



EDUCATION PERFORMANCE AUDIT REPORT

FOR

FALL RIVER ELEMENTARY SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

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 January 29, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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 – Allen D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Mary Alice Kaufman	Board Member	Mercer County
Kirk L. King	Elementary School Principal	West Hamlin Elementary Lincoln County
Gayla M. May	High School Teacher	Sherman High Boone County
Amy N. Pritt	Elementary School Principal	Van Elementary Boone County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

James Brown, Superintendent

210 FALL RIVER ELEMENTARY SCHOOL – Passed

Lori Howington, Principal

Grades K-05

Enrollment 169 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	63	70	70	100.00	42.85	Yes	Confidence Interval	✓
White	62	68	68	100.00	43.54	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	50	56	56	100.00	44.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	63	70	70	100.00	42.85	Yes	Confidence Interval	✓
White	62	68	68	100.00	43.54	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	50	56	56	100.00	40.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.2%

60 MCDOWELL COUNTY
James Brown, Superintendent
210 FALL RIVER ELEMENTARY SCHOOL – Passed
Lori Howington, Principal
Grades K-05
Enrollment 150 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	60	66	66	100.00	48.33	Yes	Confidence Interval	✓
White	59	65	65	100.00	47.45	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	30.00	NA	NA	NA
Low SES	43	48	48	100.00	34.88	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	60	66	66	100.00	36.66	Yes	Confidence Interval	✓
White	59	65	65	100.00	37.28	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	10.00	NA	NA	NA
Low SES	43	48	48	100.00	23.25	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

FALL RIVER ELEMENTARY SCHOOL

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	23	21	23	21	100.00	9.52	14.29	47.62	14.29	14.29	76.19
04	22	19	22	19	100.00	5.26	57.89	31.58	0.00	5.26	36.84
05	21	20	21	20	100.00	55.00	15.00	20.00	0.00	10.00	30.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	21	23	21	100.00	33.33	4.76	38.10	19.05	4.76	61.90
04	22	19	22	19	100.00	31.58	47.37	10.53	10.53	0.00	21.05
05	21	20	21	20	100.00	50.00	25.00	10.00	15.00	0.00	25.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Fall River Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval. Students in the AS and W subgroups showed improvement in mathematics from the 2010-2011 to the 2011-2012 WESTEST2, but declined in reading/language arts. Students in the economically disadvantaged (SES) subgroup declined in both mathematics and reading/language arts from 2010-2011 to 2011-2012.

Adequate Yearly Progress (AYP) Information by Class indicated that students in Grade 3 performed at the highest level with 76.19 percent proficient in mathematics and 61.90 percent proficient in reading/language arts. Students in Grade 4 performed at 36.84 percent proficient in mathematics and 21.05 percent in reading/language arts. Grade 5 students performed at 30.00 percent proficient in mathematics and 25.00 percent proficient in reading/language arts.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	42.85	48.33	+5.48
Racial/Ethnicity White (W)	43.54	47.45	+3.91
Economically Disadvantaged(SES)	44.00	34.88	-9.12
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	42.85	36.66	-6.19
Racial/Ethnicity White (W)	43.54	37.28	-6.26
Economically Disadvantaged (SES)	40.00	23.25	-16.75

The following professional development and/or training opportunities were provided as reported by the principal. WESTEST2 data showed that the professional development/training will need to be evaluated for implementation and effectiveness.

1. Framing Your Success.
2. Everyday Math Classroom Support.
3. Next Generation/Common Core Standards.
4. Writing Strategies, Reading Strategies, and Test Talks.
5. Sticks and Stones Exposed.
6. Understanding Poverty – Ruby Payne.
7. Support for Personalized Learning.
8. My Inbox is Full and I Can't Get Out.
9. Kagan Cooperative Learning Strategies.
10. Proportional Reasoning Math Training.
11. Balancing Conflict and Building Relationships.
12. Working with Parents.
13. Number Talks.
14. iPad Training and techSteps.
15. Writing to Inform.
16. Policy 4373; Expected Behaviors in Safe and Supportive Schools.
17. Let's Move.
18. Read Well.
19. Utilizing Informational Text.
20. Beginning Teacher Academy/Principal Leadership Academy.
21. Schoolwide Collaborations.
22. Instructional Practices Inventory.
23. APL Instructional Skills and Strategies for the Experienced and Novice Teacher Classroom Management.
24. FitnessGram.
25. Lexia Reading Program.
26. Utilizing Data Notebooks.
27. Leadership Redefined Conference.
28. WESTEST2 Data Analysis.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

