



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT GAY ELEMENTARY SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

JULY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Fort Gay Elementary School in Wayne County was conducted January 27, 2011.

A Follow-up Education Performance Audit of Fort Gay Elementary School was conducted March 28, 2012. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
R. David Boggs	Elementary School Principal	Spencer Elementary School Roane County
Kimberly A. Frum	Elementary School Principal	Reedy Elementary School Roane County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County

SCHOOL PERFORMANCE

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

89 WAYNE COUNTY

Gary Adkins, Superintendent

208 FORT GAY ELEMENTARY SCHOOL – Passed

David Sammons, Principal

Grades PK - 05

Enrollment 418 (2nd 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
Mathematics								
All	182	197	196	99.49	57.14	Yes	Yes	✓
White	177	192	191	99.47	57.62	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	41	43	42	97.67	46.34	NA	NA	NA
Low SES	130	143	142	99.30	53.84	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	182	197	196	99.49	61.53	Yes	Yes	✓
White	177	192	191	99.47	61.58	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	41	43	42	97.67	41.46	NA	NA	NA
Low SES	130	143	142	99.30	58.46	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 100.0%

89 WAYNE COUNTY
Gary Adkins, Superintendent
208 FORT GAY ELEMENTARY SCHOOL – Passed
David Sammons, Principal
Grades PK - 05
Enrollment 396 (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	179	190	187	98.42	37.50	Yes	Yes	✓
White	175	186	183	98.38	37.79	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	34	31	91.17	33.33	NA	NA	NA
Low SES	132	140	138	98.57	36.15	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	179	190	187	98.42	40.90	Yes	Yes	✓
White	175	186	183	98.38	40.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	34	31	91.17	40.00	NA	NA	NA
Low SES	132	140	138	98.57	39.23	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.9%

89 WAYNE COUNTY
Gary Adkins, Superintendent
208 FORT GAY ELEMENTARY SCHOOL – Needs Improvement

David Sammons, Principal
Grades PK - 05
Enrollment 382 (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	165	182	180	98.90	33.12	Yes	No	X
White	165	182	180	98.90	33.12	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	26	25	96.15	25.00	NA	NA	NA
Low SES	135	150	148	98.66	30.82	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	165	182	180	98.90	38.03	Yes	Confidence Interval - Averaging	✓
White	165	182	180	98.90	38.03	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	26	25	96.15	29.16	NA	NA	NA
Low SES	135	150	148	98.66	33.08	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Fort Gay Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address this subgroup 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 and novice in both mathematics and reading: Grade 3 – 64.71 percent in mathematics and 47.06 percent in reading; Grade 4 – 66.67 percent in mathematics and 66.67 percent in reading; Grade 5 – 57.35 percent in mathematics and 61.76 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. Live Grades.
2. Student Responders.
3. Mini-Institute.
4. TechSteps.
5. Beyond Power Writing.
6. Smart Board.
7. Accelerated Math.
8. Neo 2.
9. Wayne County Teacher Academy.
10. Data Analysis.
11. West Virginia Board of Education Policy 5310 and Policy 4350 Training.
12. AIMSWeb.

FOLLOW-UP REVIEW

STANDARD MET. This is the 1st year that Fort Gay Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Fort Gay Elementary School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and in the W and SES subgroup in reading/language arts. Fort Gay Elementary School achieved AYP in the AS subgroup in reading/language arts only by application of the confidence interval and averaging. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. 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.

Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.

Mathematics: AS (-4.38 percent), W (-4.67 percent), SE (-8.33 percent), and SES (-5.33 percent).

Reading/language arts: AS (-2.87 percent), W (-2.66 percent), SE (-10.84 percent), and SES (-6.15 percent).

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

The Grades K-02 teachers did not vary instructional strategies. The predominant instructional strategy in these classes was the completion of worksheets. The Team did not believe that these students were presented challenging material. Grades 03-05 varied instructional strategies on a regular basis and challenged students with a high quality curriculum.

The special education co-teachers and Title I co-teachers observed in the co-teaching classes and did not actively participate in curriculum delivery.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were varying instruction on the average of at least every 10-15 minutes. All students remained on task and were interested in the instruction. The principal monitored instructional strategies and had provided staff development in this area.

Special education co-teachers were active in the curriculum delivery. These teachers were knowledgeable of the modifications of the special education students and were working with all students in the classes.

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)

A majority of the students interviewed reported that they did not use technology to a very high extent. The Team did not see technology being used (in classrooms or in the computer laboratory) during the day of the Education Performance Audit.

FOLLOW-UP REVIEW

COMPLIANCE. The school received new technology and the Team noted technology being used in most classrooms. Students used the computer laboratories at least weekly, and more often in most cases. Teachers stated that technology use had increased from last year and reported that greater efforts were being made to expose students to more technology in the future.

