



**Office of Education  
Performance Audits**

**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**EAST LYNN ELEMENTARY SCHOOL**

**WAYNE COUNTY SCHOOL SYSTEM**

**JULY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

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

A Follow-up Education Performance Audit of East Lynn 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

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
Natalie D. Freshwater	Elementary/Middle School Principal	Walton Elementary/Middle School Roane County
Christie M. Willis	Elementary School Assistant Principal	Jefferson Elementary School Wood 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

### 216 EAST LYNN ELEMENTARY SCHOOL – Passed

Rhonda Holland, Principal

Grades K - 05

Enrollment 167 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	70	74	74	100.00	47.14	Yes	Confidence Interval	✓
White	70	74	74	100.00	47.14	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	14	17	17	100.00	21.42	NA	NA	NA
Low SES	66	70	70	100.00	48.48	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	70	74	74	100.00	44.28	Yes	Confidence Interval	✓
White	70	74	74	100.00	44.28	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	14	17	17	100.00	7.14	NA	NA	NA
Low SES	66	70	70	100.00	45.45	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.4%**

**89 WAYNE COUNTY**  
Gary Adkins, Superintendent  
**216 EAST LYNN ELEMENTARY SCHOOL – Passed**  
Veronica Bozeman, Principal  
Grades K - 05  
Enrollment 189 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	77	85	85	100.00	23.37	Yes	Confidence Interval	✓
White	77	84	84	100.00	23.37	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
Low SES	72	80	80	100.00	23.61	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	77	85	85	100.00	25.97	Yes	Confidence Interval	✓
White	77	84	84	100.00	25.97	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	7.69	NA	NA	NA
Low SES	72	80	80	100.00	25.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.7%**

**89 WAYNE COUNTY**  
Gary Adkins, Superintendent  
**216 EAST LYNN ELEMENTARY SCHOOL – Needs Improvement**

Veronica Bozeman, Principal  
Grades K - 05  
Enrollment 197 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	77	84	83	98.80	15.78	Yes	No	<b>X</b>
White	76	83	82	98.79	16.00	Yes	No	<b>X</b>
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	17	17	100.00	26.66	NA	NA	NA
Low SES	66	73	72	98.63	16.92	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	77	84	83	98.80	25.00	Yes	No	<b>X</b>
White	76	83	82	98.79	25.33	Yes	No	<b>X</b>
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	17	17	100.00	20.00	NA	NA	NA
Low SES	66	73	72	98.63	23.07	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.1%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

East Lynn Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. 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 and novice in both mathematics and reading: Grade 3 – 79.17 percent in mathematics and 62.50 percent in reading; Grade 4 – 75.00 percent in mathematics and 75.00 percent in reading; Grade 5 – 76.19 percent in mathematics and 85.71 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. Mathematics Technology and Testing.
2. West Virginia Board of Education Policy 4350.
3. Smart Board.
4. TechSteps.
5. Classroom Management.
6. Acuity and Writing Roadmap.
7. Response to Intervention.
8. Live Grades.
9. Differentiated Instruction.
10. Professional Learning Communities.
11. Teacher Observation Policies and Directives.
12. Power Writing.

### **FOLLOW-UP REVIEW**

**STANDARD MET.** This is the 1<sup>st</sup> year that East Lynn Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. East Lynn 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 reading/language arts. 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 (-7.59 percent), W (-7.37 percent), SE (+11.28 percent), and SES (-6.69 percent).**

**Reading/language arts: AS (-0.97 percent), W (-0.64 percent), SE (+12.31 percent), and SES (-1.93 percent).**

**Student performance continued to decline in both mathematics and reading/language arts in six of eight subgroups. Assistance must be provided by the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to increase student and school achievement.**

