



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GENOA ELEMENTARY SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

MARCH 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Genoa Elementary School in Wayne County was conducted January 9, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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 the principal, seven teachers, one counselor, 18 students, and three school system administrators, conducted nine 30-minute observations and three 15-minute observations, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair - Charlene Coburn, Coordinator

West Virginia Department of Education - Office of Technology - Brenda Morris

West Virginia Department of Education - Office of Professional Preparation - Lori Buchanan

TEAM MEMBERS

| Name | Title | School/County |
|----------------|-------------------|---------------------------------------|
| Martina Mills | Retired Principal | Man Elementary Logan County |
| Jennifer Ross | Principal | Salt Rock Elementary Cabell County |
| Cheryl Workman | Retired Principal | Midway Elementary Lincoln County |

SCHOOL PERFORMANCE

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

89 WAYNE COUNTY

Lynn Hurt, Superintendent

209 GENOA ELEMENTARY SCHOOL – TRANSITION

Tony Clay, Principal

Grades K-5, Enrollment 93 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to struggling schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Genoa Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Genoa Elementary School.

| | | | |
|-------------------|------------|---|---------|
| Designation: | TRANSITION | Next Year's Target: | 42.0445 |
| Index Score: | 27.8051 | Met at least 50% of targets in Mathematics and Reading: | YES |
| Index Target: | 36.6072 | Met Participation Rate Indicator: | YES |
| Met Index Target: | NO | | |

Supporting Data

| | |
|---|-------------|
| Proficiency (60% of the index score) | 8.00 |
| Achievement Gaps Closed (0% of the index score) | N/A |
| Observed Growth (15% of the index score) | 9.38 |
| Adequate Growth (20% of the index score) | 5.50 |
| <u>Attendance Rate (5% of the index score)</u> | <u>4.93</u> |
| Total Accountability Index (out of 100) | 27.81 |

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Genoa Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 42.04 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 27.81, Genoa Elementary School has a steep trajectory to achieve both short term and long term targets.

- Genoa Elementary earned 27.81 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 36.61 for 2013 and is 42.04 for 2014.)
- 50 percent of the subgroups at Genoa Elementary met the targets in mathematics and reading.
- Genoa Elementary acquired 5.5 points of the 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Genoa Elementary acquired 4.93 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**GENOA ELEMENTARY SCHOOL
Grade Level Proficiency Data
School Year 2013**

| Grade-Level and Subgroup | | Mathematics | | | Reading/Language Arts | | |
|--------------------------|-------------------|---------------|----------------|------------|-----------------------|----------------|------------|
| Grade | Group | Participation | Non-Proficient | Proficient | Participation | Non-Proficient | Proficient |
| 3 | White | > 95% | 87.500% | 12.50% | > 95% | 87.500% | 12.50% |
| 3 | Special Education | > 95% | 75.000% | 25.00% | > 95% | 75.000% | 25.00% |
| 3 | Total | > 95% | 87.500% | 12.50% | > 95% | 87.500% | 12.50% |
| 4 | White | 90.00% | 11.110% | 88.89% | 90.00% | 22.220% | 77.78% |
| 4 | Special Education | > 95% | <5% | > 95% | > 95% | 50.000% | 50.00% |
| 4 | Total | 90.00% | 11.110% | 88.89% | 90.00% | 22.220% | 77.78% |
| 5 | White | 94.44% | 76.470% | 23.53% | 94.44% | 88.240% | 11.76% |
| 5 | Special Education | > 95% | >95% | < 5% | > 95% | >95% | < 5% |
| 5 | Total | 94.44% | 76.470% | 23.53% | 94.44% | 88.240% | 11.76% |

Attendance Rate = 98.60%

The chart, Grade-Level Proficiency Data School Year 2013, depicts participation, proficient, and non-proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

- Grade 4 students substantially outperformed Grade 3 and Grade 5 students in mathematics with a proficiency rate of 88.89 percent compared to Grade 3 (12.5 percent proficient) and Grade 5 (23.53 percent proficient).
- Students with disabilities showed the greatest progress in Grade 4 by achieving 95 percent proficiency in mathematics compared to Grade 3 (25.53 percent proficient) and Grade 5 (less than 5 percent proficient).
- Grade 4 students substantially outperformed Grade 3 and Grade 5 students in the area of reading/language arts with a proficiency rate of 77.78 percent compared to the Grade 3 proficient (12.50 percent) and Grade 5 (11.76 percent proficient).
- Students with disabilities showed the greatest progress in Grade 4 by achieving 50 percent proficiency in reading/language arts compared to Grade 3 (25 percent proficient) and Grade 5 (less than 5 percent proficient).