The Education Performance Audit findings of noncompliances (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) presented in the January 2010 report had been corrected.

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)

Five teachers did not exhibit high expectations for all students. Instruction in these classes was at very low levels and did not challenge students. This constituted nearly one-half of the teachers in the school. Basic recall information was widespread in these classrooms. All students must be challenged with a high quality curriculum rooted in student data analysis and relevant to individual student needs. This standard was also cited in the Education Performance Audit report of January 2010.

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)

Five teachers did not vary their instructional strategies. Teacher directed instruction was the predominant instructional strategy in these classes. Student attention was waning due to a lack of variety of curriculum delivery. These teachers will need to examine student engagement and cultivate student interest. This standard was also cited in the Education Performance Audit report of January 2010.

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)**

While the staff had sufficient data, the information was not being used to drive the curriculum or adjust instructional practices to accommodate student skill development needs in all classes. At least 40 percent of the teachers could not discuss the school or classroom data or how data were to be applied to increase student achievement. These teachers could not discuss the mathematics and/or reading/language WESTEST2 results. All students, regardless of data, were being taught the same material in the same manner with the same plans.

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.

Data analysis must be used to a greater degree in all classrooms. While teachers had access to a wide variety of data, it was not being used effectively to influence improved student achievement.

The lack of high expectations and varied instructional strategies in nearly half of the classrooms was alarming. Fall River Elementary School had been provided a great deal of high quality professional development; however, it had not transferred to classroom practices. If instruction is not varied and challenging and students do not receive the necessary individual attention to achieve mastery, student achievement will continue to suffer. The principal must continue to monitor classroom instruction and ensure that the curriculum is delivered in a variety of ways, challenging to all students, and connected to the skills each student needs to achieve mastery of the content. The school has access to many professional development sessions that can aid in these areas; however, the training must result in classroom practice and student performance results.

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.**

Fall River Elementary School has access to high quality professional development to improve the teaching and learning process and decision making skills based on data analysis; however, the school has fallen short in targeting these resources to improve instruction and student learning. The school has failed to develop the capacity to improve student and school performance. The principal must actively work to ensure that the professional development is implemented in every classroom to strengthen teacher effectiveness and identify student difficulties and ensure students receive the instruction necessary to master the curriculum. If the professional development is not implemented and the issues of proper data application, high expectations, and instructional strategies are not adjusted in a meaningful way, 2013 WESTEST2 student achievement results will more likely continue to decline.

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*)

The Facility Team identified facility resource needs which are presented in the McDowell County School System 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.

Fall River Elementary School is likely to maintain the course of its performance if it does not embrace and implement the professional development that has been afforded staff on data analysis, high expectations, varied instructional strategies, and other curricular areas.

WESTEST2 (2012) achievement results by class reflected that Grade 3 students performed at 76.19 percent proficient in mathematics and 14.29 percent of the Grade 3 students achieved at the distinguished level. Grades 4 and 5 mathematics percent proficient levels were measurably lower (Grade 4 – 36.84 percent proficient and Grade 5 – 30 percent proficient). Reading data showed student proficient levels much lower than mathematics, but still following the same pattern of Grade 3 students performing 36 to 40 percent higher than Grades 4 and 5 (Grade 3 – 61.90 percent proficient; Grade 4 – 21.05 percent proficient; Grade 5 – 25.00 percent proficient). McDowell County and Fall River Elementary School must examine all aspects of student achievement and organize all the support services to intervene in a consistent approach to improve achievement.