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

1. While the majority of the main building was decorated well, painted, clean, and educationally stimulating, the gymnasium was dimly illuminated and gloomy. It did not support a positive environment for teaching or learning. It has potential, with maintenance, to be as inviting as the main school facility.
2. Exit doors of the school were not locked, which compromised the security of the building. The doors located in the portable unit were also not locked.
3. One custodian closet with cleaning chemicals was unsecured.
4. The music room, located in a portable building behind the school, was not sufficient for the learning process. There were not enough chairs for the students in the classes and space was limited for student movement.
5. The art room and classroom for the Headstart program were located behind the main facility in a portable facility. These classrooms failed to promote an environment conducive to teaching and learning.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. Each area listed in the original Education Performance Audit under Learning Environment had been corrected.**

1. **The gymnasium had been cleaned, painted, and illuminated and was educationally stimulating.**
2. **All exit doors were locked and any visitor had to be admitted by the secretary through the buzz-in process.**
3. **All cleaning chemicals were secured.**
4. **The music facility was relocated to the main facility and provided sufficient space for student chairs and student movement.**
5. **The Art Room and Headstart program were relocated to the main facility and provided an educationally stimulating environment that was conducive to teaching and learning.**



**7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

One teacher was not teaching science or social studies, “Unless time allows”, according to the teacher. This was insufficient to ensure student mastery of the content standards and objectives for these subjects.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE. No teachers stated that science was being instructed with 50 percent active inquiries, investigations, and hands on activities. No reason was given for the percent being below 50 percent.**

**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)**

While student writing occurred at least one time per week, students were not given feedback on their writing. Therefore, the instruction in writing was not effective as the students were not made aware of self correcting their writing assignments.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE. Writing strategies in Grades 3-5 were weak. The Team interview process found that writing was not occurring in all classrooms weekly. The principal spoke about “Power Writing” and the process that was going on in the classrooms; however, teachers were not able to talk about the “Power Writing” process.**

**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 room was dedicated for a school library, but library books and other related materials were not available. The school did not have a functioning library.

While the Team reported the following technology issues, one teacher was using technology very well.

1. The school wireless infrastructure did not meet the required specification of State Board Policy 6200 Section 302.08.
  - a. The wireless network was not secured with any type of encryption, allowing anyone access to the school network.
    - i. Policy 6200 Section 302.081: All wireless implementations shall be secured with encryption.
  - b. The wireless access points were consumer grade, not commercial grade as required in policy.
    - i. Policy 6200 Section 302.082: All wireless access points shall be commercial quality with encryption enabled.
2. The following situations demonstrated lack of student technology usage.
  - a. The Team observed teachers utilizing technology throughout the building; however, no students were observed using technology.
  - b. Students and teachers did not have proper passwords to access techSteps until last week and were not able to use this resource. Online Writing and techSteps were not being utilized as instructional resources. Reports indicated zero assignments completed. The principal cited Internet access issues. However, the school's bandwidth tested at excess of 35Mbps, more than sufficient for Internet access.
  - c. New laptops at the school were locked in a cabinet in the Computer Laboratory. The last evidence of use was dated October 27, 2010.
  - d. The laboratory schedule posted in the Computer Laboratory indicated no scheduled use of the laboratory during first period. The laboratory schedule posted did not match the schedule submitted by the principal.
3. Lack of technical support. There was evidence of slow technical support response by the county to resolve technology issues.
  - a. A new notebook mobile cart was delivered to the school on October 26, 2010 but was still encased in the original shipping material and not assembled for use.
  - b. Interviews with staff indicated response time for technology repairs normally exceeded 30 days from the date of request.
  - c. The Team observed a teacher unable to sustain projecting the lesson on the SmartBoard due to a virus issue that caused the computer to shut down. The teacher indicated a request had been submitted for several days, but no response had been received.
  - d. The Systems Operation Manual in the Computer Laboratory was dated 2002.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All areas of the technology infrastructure cited had been corrected.