GENOA ELEMENTARY SCHOOL
Growth Model School Level Summary
Results by Sub-Group

**Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST2 score.*

Low between 1-34th percentile
Typical between 35th-65th percentile
High between 66th-99th percentile

| Subgroup | | Mathematics 2013 | | | | | Reading/Language Arts 2013 | | | | |
|-----------------------|--------|------------------|---------------|---------------|-------------------|--------------------|----------------------------|---------------|---------------|-------------------|--------------------|
| | | Low | Typical | High | Median Percentile | Percent Proficient | Low | Typical | High | Median Percentile | Percent Proficient |
| All Sub-Group | School | 5 (21%) | 8 (33%) | 11 (46%) | 59.0 | 34.1% | 10 (42%) | 8 (33%) | 6 (25%) | 46.0 | 27.3% |
| | County | 1,554 (40%) | 1,233 (31%) | 1,132 (29%) | 43.0 | 38.0% | 1,354 (35%) | 1,208 (31%) | 1,342 (34%) | 50.0 | 48.3% |
| | State | 51,165 (35%) | 45,256 (31%) | 50,057 (34%) | 50.0 | 45.1% | 50,484 (35%) | 45,076 (31%) | 50,227 (34%) | 50.0 | 48.8% |
| White Sub-Group | School | 5 (21%) | 8 (33%) | 11 (46%) | 59.0 | 34.1% | 10 (42%) | 8 (33%) | 6 (25%) | 46.0 | 27.3% |
| | County | 1,528 (40%) | 1,209 (31%) | 1,118 (29%) | 43.0 | 38.1% | 1,333 (35%) | 1,185 (31%) | 1,322 (34%) | 50.0 | 48.4% |
| | State | 47,034 (35%) | 41,704 (31%) | 46,085 (34%) | 50.0 | 45.7% | 46,584 (35%) | 41,462 (31%) | 46,170 (34%) | 50.0 | 49.2% |
| Spec.Ed Sub-Group | School | 3 (50%) | 1 (17%) | 2 (33%) | 20.0 | 25.0% | 2 (33%) | 3 (50%) | 1 (17%) | 53.0 | 16.7% |
| | County | 233 (43%) | 170 (32%) | 135 (25%) | 39.0 | 15.6% | 202 (38%) | 143 (27%) | 188 (35%) | 49.0 | 17.4% |
| | State | 7,956 (43%) | 5,628 (31%) | 4,781 (26%) | 41.0 | 18.3% | 7,406 (41%) | 5,488 (30%) | 5,291 (29%) | 43.0 | 16.1% |
| Non-Spec.Ed Sub-Group | School | 2 (11%) | 7 (39%) | 9 (50%) | 60.0 | 37.5% | 8 (44%) | 5 (28%) | 5 (28%) | 42.0 | 31.3% |
| | County | 1,321 (39%) | 1,063 (31%) | 997 (29%) | 44.0 | 42.4% | 1,152 (34%) | 1,065 (32%) | 1,154 (34%) | 50.0 | 54.3% |
| | State | 43,209 (34%) | 39,628 (31%) | 45,276 (35%) | 51.0 | 49.6% | 43,078 (34%) | 39,588 (31%) | 44,936 (35%) | 51.0 | 54.2% |
| LSES Sub-Group | School | 4 (22%) | 4 (22%) | 10 (56%) | 68.0 | 34.1% | 7 (39%) | 6 (33%) | 5 (28%) | 53.0 | 27.3% |
| | County | 849 (41%) | 660 (32%) | 585 (28%) | 43.0 | 33.1% | 771 (37%) | 644 (31%) | 669 (32%) | 47.0 | 42.8% |
| | State | 26,545 (38%) | 21,619 (31%) | 22,119 (31%) | 47.0 | 37.5% | 25,763 (37%) | 21,435 (31%) | 22,576 (32%) | 47.0 | 40.8% |
| Non-LSES Sub-Group | School | 1 (17%) | 4 (67%) | 1 (17%) | 39.0 | (NA) | 3 (50%) | 2 (33%) | 1 (17%) | 34.0 | (NA) |
| | County | 705 (39%) | 573 (31%) | 547 (30%) | 44.0 | 50.2% | 583 (32%) | 564 (31%) | 673 (37%) | 53.0 | 62.2% |
| | State | 24,620 (32%) | 23,637 (31%) | 27,938 (37%) | 52.0 | 58.1% | 24,721 (33%) | 23,641 (31%) | 27,651 (36%) | 52.0 | 62.5% |
| Male Sub-Group | School | 2 (18%) | 4 (36%) | 5 (45%) | 59.0 | 38.1% | 5 (45%) | 3 (27%) | 3 (27%) | 42.0 | 33.3% |
| | County | 793 (40%) | 640 (33%) | 530 (27%) | 42.0 | 37.1% | 720 (37%) | 570 (29%) | 667 (34%) | 48.0 | 40.7% |
| | State | 27,113 (37%) | 22,439 (30%) | 24,615 (33%) | 48.0 | 44.3% | 27,485 (37%) | 22,259 (30%) | 24,047 (33%) | 47.0 | 41.0% |
| Female Sub-Group | School | 3 (23%) | 4 (31%) | 6 (46%) | 60.0 | 30.4% | 5 (38%) | 5 (38%) | 3 (23%) | 53.0 | 21.7% |
| | County | 761 (39%) | 593 (30%) | 602 (31%) | 45.0 | 39.0% | 634 (33%) | 638 (33%) | 675 (35%) | 52.0 | 56.3% |
| | State | 24,052 (33%) | 22,817 (32%) | 25,442 (35%) | 51.0 | 45.9% | 22,999 (32%) | 22,817 (32%) | 26,180 (36%) | 52.0 | 56.9% |