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.**

Teachers were unaware of the school's Five-Year Strategic Plan goals and were not fluent concerning the overall mathematics and reading student proficiency scores. The Five-Year Strategic Plan and the data analysis must guide the delivery of the classroom curriculum and school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were aware of the goals and action steps of the schools Five-Year Strategic Plan and could clearly articulate the wide variety of activities in each classroom that were being used to address these goals. Additionally, Team interviews with students revealed that they were aware of the goals of the plan.

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)**

One Grade 2 teacher used sentence writing as a form of punishment in the class. This practice places the writing process as negative rather than promoting expression through standard writing practices.

Teachers reported that there was no schoolwide discipline procedure. Each teacher dealt with discipline in his/her own manner. However, the Team observed that discipline at the school appeared to be good.

FOLLOW-UP REVIEW

COMPLIANCE. Writing was not being used to punish any student. Staff was counseled on the detrimental effect of using writing as punishment.

A comprehensive Discipline Plan was in place and all teachers and the principal were using this plan. Students were aware of the plan and could discuss the steps taken in instances of discipline.

RECOMMENDATION

7.1.12. Multicultural activities. There was no schoolwide Multicultural Plan and the teachers could not discuss the county plan. The Team recommended that the school either develop a Multicultural Plan or adopt the county Multicultural Plan and revise it to meet the school's needs.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A thorough Multicultural Plan had been written and all teachers were knowledgeable of the plan.

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 Fort Gay Elementary School in providing a thorough and efficient system of education. Wayne 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 Wayne 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 must ensure that all teachers utilize a variety of instructional strategies and that all students are challenged through meaningful and engaging activities. The components of the school's Five-Year Strategic Plan must guide the school's curriculum and instruction and all staff must be aware of the plan's contents and how they are addressing the goals and action steps in their individual classrooms.

FOLLOW-UP CONCLUSION

While the deficiencies found in the original Education Performance Audit had been corrected, the issue of declining WESTEST2 scores was of great concern. The school had a high transient student rate which may have affected test scores. A total of 125 students either entered or withdrew from school during the 2010-2011 school year. It is extremely important that the principal continue to elicit assistance from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate programs and practices to increase student achievement.

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 Fort Gay 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.**

It is essential that instructional capacity be developed in Grades K-02 to foster student learning. The Team believed that Fort Gay Elementary School and Wayne County have the capacity to correct the deficiencies found at the school; however, assistance must be sought from RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to foster capacity enhancement.

The Team recommended that the Wayne County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

Fort Gay Elementary School exhibited the capacity to correct the deficiencies found in the original Education Performance Audit. Assistance had been received from the Wayne County Central Office, RESA 2, and the West Virginia Department of Education. It is imperative that this assistance continue. The principal reported that the Instructional Practices Inventory (IPI) had been instituted and had shown progress in the areas of student engagement through the education of teachers as to what was being surveyed.

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.

- 19.1.1. School location.** The school was not removed from hazardous and undesirable noise and traffic and the topography was not varied enough to provide a desirable appearance but without steep inclines. The site was not well landscaped and on-site, solid surface parking for staff, visitors, and individuals with disabilities was insufficient. The sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope.
- 19.1.2. Administrative and service facilities.** A reception area was not available.
- 19.1.4. Counselor's office.** A counselor's office was not available.
- 19.1.9. Grades K-12 remedial.** The remedial areas were not adjacent to the general instruction areas.

- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room was not provided.
- 19.1.15. Health service units.** A separate health service unit was not available; however, the equipment was available in the administrative area.

FOLLOW-UP CONCLUSION

Facility resource needs remained as previously identified except for the following.

- 19.1.4. A counselor's office was made available.**
- 19.1.9. The remedial areas were now adjacent to the general instruction areas.**
- 19.1.14. A teachers' dining area of adequate size was provided.**
- 19.1.15. The school has a health services unit.**

Ground was broken on the new Fort Gay Elementary School shortly after the Follow-up Education Performance Audit. The completion of the new school will alleviate the remaining facility resource needs.

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.

It is essential that the principal and county office staff monitor instructional practices to assure high quality instructional strategies and challenging curriculum that will improve student achievement. The principal must actively address the deficiencies in this report and implement programs and practices that will increase student achievement.

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

FOLLOW-UP TEAM SUMMARY

The principal was taking an active role in correcting the deficiencies found in the original Education Performance Audit. The principal was closely monitoring classroom instruction and was receiving assistance from the Wayne County Central Office.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-208 Fort Gay Elementary	Full Accreditation			

Education Performance Audit Summary

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