



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FRENCH CREEK ELEMENTARY SCHOOL

UPSHUR COUNTY SCHOOL SYSTEM

APRIL 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

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

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Dr. Beth Cipoletti, Office of Assessment, Accountability and Research

West Virginia Department of Education Team Leader and Technology – Bruce Cole, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman, Jr.	Elementary School Principal	Spencer Elementary School Roane County
Ronald G. Hall	Elementary School Principal	Marlinton Elementary School Pocahontas County

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 200 (2nd month 2007-08 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
Mathematics								
All	77	86	86	100.00	64.93	Yes	Confidence Interval	✓
White	77	86	86	100.00	64.93	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	48	56	56	100.00	60.41	Yes	NA	✓
Spec. Ed.	12	16	16	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	77	86	86	100.00	76.62	Yes	Yes	✓
White	77	86	86	100.00	76.62	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	48	56	56	100.00	70.83	Yes	NA	✓
Spec. Ed.	12	16	16	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.6%**

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%

FRENCH CREEK 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	33	31	33	31	100.00	6.45	32.26	35.48	25.81	0.00	61.29
04	26	21	26	21	100.00	0.00	42.86	23.81	28.57	4.76	57.14
05	30	28	30	28	100.00	17.86	46.43	21.43	7.14	7.14	35.71

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	33	31	33	31	100.00	19.35	41.94	32.26	6.45	0.00	38.71
04	26	21	26	21	100.00	0.00	47.62	28.57	19.05	4.76	52.38
05	30	28	30	28	100.00	21.43	35.71	25.00	10.71	7.14	42.86

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

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. WESTEST 2 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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that French Creek Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. **Learning environment.** The building was educationally stimulating and student centered. Evidence of high quality student work was displayed throughout the building and the environment was bright and cheerful.
- 7.2.4. **Data analysis.** The Team commended the school for its data analysis of available assessments and developing benchmarks to guide instruction. The Team reviewed the school's data analysis from WESTEST 2, Writing Roadmap, Acuity, and DIBELS. Teachers utilized specific data to focus instruction on individual students' strengths and weaknesses and to form intervention groups to address these issues.
- 7.8.1. **Leadership.** The principal, who was in her second year in administration, was highly organized and provided excellent leadership for the students and staff.

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.

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.

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.
- WESTEST 2 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

- WESTEST 2 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.
- WESTEST 2 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.

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.

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.

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, WESTEST 2 scores will remain below the level of adequately yearly progress (AYP).

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress.

7.1.2. High expectations.

The Team presented three commendations and one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

French Creek 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 French Creek 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 French Creek Elementary School and Upshur County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.