**Note: Schools are those schools that have at least a 4th grade.*

**Denotes cell size <20.*

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance.

- 34.1 percent of students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 25 percent of the special education students were proficient in mathematics as compared to the non-special education group with 37.5 percent proficient, which indicated a 12.5 percent gap.
- The low SES subgroup performance mirrored the all subgroup in both mathematics and reading/language arts.
- 27.3 percent of students were proficient in reading/language arts as indicated by 2013 WESTEST2 data.
- 16.7 percent of the special education students were proficient in reading/language arts as compared to the non-special education group with 31.3 percent proficient, which indicated a 14.6 percent gap.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data indicated that Genoa Elementary has experienced pockets of success. There was concern for the lack of adequate growth, which is necessary to sustain the gains that have been accomplished with some subgroups. It was evident that the staff has made an impact in mathematics instruction for low SES students. The data indicated a need to provide additional support to the Grades 3 and 5 special education subgroup in mathematics and reading/language arts. Overall, the scores for reading/language arts were significantly lower than the math scores. The data indicated a need to provide support to the staff in reading/language arts instruction.

The following professional development and/or training opportunities were provided as reported by the principal.

1. History Past & Present (One teacher).
2. West Virginia Culture Center Integrating the State Museum in the Classroom (One teacher).
3. West Virginia Learns Course Google Applications (One teacher).
4. West Virginia Learns English/Language Arts Common Core (One teacher).
5. Wayne County Summer Teachers' Academy.
 - a. Full Option Science Systems (FOSS) Kits (One Kindergarten teacher).
 - b. Primary Sources in Social Studies (One Grade 1, One Grade 2, and One Grade 5 teacher).
 - c. Content Specified Sessions (One art, One music and One physical education teacher).
 - d. Policy 4321.1 Nutrition (18 All staff).
 - e. West Virginia Board of Education Racial, Sexual, Religious/Ethnic Harassment and Violence Policy for all staff.
6. Marshall University Graduate Math Class/Number Sense and Strategies (Two teachers).
7. Policy 4350 (10 teachers).
8. Number Talks - Two Sessions with Itinerant Math Coach (10 teachers).
9. Foss Kit Training - Two Sessions (10 teachers).
10. Read Well 3 Webinar (Two Title I teachers and One special education teacher).
11. Text Dependent Questions and Writing Across the Curriculum (All teachers).
12. Wayne County After School Sessions "Strengthen Your Strategies" (Offered to all teachers).
 - a. Differentiated Instruction.
 - b. Technology in the Classroom.
 - c. Co-Teaching.
 - d. Math Strategies.
13. Wayne County January Teacher Academy (Offered to all teachers).
 - a. FOSS Kits.
 - b. Technology Integration.
 - c. Classroom Management.

