



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FRENCH CREEK ELEMENTARY SCHOOL

UPSHUR COUNTY SCHOOL SYSTEM

MAY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of French Creek Elementary School in Upshur County was conducted March 10, 2010.

A Follow-up Education Performance Audit of French Creek Elementary School in Upshur County was conducted March 30, 2011. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

87 UPSHUR COUNTY
Scott Lampinen, Superintendent
205 FRENCH CREEK ELEMENTARY SCHOOL – Passed

Jody Johnson, Principal
Grades K - 05
Enrollment 215 (2nd month 2008-09 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
Mathematics								
All	80	89	89	100.00	51.25	Yes	Confidence Interval	✓
White	80	89	89	100.00	51.25	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	49	57	57	100.00	48.97	Yes	NA	✓
Spec. Ed.	12	16	16	100.00	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	80	89	89	100.00	43.75	Yes	Confidence Interval	✓
White	80	89	89	100.00	43.75	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	49	57	57	100.00	36.73	Yes	NA	✓
Spec. Ed.	12	16	16	100.00	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.7%

87 UPSHUR COUNTY
Scott Lampinen, Superintendent
205 FRENCH CREEK ELEMENTARY SCHOOL – Passed
Jody Johnson, Principal
Grades K - 05
Enrollment 236 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	92	101	101	100.00	40.21	Yes	Yes	✓
White	92	100	100	100.00	40.21	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	5.26	NA	NA	NA
Low SES	63	72	72	100.00	33.33	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	92	101	101	100.00	45.65	Yes	Yes	✓
White	92	100	100	100.00	45.65	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	20	20	100.00	10.52	NA	NA	NA
Low SES	63	72	72	100.00	34.92	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.9

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

French Creek Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the economically disadvantaged (SES) and special education (SE) subgroups with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts with no students in the SE subgroup achieving mastery in either area. 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 – 38.71 percent in mathematics and 61.29 percent in reading; Grade 4 – 42.86 percent in mathematics and 47.62 percent in reading; Grade 5 – 64.29 percent in mathematics and 57.14 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. Reading Comprehension.
2. WESTEST2 Data Analysis.
3. Odyssey.
4. Writing Tools for Teaching.
5. Calendar Math.
6. Center Based Math.
7. Co-teaching.
8. Writing Mini-lesson Model.
9. Grade Level Collaboration.
10. TechSteps.
11. Language of Testing.
12. Creating Learning Paths for Acuity.
13. Odyssey Matching West Virginia 21st Century Content Standards and Objectives (CSOs) to Lessons.
14. White Board/Document Camera Training.
15. Math Center Follow-up.
16. Book Study *One on One* by Lucy Clakin.

FOLLOW-UP REVIEW

MET STANDARD.

French Creek Elementary achieved adequate yearly progress (AYP).

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)**

A primary level classroom teacher needed support with classroom management. A majority of students in this classroom were off task for extended time periods and the Team observed minimal instruction during two separate classroom observations. The Team suggests that this area receive guidance with classroom management and keeping students actively involved in learning activities that support 21st Century learning skills and the needs of the students.

FOLLOW-UP REVIEW

COMPLIANCE.

A reading coach and a math coach provided training and support for the instructional staff including this primary level teacher. Staff development in classroom management was provided with a program that teaches teachers "how to procedures" used in controlling a classroom. The coaches provided demonstration classes where needed. The classroom teacher referred to in this finding received these trainings plus trainings in using technology (Edline, Grade Quick, Tech Steps, etc.) and other professional development programs. The Team reviewed lesson plans, observed classroom instruction, and interviewed the teacher and determined the lesson plans were well done and complete. The teacher quickly redirected students who were getting off task and learning activities were taking place. The teacher was putting the training received into practice and the classroom management was improving.

RECOMMENDATION

- 7.1.7. Library/educational technology access and technology application.** One of the school's Internet routers was not password protected and could be accessed by a laptop computer. The Team recommended that the technology specialists take immediate action to install a password on the unprotected Internet routers.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 French Creek Elementary School in providing a thorough and efficient system of education. Upshur 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 Upshur 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 principal had spearheaded several initiatives to increase student performance at the school. She was an extremely organized and student centered administrator and had a clear vision for the direction of the school. The following are the initiatives that had been put in place or refined.

Reading Student Achievement

Data Analysis and Assessments completed.

- Bimonthly Collaboration Primary and Intermediate.
- Weekly grade level collaboration after-school.
- DIBLES for Grades K-5.
- Phonological Awareness Screener for Intervention (PASI) and Phonics Screener for Intervention (PSI) for students not achieving DIBELS benchmark.
- Rigby – Reading level inventory.
- Acuity benchmarks.
- Comprehension checks provided by core reading program.
- Grouping of students for Differentiated Instruction based on Rigby information.
- Grouping of students for Tier Intervention based on DIBELS, PSI, and PASI information.