## 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.**

Some analysis of student achievement data in the school's Five-Year Strategic Plan was incorrect based on the WESTEST2 results. Seven teachers listed on the planning committee stated that they were not involved in the revisions to the plan. None of the teachers knew the goals and action steps of the plan.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE. None of the Grades 3-5 teachers were aware of the goals and action steps of the Five-Year Strategic Plan. One teacher did not know the WESTEST2 results for the class.**

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

No counselor was assigned to the school. The principal indicated that a county plan provided that a high school counselor would be used in emergency situations. This arrangement did not meet the school and student needs when a severe emergency event occurred that affected several students and staff. Pretera was contracted for behavioral services; however, this was not meeting the daily counseling needs that a school counselor would provide.

The school's Five-Year Strategic Plan needs assessment indicated a need for guidance counseling services. The Team concurred that a guidance counselor is severely needed to provide counseling services at Wayne Elementary School.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The school was being served by two counselors. Each counselor worked at the school one day per week. The teachers and principal welcomed the addition of the counselors and stated that they could see positive results from the students due to the addition of the counselors.**

### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

A schoolwide discipline plan was not in place. The teachers dealt with discipline on an individual teacher basis and were unaware of how their classroom discipline would relate to that of other classrooms. Discipline appeared to be good at the school.

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** None of the teachers interviewed could discuss a schoolwide discipline plan. Teachers continued to state that they could handle discipline however they wanted. Classroom rules were posted; however, teachers stated that there was no schoolwide discipline plan.

### **7.8. Leadership**

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The principal was new to the position and programmatic levels this year (2010-2011). The principal served as secondary assistant principal position for several years. She was working hard to gain a good vision of her role at the school. The county office needed to provide support for the principal to guide her in the position. The principal was not aware of some of the instructional programs being used in the core classes. The Team believed that, with assistance and mentoring, the principal has the skills, qualifications, and motivation to lead the school. Wayne County Central Office staff needed to be proactive in assisting the school and the principal.

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** A large disconnect remained between the teachers and the principal. The principal was knowledgeable of the interview questions during the Follow-up Education Performance Audit; however, teachers appeared to be uninformed about the various deficiencies and seemed to have little knowledge of the requirements of the various deficiencies or how to correct them. The principal and staff greatly need all-encompassing assistance so that those responsible for instruction and student performance have the information and skills to improve the school and

**student performance. Areas recommended for concentrated and sustained assistance include, but are not limited to: Instruction, technology integration into instruction, curriculum rigor and relevancy, implementing the West Virginia 21st Century content standards and objectives (CSOs), classroom management, time management, etc.**

## **RECOMMENDATION**

**7.1.12. Multicultural activities.** There was no written Multicultural Plan. Students needed to have more opportunities to see cultures and how they are alike and different. The Team noted that the whole school held a Christmas Around the World event that was highly received by students and parents. This was a good program to build positive involvement with the staff and community.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** A complete Multicultural Plan was in place and students were given exposure to numerous multicultural activities in individual classes and throughout the building.

## **NEW ISSUE**

**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 reteaching, enrichment, and acceleration. (Policy 2510)

The Team reported a total lack of high expectations in both Grade 2 classes. Minimal instruction of high quality was seen during classroom observations. Additionally, the Team did not observe positive comments to the students. The atmosphere in these classes was extremely negative.

## 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 East Lynn 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.**

While the Team reported several areas of concern at East Lynn Elementary School, the primary issue was the lack of guidance and support from the Wayne County Central Office. The building level principal was new to the position after serving as assistant principal in one of the county's high schools. The Team believed that the principal has the drive, attitude, and knowledge to be the school's leader and to correct the deficiencies found. However, the principal must receive support from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

### **FOLLOW-UP CONCLUSION**

**While the school was receiving assistance from the Wayne County Central Office, serious curricular and instructional issues remained. A concerted effort must be made to unify the staff and administration and provide the necessary staff development to enable high quality instruction in all classrooms.**