- d. Differentiated Instruction.
 - e. Text Dependent Questions.
 - f. Using Primary Source Documents.
 - g. STAR Renaissance for Learning.
 - h. West Virginia Next Generation Content Standards and Objectives K-5.
 - i. Number Talks.
 - j. Title I Technical Support (Title I Teachers).
 - k. Autism Academy
14. Beginning Teacher Training (One teacher).
- a. Data Base Questioning Training.
 - b. Social Studies Training - Cultural Center.
 - c. FOSS Science Training.
 - d. Text Dependent Questioning and Writing Across the Curriculum.
 - e. Number Talks.
 - f. 21st Century Teaching and Learning Mathematics – WV Learns On-line Class.
 - g. Classroom Management.
 - h. TechSteps.
 - i. Renaissance STAR Renaissance for Learning Training.
 - j. Engrade Training.

The principal attended the following sessions.

1. Principal WV Learns Courses
 - a. Awareness of National Board Certification.
 - b. Google Applications.
 - c. Policy 5000 Hiring Training Manual Module.
 - d. Supporting Instruction with Web 2.0 Tools.
 - e. WebTop for Educators.
 - f. Instructional Practices Inventory (IPI).
2. Wayne County Principals' Academy.
 - a. Legal Update Senate Bill 359.
 - b. Crisis Prevention Institute (CPI) Training.
 - c. Next Generation Standards/E-Walk.
 - d. Smarter Balanced Assessment.
 - e. Flipped Classroom.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Genoa Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.3 Learning Environment. The culture and climate at Genoa Elementary were very positive. Teachers liked working at Genoa Elementary School and students were happy to be there. Historically, the school has had difficulty retaining teachers due to its rural location. It was evident that the principal was using all possible resources to retain teachers at Genoa Elementary. The principal demonstrated distributed leadership by including teachers in decision making for the school through the teaming process. He offered professional development opportunities during the school day because many teachers commute long distances to work. He also pursued grants to purchase requested materials for their classrooms. The principal balanced his role of disciplinarian with being approachable by students and staff.

7.1.7. Library/educational technology access and technology application. The Team commended the administrator and staff for providing a functional library that is available to all students during and after school. Students were motivated to utilize the library for participation in the Accelerated Reading Program and the Young Readers' Club. Student interviews indicated that students were encouraged to read for pleasure and had opportunities to check out books of their choice two days a week. The library included a new automated circulation system to assist teachers with maintaining organization of the library. Interviews, logs and schedules indicated students and staff frequently utilized the library.

7.1.8. Instructional materials. The Team commended the administrator and staff for using FOSS (Full Option Science System) kits to provide instruction of the science content standards and objectives. The kits have been instrumental in assuring 50 percent of the science curriculum is delivered in an investigative manner in which students were actively engaged in the learning process.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team discovered practices in place by the principal to assure the approved content standards and objectives were being utilized. A book study had been provided in the area of mathematics standards, teachers were utilizing pacing guides, and the principal was providing specific feedback on lesson plans addressing the use of content standards and objectives.

Itinerant literacy and math coaches were provided to the school one day a week. The Team found that the literacy coach was primarily providing writing support for students and teachers in Grades 3-5. The mathematics coach was supporting teachers with follow-up activities to align with a mathematics book study that had occurred earlier in the year.

