support. It is crucial that the school strengthen core instruction to provide support for personalized learning. It is vital that time is provided for classroom, special education and Title I teachers to plan for differentiated instruction to increase achievement and close subgroup gaps. Professional learning community meetings should be implemented to provide time for vertical teaming, creating formative assessments, and analyzing student work. This could provide an opportunity for teachers to set goals around specific areas of instruction they want to strengthen while also establishing short term goals for student achievement.

## EDUCATION PERFORMANCE AUDIT SUMMARY

Fountain Primary School's Education Performance Audit examined 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 OEPA submits this initial report to guide Fountain Primary School and Mineral County in improvement efforts.

The Team identified six high quality standards necessary to improve performance and progress.

7.1.1. Curriculum based on content standards and objectives.

7.1.2. High expectations.

7.1.6. Instruction in writing

7.2.4. Data analysis.

7.6.2. Licensure.

7.8.1. Leadership.

The Team presented two commendations (7.1.3. Learning environment and 7.5.4. Physical assessment), noted an indicator of efficiency (8.1.1. Curriculum), offered capacity building resources, and noted an early detection and intervention concern.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Fountain Primary School and Mineral County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.