Instructional method

- Assignments (Acuity learning paths) focusing on Reading weaknesses identified by Acuity reports after each benchmark.
- Implementation of Wilson Reading program, Leveled Literacy, Sidewalks and Read Naturally during intervention.
- Student Acuity Reading folders. Teachers focus on one or two questions each day with the entire class and discuss methods to answer standardized test questions correctly.
- Ashlock lesson maps implemented during Tier 1 reading instruction.

Professional Development Opportunities for Teachers

- Study of *The Master Teacher* by John Schacter during summer Teachers' Academy – strategies to improve student comprehension.
- Creation of a schoolwide schedule to introduce and teach the above mentioned comprehension strategies.
- WESTEST2 data analysis of reading scores.
- Grade level collaborations to focus on student data and create curriculum maps for reading instruction.
- Weekly support for teachers from Title I Literacy Coach.

Math Student Achievement

Data Analysis and Assessments completed.

- Bimonthly Collaboration Primary and Intermediate.
- Weekly grade level collaboration after school.
- Acuity benchmarks.
- Grouping of students for Differentiated Instruction based on Acuity or Informal Math Assessment information.

Instructional Methods

- Standards based math instruction in K-5 classrooms.
- Math work stations for Differentiated Instruction during math.
- Assignments (Acuity learning paths) focusing on math weaknesses identified by Acuity reports after each benchmark.
- Student Acuity math folders - teachers focus on one or two questions each day with the entire class and discuss methods to answer standardized test questions correctly.

Professional Development Opportunities for Teachers

- WESTEST2 data analysis of math scores.
- Weekly support for teachers from Title I math Coach.
- Calendar Math training for K-2 teachers.
- Odyssey training for K-2 teachers.
- Center Based Math training for K-5 teachers.
- Creating Learning Paths from Acuity for Grades 3-5 teachers.
- Grade level collaborations to focus on student data and create curriculum maps for math instruction.

- Creation of an Informal Math Assessment flip book for K-2 classroom teachers.

Student Writing Achievement

Data Analysis and Assessment completed.

- Beginning, Middle and End of the Year Writing Assessment.
- Writing Analysis of benchmarks using Jan McNeel's Rubric of Writing.
- Bimonthly Collaboration Primary and Intermediate.
- Weekly grade level collaboration after-school.

Instructional Methods

- Inclusion of Writing Workshop in daily classroom schedules.
- Creation of student writing notebooks and journals in K-5.
- Implementing Jan McNeel and Vickie Nessler's writing curriculum K-5.
- Writing Roadmap for Grades 3-5.

Professional Development Opportunities for Teachers

- Study of Jan McNeel and Vickie Nessler's Writing Curriculum.
- WESTEST2 data analysis of writing scores.
- Writing Tools for Teachers - training with Jan McNeel.
- Writing mini-lesson demonstration and observation with Jan McNeel.
- Book study – *One on One* by Lucy Clakin.

FOLLOW-UP CONCLUSION

The principal continued to refine these practices and provided additional effective staff development programs for the staff. Two activities added this school year were: 1. Time for collaboration for grade level teachers with the math and reading coaches and 2. individual student goal setting sessions with the principal for all students in grades 3-5 using the WESTEST2 materials and follow up activities using Acuity results.

Two schoolwide activities were in the planning stages: 1. The staff plans to prepare effective, classroom related "homework packets" for parents that the parents can use to work with their children and 2. plans were underway for the staff to make home visits to the parents of all students.

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 French Creek 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 believed that the principal had the knowledge and leadership skills to guide the school in the direction of correcting the standard cited in this report and increasing student achievement.

The Team recommended that the Upshur County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 for guidance in revising the school's Five-Year Strategic Plan.

FOLLOW-UP CONCLUSION

The principal continued to provide good school leadership by working with the staff to correct the deficiency in this report. The school continued to show progress as illustrated by the improvement in the 2010 WESTEST2 reading/language arts scores.

The System of School Support assisted the school in revising the Five-Year Strategic Plan, the plan was in place, and the school staff was implementing it.

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.

19.1.10. Specialized instructional areas. The art facility did not have mechanical ventilation or a ceramic kiln. The music facility was not located away from quiet areas of the building and did not have music stands, a podium, or acoustical treatment. The physical education facility did not have forced ventilation, a display case, or seating available.

FOLLOW-UP CONCLUSION.

The facility resource needs remained as identified in the March 10, 2010 Education Performance Audit.

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.

Seven of the school's 17 teachers (41 percent) had less than three years experience and the principal had only one full year of experience as an administrator. The teachers and principal are engaged in school and classroom leadership to improve student achievement.

An area of great concern was a primary grade class. If students in this classroom are not better prepared for the next programmatic level, WESTEST2 scores will remain below the level of adequately yearly progress (AYP).

FOLLOW-UP CONCLUSION

The primary level classroom teacher received training in classroom management and was being supported by the math coach and the reading coach. The grade level collaboration of teachers provides all teachers ideas on how to improve instruction and manage classrooms. This year approximately 60 percent (10 of 17) of the teachers had less than three years of experience, but the principal's administrative experience has doubled. The county staff and RESA 7 staff continue to provide support to improve instruction and learning at French Creek Elementary School.

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue Full Accreditation status of French Creek Elementary School.