However, the Team noted discrepancy in the utilization of West Virginia Next Generation Content Standards and Objectives in mathematics classes compared to reading/language arts classes. An initial academy had been provided to teachers during the summer, but limited follow-up training was provided to teachers in the West Virginia Next Generation Content Standards and Objectives for reading/language arts. The follow-up sessions provided by Wayne County Central Office were optional; therefore, there was a lack of sustained ongoing support for teachers as they began to implement the new reading/language arts standards.

The essential questions in the mathematics lesson plans were more rigorous and aligned to West Virginia Next Generation Content Standards and Objectives as opposed to the essential questions in reading/language arts lesson plans. The Team discovered seven of eight math lesson plans were detailed and easy to follow, while three of eight reading/language arts lesson plans were detailed and easy to follow. The five reading/language arts lesson plans that were difficult to follow included the following directions: "smart board work", "common core worksheet", and "small group work" and did not include further explanation. This, classroom observations, and low proficiency levels in reading/language arts indicated that curriculum was not based on the West Virginia Next Generation Content Standards and Objectives.

The Team could not verify, all health standards were being taught in Grade 5. Interviews and lesson plans revealed in an effort to assure students received the required physical education instructional minutes per week, the physical education teacher and the classroom teacher had failed to provide all of the required health standards. The

principal was aware of the issue and was in the process of rectifying it the day of the Education Performance Audit.

7.1.6. 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)

The Team did not find evidence that writing instruction was occurring weekly at all grade levels. Classroom observations and lesson plan reviews indicated a lack of evidence that writing was a routine part of all classes. Team members could not substantiate that students were receiving feedback on the limited number of writing assignments observed. The Team determined writing instruction was not effective because it was not occurring often, and students were not being provided the feedback required to develop writing skills.

Review of the professional development offerings indicated the school had not provided all teachers technical assistance and professional development in understanding the writing process and in grading students' work.

7.6. PERSONNEL.

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

A review of professional educator licensure was completed by the West Virginia Department of Education, Office of Professional Preparation. The following issues were identified:

One speech therapist's social security number and employee ID were not verified.
One teacher was not highly qualified.

RECOMMENDATION

7.1.2. High expectations.

The Team recognized the administration and staff valued student achievement and success. This was evidenced by the numerous incentive programs available to students: Student led announcements, Honor Roll, Young Readers' Club, Math Mohegans' Club, STAR Renaissance for Learning Students, Golden Spatula Award, Healthy Choice Competition, and the Tribe of Excellence for good behavior.

The principal had also conducted over 130 E-walks this school year and indicated most of them occurred during mathematics and reading instruction. The focus was on delivery of instruction, student engagement, and safety. Feedback was provided from the walkthroughs with the staff through emails and personal conferences when the principal considered it necessary.

The staff implemented an extensive walk to intervention program for all students which provided a framework for enrichment, reteaching, and acceleration.

The Team noted minimal student work displayed in the classrooms. Student work was displayed in the hall and student writing in the assignments posted was below grade level expectations when compared to the expectations of the West Virginia Next Generation Reading/Language Arts Content Standards and Objectives.

The principal and teachers were using data walls from the STAR Renaissance for Learning Program to track student progress. Students also maintained data notebooks to track personal growth. Through interviews and observations, the Team concluded teachers were more knowledgeable of students' scores than student deficiencies with certain skills. It was not evident that teachers were using STAR Renaissance for Learning data to inform instruction. During conversations with teachers, references were made that students will have to, "focus more, try harder or concentrate." The Team did not see clear evidence of STAR Renaissance for Learning data being utilized to set high expectations for teacher instruction.

While the school has a superior framework in place to provide support for personalized learning through the walk to intervention plan, the Team recommended the school leadership team, along with central office staff, work together to plan professional development in analyzing data to drill down to specific skills that individual students are lacking.

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 Genoa 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 school had a sound plan to address the delivery of the West Virginia Next Generation Mathematics Standards. It is crucial that the school develop a similar plan for delivery of the West Virginia Next Generation Reading/Language Arts Standards. Due to exceptionally low achievement in reading/language arts, the principal and staff must assure that quality reading and writing instruction occurs at all grade levels. The Team believed that student achievement will increase in reading/language arts if teachers are provided ongoing, embedded professional development offerings personalized to Genoa Elementary. The principal and staff should also utilize team meeting time to analyze student work and data to plan differentiated reading and writing instruction to meet the needs 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 Genoa Elementary School in achieving capacity, the following resources are recommended.