**Wayne County School District had provided the resources that support education, i.e., a well-equipped and visually appealing library/media center; a renovated gymnasium; relocation of Headstart, art, and music classrooms; and secured the building for a safe environment. However, the foundation for curriculum and instruction was not in place. The Team found that most of the teachers possessed the will, enthusiasm, and dedication to be effective teachers. The continued decline in student and school achievement combined with the deficiencies from the original Education**

**Performance Audit indicate that local efforts must concentrate on a good, strong curriculum with instructional support for the teachers that will ensure students receive a quality education and achieve mastery.**

## **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 East Lynn 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.**

With high quality assistance, the Team believed the principal will develop the capacity to correct the deficiencies found at the school and to lead the school in improved achievement. County level staff development must be directed toward high quality and meaningful topics that will meet the particular needs of East Lynn Elementary School. Teachers were willing and adaptable to providing education that will meet the needs of their students. However, the staff development must be relevant to the teachers.

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**

**East Lynn Elementary School did not exhibit the capacity to correct the deficiencies found in the original Education Performance Audit or improve student and school achievement. Major issues remained and a new issue arose that was contradictory to providing a caring and nurturing learning environment.**

**Meaningful instruction and curricular rigor and relevance were lacking throughout the school. While teachers were teaching and projects were**

**being done, the activities were not producing student learning. Instructional capacity will need to be developed for East Lynn Elementary to show short and long term academic improvement.**

**The Wayne County Central Office must immediately provide interventions to increase the productivity of the staff and reverse the extreme decline of student achievement.**

## **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 playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** Library materials were not available. A space was dedicated for a library and the parent volunteer indicated a goal to establish a functioning library. Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not provided.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms, a podium, or acoustical treatment. The physical education facility did not have provisions for two or more teaching stations, a data projector or 50 inch screen monitor, or audio equipment. The gymnasium was not adequate to serve the needs of a physical education program.
- 19.1.14. Food service.** A dry erase board and bulletin board, locker/dressing room, and chairs were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The following equipment and furnishings were not available: Bulletin board, toilet, lavatory, scales, refrigerator with locked storage, and locked medication box.

### **FOLLOW-UP CONCLUSION**

- 19.1.1. The playgrounds/recreational areas were well equipped and appropriate for the age level.**
- 19.1.5. Library materials were available.**
- 19.1.14. The food service area had a dry erase board and bulletin board.**
- 19.1.15. The health service unit had a bulletin board, scales, refrigerator with locked storage, and a locked medication box.**

The Team commended the Wayne County School District for providing resources, equipment, and materials listed above to correct most of the facility resource needs. East Lynn Elementary School now has a fully supplied and visually appealing library/media center, playground/recreational equipment, a renovated gymnasium, and music and art rooms that provide a positive learning environment. The school facility provides an attractive, stimulating, and safe environment for students.

## **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.**

East Lynn Elementary School is in need of continuous and sustained assistance from local and State education agencies. If this assistance is not received, student achievement will continue to decline.

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

### **FOLLOW-UP TEAM SUMMARY**

**East Lynn Elementary School had received assistance from the Wayne County Central Office, RESA 2, and the West Virginia Department of Education; however, the assistance had not adequately corrected the issues at the school and student achievement continued to decline. It is imperative that effective assistance be sought and received to aid the staff in correcting the deficiencies and to increase student achievement. The entities providing assistance must also monitor the school to assure the assistance is being effective.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-216 East Lynn Elementary	Conditional Accreditation	7.1.2; 7.1.4; 7.1.6; 7.2.1; 7.7.2; 7.8.1		January 31, 2013

### Education Performance Audit Summary

Five findings from the original Education Performance Audit continued as issues at the school.

- 7.1.4. Instruction.
- 7.1.6. Instruction in writing.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

Additionally, a new finding emerged (7.1.2. High expectations).

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue East Lynn Elementary School Conditional Accreditation status with a January 31, 2013 Date Certain to correct the remaining findings. If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5. (n) (6).

The OEPA will conduct another follow-up review after January 31, 2013 to determine that improvement efforts have been sustained and the remaining standards have been corrected.