

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAIRDALE ELEMENTARY SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

DECEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	3
Education Performance Audit Team	3
School Performance	4
Annual Performance Measures for Accountability	6
Education Performance Audit	6
Initiatives for Achieving Adequate Yearly Progress	6
High Quality Standards.....	6
Indicators of Efficiency.....	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	11
School Accreditation Status	12

INTRODUCTION

An announced Education Performance Audit of Fairdale Elementary School in Raleigh County was conducted on October 19, 2004. 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 Unified School 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

West Virginia Department of Education Team Leader – Keith Burdette, Coordinator, Office of Program Services

TEAM MEMBERS

Name	Title	School/County
Steven Comer	Principal	Spanishburg School Mercer County Schools
Rita DeMundo	Principal	McNinch Elementary School Marshall County Schools
Christine Miller	Principal	East Park Elementary School Marion County Schools
Rick Northup	Principal	Point Pleasant High School Mason County Schools

SCHOOL PERFORMANCE

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

74-211 FAIRDALE ELEMENTARY SCHOOL – Needs Improvement

RALEIGH COUNTY

Celia Mills, Principal
Grades K - 05
Enrollment 413

GROUP	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
MATHEMATICS								
All	193	202	202	100.00	53.36	Yes	Confidence Interval	✓
White	193	202	202	100.00	53.36	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	124	130	130	100.00	43.54	Yes	No	X
Spec. Ed.	25	29	29	100.00	16.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
READING/LANGUAGE ARTS								
All	193	202	201	99.50	65.10	Yes	Confidence Interval	✓
White	193	202	201	99.50	65.10	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	124	130	129	99.23	56.91	Yes	No	X
Spec. Ed.	25	29	28	96.55	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY = Full Academic Year.

* = 0 students in subgroups.

Passed
ATTENDANCE RATE = 95.6%

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
03	75	70	75	70	100.00	14.29	32.86	37.14	15.71	0.00
04	54	53	54	53	100.00	11.32	26.42	50.94	7.55	3.77
05	73	70	73	70	100.00	7.14	45.71	37.14	8.57	1.43

READING/LANGUAGE ARTS

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished
03	75	70	74	69	98.67	7.25	24.64	46.38	20.29	1.45
04	54	53	54	53	100.00	13.21	22.64	35.85	26.42	1.89
05	73	70	73	70	100.00	8.57	28.57	50.00	12.86	0.00

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	4	7%	8	15%	11	20%	25	45%	3	5%	4	7%	0	0%	55

Freq. = Frequency – Number of Students
% = Percentage of Students

Note: Eighty-seven percent (87%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
44.69%	2003-04
45.10%	2002-03
41.91%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement

Fairdale Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, was: economically disadvantaged (SES) students. In accordance with Section 9.5. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement. The activities that have been developed to address the deficiencies will increase the WESTEST scores if properly implemented.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Fairdale Elementary School had undertaken initiatives for achieving adequate yearly progress (AYP). The prominent initiatives and activities included the following.

- 6.1.5. Instructional strategies.** Raleigh County hired instructional coaches to research data and identify instructional areas needing emphasis. The coaches also developed lessons addressing specific areas of need, occasionally observed teachers, and provided guidance to staff regarding instruction based on current research.
- 6.1.7. Library/educational technology access and technology application.** The school utilized the computer laboratory for skills improvement.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 Achievement – SES)

6.1. Curriculum

- 6.1.6. 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)

Through classroom observations and student interviews, it was found that two teachers were not adequately instructing/incorporating writing skills. Students indicated they had no writing assignments (journals, writing folders, etc.).

6.2. Student and School Performance

- 6.2.3. 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)

Some teachers' lesson plans did not clearly reflect the class activities. Some plans contained very little detail and it would be difficult for a substitute teacher to follow and preserve continuity in subject delivery. Given the achievement deficiency of economically disadvantaged students (SES) in both mathematics and reading/language arts, the principal needed to provide written feedback and comments on incomplete lesson plans to assure that instruction meets the needs of the SES subgroup and improves achievement.

RECOMMENDATIONS

- 6.1.2. High expectations.** Students did not indicate there were regularly scheduled school-wide recognition programs recognizing academic accomplishments. The Team recommended that regularly scheduled assembly programs recognizing excellent attendance and performance in the Responsible Students Program be complemented with recognition of outstanding academic performance.
- 6.1.3. Learning environment.** Through teacher interviews, it was evident there was poor communication from one grade level to the next. The Team recommended that communication be improved throughout the school. The achievement results show a compelling need for curriculum articulation and planning from grade to grade.
- 6.1.8. Instructional materials.** Some teachers reported an inadequate number of manipulatives for student use. The Team recommended that resources be dedicated to the acquisition of additional manipulatives.
- 6.1.12. Multicultural activities.** While the school has a multicultural activities plan in place, specific grade level activities were considered inadequate (i.e., packaged program "Salsa"). The Team recommended that more comprehensive multicultural activities be developed and implemented that include all the components of West Virginia Board of Education Policy 2421.

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.

None identified.

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

NONCOMPLIANCES	RECOMMENDED RESOURCES
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Fairdale Elementary School and Raleigh County have the capacity to correct the identified deficiencies.

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.

17.1. 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 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 Checklist, Fairdale Elementary School was below standard in the areas listed. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.5. Library/media and technology center.** A Library/Resource/Media Center was not available.
- 17.1.10. Specialized instructional areas.** Acoustical treatment was not provided in the musical facility.
- 17.1.14. Food service.** A teacher's dining area of adequate size was not provided.
- 17.1.15. Health service units.** A health services unit of adequate size was not provided. The following were not available: Curtained or small rooms with cots; bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

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.

Given the achievement levels of students in the (SES) subgroup, Fairdale Elementary School and Raleigh County must implement curriculum and instruction that will improve student achievement. Additionally, the all students (AS) and white students (W) subgroups met adequate yearly progress (AYP) in mathematics and reading/language arts by application of the confidence interval. These subgroups also need a rich and research-based curriculum to continue to achieve AYP. Raleigh County must actively pursue assistance from RESA I, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
74-211 Fairdale Elementary School	Conditional Accreditation	6.16.; 6.2.3.		September 1, 2005
			5.1.1. (SES)	May 31, 2006

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup and presented four (4) recommendations.

Fairdale Elementary School’s Education Performance Audit was limited in scope to performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Fairdale Elementary School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.