Building Capacity - Transition School

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The

local school system may partner with the local RESA and others to provide professional development, technical assistance and interventions.

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.

Genoa Elementary met the target for participation rate and at least 50 percent of the subgroups met targets in mathematics and reading/language arts; however, the school failed to meet the index target due to low proficiency rates. The school will determine interventions and will be supported by the Wayne County Central Office. The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school system may partner with the Regional Educational Service Agency (RESA) and others to provide monitoring, professional development, technical assistance, and interventions.

Due to low achievement in reading/language arts, the Team recommended this area become a prioritized focus for professional development offerings personalized to Genoa Elementary. While the West Virginia Next Generation Mathematics Content Standards and Objectives were being utilized, the Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in the delivery of the West Virginia Next Generation Reading/Language Arts Content Standards and Objectives.

While it was commendable that an instructional coach was working with teachers and students in Grades 3-5 in writing, the Team recommended the county investigate the possibility of increasing the time the instructional coach is available to the Genoa staff or alter the instructional coach's daily schedule to include support to Grades K-2 teachers.

The Team recommended the school leadership team, with central office staff, plan ongoing, embedded professional development at the school which includes opportunities for teachers to analyze examples of exemplary writing at each grade level. Meanwhile, the Team recommends the staff utilize the website, corestandards.org, in which Appendix C provides student writing samples that have been annotated to illustrate the criteria required to meet the West Virginia Next Generation Content Standards and Objectives for writing Grades K-12.

The Team determined Genoa Elementary School is developing the capacity to correct the identified deficiencies. The school has a positive climate and culture and the school currently has several effective initiatives in place. With support from the central office, RESA 2, and the West Virginia Department of Education; the principal and teachers are capable of developing the data analysis skills needed to improve instruction. Once the school provides a balanced focus on reading/language arts and mathematics, the Team believes Genoa Elementary will experience proficiency growth in both mathematics and reading/language arts. Evidence will be in the 2014 WESTEST2 results.

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.

19.1.3. Teachers' workroom. The teachers' work area was not adequate and did not provide the recommended space. (Did not adversely impact program and student performance.)

19.1.4. Counselor's office. The counselor's office was not adequate and did not provide the recommended space. (Did not adversely impact program and student performance.)

19.1.7. K classrooms. The Kindergarten classroom did not have a sink with hot and cold water. (Did not adversely impact program and student performance.)

19.1.10. Specialized instructional areas. The art facility did not have counter space, a ceramic kiln, or black-out areas. (Did not adversely impact program and student performance.)

The music facility did not include stands and chairs with folding arms. (Did not adversely impact program and student performance.)

19.1.15. Health service units. The health services unit had a partition in place of a curtain. It did not have cots, a lavatory, scales, or a work counter. The refrigerator with locked storage was located in the principal's office. (Did not adversely impact program and student performance.)

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.

The 2013-2014 "5-17 Percent Needy Report" indicated 75.3 percent of the students at Genoa Elementary are economically disadvantaged. This, coupled with the history of a high teacher turnover rate at the school, expedites the need to assure a process is in place to assist school staff in utilizing the STAR Renaissance for Intervention data, as well as other measures, in a manner that directly affects instruction. The school currently has distributed leadership in place by utilizing team meetings and a school leadership team. This framework could be used to assist in early detection of individual student needs by analyzing data and then planning for changing instruction and/or instructional strategies to meet the needs of all students.

EDUCATION PERFORMANCE AUDIT SUMMARY

Genoa Elementary School's Education Performance Audit examined 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 Genoa Elementary School in improvement efforts.

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

They included the following:

7.1.1. Curriculum Based on Content Standards and Objectives.

7.1.6. Instruction in writing.

7.6.2. Licensure

The Team presented three commendations (7.1.3. Learning Environment; 7.1.7. Library/educational technology access and technology application; and 7.1.8. Instructional materials) and one recommendation (7.1.2. High expectations), noted an indicator of efficiency, offered capacity building resources, and noted early detection and intervention concerns.

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 Genoa 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.