



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**FALL RIVER ELEMENTARY SCHOOL**

**MCDOWELL COUNTY SCHOOL SYSTEM**

**JANUARY 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Fall River Elementary School in McDowell County was conducted November 17, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures 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. 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
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Leatha G. Williams	Elementary School Principal	Rupert Elementary School Greenbrier County

### SCHOOL PERFORMANCE

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

#### 60 MCDOWELL COUNTY

Suzette Cook, Superintendent

#### 210 FALL RIVER ELEMENTARY SCHOOL – Passed

Dennis Jarvis, Principal

Grades PK - 05

Enrollment 159 (2<sup>nd</sup> month 2007-2008 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	67	70	70	100.00	67.16	Yes	Averaging	✓
White	63	65	65	100.00	68.25	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	55	58	58	100.00	61.81	Yes	Confidence Interval	✓
Spec. Ed.	10	11	11	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	67	70	70	100.00	73.13	Yes	Confidence Interval	✓
White	63	65	65	100.00	74.60	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	55	58	58	100.00	69.09	Yes	Confidence Interval	✓
Spec. Ed.	10	11	11	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 95.4%**

**60 MCDOWELL COUNTY**  
 Suzette Cook, Superintendent  
**210 FALL RIVER ELEMENTARY SCHOOL – Passed**  
 Dennis Jarvis, Principal  
 Grades PK - 05  
 Enrollment 176 (2<sup>nd</sup> month 2008-2009 enrollment report)

**WESTEST 2008-2009**

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	80	91	91	100.00	63.75	Yes	Yes	✓
White	75	85	85	100.00	64.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	67	78	78	100.00	62.68	Yes	Yes	✓
Spec. Ed.	11	12	12	100.00	45.45	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	80	91	91	100.00	60.00	Yes	Yes	✓
White	75	85	85	100.00	57.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	67	78	78	100.00	58.20	Yes	Yes	✓
Spec. Ed.	11	12	12	100.00	9.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 95.8%**

FALL RIVER ELEMENTARY SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	29	25	29	25	100.00	0.00	56.00	28.00	12.00	4.00	44.00
04	37	34	37	34	100.00	0.00	23.53	52.94	11.76	11.76	76.47
05	25	21	25	21	100.00	0.00	33.33	57.14	4.76	4.76	66.67

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	29	25	29	25	100.00	4.00	56.00	32.00	8.00	0.00	40.00
04	37	34	37	34	100.00	0.00	29.41	58.82	11.76	0.00	70.59
05	25	21	25	21	100.00	4.76	28.57	57.14	4.76	4.76	66.67

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Met Standard.**

#### **5.1.1. Achievement.**

**Fall River Elementary School achieved adequate yearly progress (AYP) in all subgroups. It is 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 exceeding low in reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans 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 – 56.00 percent in mathematics and 60 percent in reading; Grade 4 – 29.41 percent in reading; Grade 5 – 33.33 percent in mathematics and 33.33 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.**

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

1. Data Analysis.
2. Strategic Planning.
3. Policy Updates.
4. Module 2 – 21<sup>st</sup> Century Teaching and Deconstructing Standards.
5. Grading Practices.
6. Assessment for Learning.
7. Google Tools.
8. Teach 21.
9. White Boards, Wikis, and Blogs.
10. Framing Your Success.
11. Using Excelsior and Acuity in the Classroom.
12. Policy 2421 and Policy 5902.
13. Acceptable Technology Use Policy.
14. Technology Updates.
15. New Gradebook.
16. Respect and Protect Program.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

#### 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 enrichment and acceleration. (Policy 2510)**

In interviewing several teachers, the following comments were made by teachers. "We have the lowest students from both grades (split-class)"; and "As far as having high expectations, they don't have the same ability as other students". Another teacher said the reason they pulled special education students out of general education classes was because "they just can't do it." Another teacher said they gave her the "bottom of the barrel." These examples of low expectations were indicative of a wide ranging problem at the school.

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Six teachers did not vary instructional strategies. It is imperative that all teachers vary instruction to ensure that students stay on task and remain interested in the daily lessons.

- 7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Technology was not integrated across the curriculum. Students were not seen using the computer laboratory until late in the afternoon, and the lesson was not clearly aligned to instruction. Many teachers did not use technology and the classroom computers were rarely used. The Team observed random technology access rather than technology enhancing instruction and aligning with the West Virginia 21st Century content standards and objectives (CSOs). Technology was rarely evidenced in lesson plans. Two teachers said they did not have access to the Internet and thus had problems accessing the online lesson template. The local phone company, Frontier, had access problems which led to many of the issues at the school pertaining to technology use.



- 7.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Sufficient emphasis was not placed on science and social studies to ensure that students master content knowledge and skills as specified in the 21<sup>st</sup> century content standards and objectives as required by Policy 2510.

- 7.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Kindergarten had less than the minimum required 315 minutes of instructional time per day.

## **7.2. Student and School Performance**

- 7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

The majority of teachers could not discuss in their own words the goals of the Five-Year Strategic Plan. It was evident that the plan was not being implemented and was not a driving force behind the school's curriculum.

A review of the school's Five-Year Strategic Plan by the Office of Organizational Effectiveness and Leadership revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

- 7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Teachers used instructional sheets from textbooks as the lessons plans until approximately three weeks before the Education Performance Audit. The new online template was implemented; however, a substitute teacher would not be

able to follow the plans due to the sparseness of the plans. Several teachers had 2008-2009 on some of their lesson plans.

#### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

- 7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

Four teachers were long term substitutes and had not been provided appropriate staff development. Team interviews with these teachers found that it was evident that staff development was needed to ensure proper curriculum delivery and classroom management.

#### **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 number and quality of deficiencies at Fall River Elementary School indicated that leadership skills needed to be developed at the administration level and at the classroom levels. McDowell County Central Office staff need to be actively involved with this school and seek assistance from RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

## 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 Fall River Elementary School in providing a thorough and efficient system of education. McDowell 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 McDowell 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 issues at the school were serious and require immediate attention. It is imperative that all staff be educated on proper curriculum delivery and utilizing the school's Five-Year Strategic Plan to provide direction for the school. The principal needed to be instrumental in providing high quality leadership and ensuring that the correct policies and procedures were in place.

### **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 Fall River 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 recommended that the McDowell County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## 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*)

**None identified.**

**The facility Team visited this site as part of the school system review. Facilities resource needs are presented in the McDowell County School System portion of the report under 7.4.1. Regulatory agency reviews.**

### **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.

**While student achievement on the WESTEST 2 was respectable, the number and quality of deficiencies, if not addressed and corrected, will directly affect student achievement. The principal must take an active role in assuring that all students receive high quality instruction and all teachers exhibit high expectations for all students.**

**The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.**

## Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.7.1. School rules, procedures, and expectations.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Fall River 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 initial report to guide Fall River Elementary School in improvement efforts.

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 Fall River Elementary School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.