



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT GAY ELEMENTARY SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fort Gay Elementary School in Wayne County was conducted January 27, 2011. 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 declining 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 concentrated on the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader and Technology – Wesley Holland, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Don P. Bower	Elementary School Principal	Leon Elementary Mason County
Evelyn Kelly Haynes	Elementary School Principal	Watts Elementary Kanawha County
Amy C. Kammer	Intermediate School Principal	Point Pleasant Intermediate School Mason County
Martina S. Mills	Retired Middle School Assistant Principal	Chapmanville Middle School Logan County
Nelson K. Spencer	Director of Federal Programs	Raleigh 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%

FORT GAY 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	55	54	52	51	94.55	13.73	50.98	27.45	5.88	1.96	35.29
04	62	57	62	57	100.00	29.82	36.84	17.54	10.53	5.26	33.33
05	73	68	73	68	100.00	23.53	33.82	20.59	19.12	2.94	42.65

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	55	54	52	51	94.55	21.57	25.49	33.33	13.73	5.88	52.94
04	62	57	62	57	100.00	42.11	24.56	21.05	12.28	0.00	33.33
05	73	68	73	68	100.00	35.29	26.47	22.06	16.18	0.00	38.24

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	179	66	110
White	175	65	107
Special Education	33	10	20
SES	132	47	83

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	179	72	104
White	175	70	102
Special Education	33	12	18
SES	132	51	79

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

The Team identified four high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.7.1. School rules, procedures, and expectations.

The Team presented one recommendation (7.1.12. Multicultural activities), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Fort Gay Elementary School's Education Performance Audit concentrated on 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 Fort Gay 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 Fort Gay Elementary School and Wayne County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.