



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAIRPLAINS ELEMENTARY SCHOOL

WOOD COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fairplains Elementary School in Wood County was conducted February 12, 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 school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman	Director Federal Programs	Roane County
James E. Frazier	Retired Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Casey A. Kerns	Elementary School Principal	Smithville Elementary School Ritchie County
Larry R. Werry	Retired Elementary School Principal	Fairview Elementary School Marion County

SCHOOL PERFORMANCE

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

96 WOOD COUNTY

Dr. J. Patrick Law, Superintendent

207 FAIRPLAINS ELEMENTARY SCHOOL – TRANSITION

Elizabeth A. Conrad, Principal

Grades PreK - 05, Enrollment 209 (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 those 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 Fairplains 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 Fairplains Elementary School.

Designation:	TRANSITION	Next Year's Target:	51.3386
Index Score:	21.1952	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	47.4504	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (60% of the index score)	8.14
Achievement Gaps Closed (0% of the index score)	N/A
Observed Growth (15% of the index score)	5.63
Adequate Growth (20% of the index score)	2.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.93</u>
Total Accountability Index (out of 100)	21.20

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 are 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.

Fairplains Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the target index of 51.3386 for 2014 and proficiency target of 75 percent by 2020, with a current index score of 21.1952, Fairplains Elementary School has a steep trajectory to achieve both short term and long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

**FAIRPLAINS 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	84.62%	72.73%	27.27%	84.62%	63.64%	36.36%
3	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Special Education	> 95%	>95%	< 5%	> 95%	80.00%	20.00%
3	Low Socioeconomic Status	81.82%	83.33%	16.67%	81.82%	66.67%	33.33%
3	Total	85.19%	73.91%	26.09%	85.19%	65.22%	34.78%
4	White	89.66%	65.38%	34.62%	89.66%	73.08%	26.92%
4	Black	50.00%	<5%	> 95%	50.00%	<5%	> 95%
4	Special Education	80.00%	>95%	< 5%	80.00%	>95%	< 5%
4	Low Socioeconomic Status	80.00%	62.50%	37.50%	80.00%	70.83%	29.17%
4	Total	81.82%	62.96%	37.04%	81.82%	70.37%	29.63%
5	White	78.57%	81.82%	18.18%	78.57%	72.73%	27.27%
5	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
5	Low Socioeconomic Status	75.00%	88.89%	11.11%	75.00%	66.67%	33.33%
5	Total	78.57%	81.82%	18.18%	78.57%	72.73%	27.27%

Attendance Rate = 98.60%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts. An analysis of grade level performance showed 37.04 percent of Grade 4 students were proficient in mathematics, followed by 26.09 percent proficient in Grade 3, and 18.18 percent proficient in Grade 5. In reading/language arts, 34.78 percent of Grade 3 students were proficient, followed by 29.63 percent proficient in Grade 4, and 27.27 percent proficient in Grade 5.

FAIRPLAINS 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	17 (39%)	16 (36%)	11 (25%)	37.0	24.3%	16 (37%)	17 (40%)	10 (23%)	46.0	25.7%
	County	2,668 (37%)	2,225 (31%)	2,226 (31%)	46.0	44.1%	2,410 (34%)	2,168 (31%)	2,526 (36%)	51.0	50.1%
	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	17 (40%)	16 (37%)	10 (23%)	37.0	24.6%	16 (38%)	17 (40%)	9 (21%)	44.0	26.1%
	County	2,532 (37%)	2,122 (31%)	2,105 (31%)	46.0	44.1%	2,295 (34%)	2,062 (31%)	2,387 (35%)	51.0	50.0%
	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	*	*	*	44.0	0.0%	*	*	*	21.0	9.1%
	County	317 (42%)	248 (33%)	194 (26%)	41.0	16.4%	318 (42%)	213 (28%)	226 (30%)	44.0	15.4%
	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	16 (42%)	12 (32%)	10 (26%)	37.0	28.6%	12 (32%)	15 (41%)	10 (27%)	52.0	28.6%
	County	2,351 (37%)	1,977 (31%)	2,032 (32%)	47.0	47.9%	2,092 (33%)	1,955 (31%)	2,300 (36%)	52.0	54.9%
	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	15 (38%)	13 (33%)	11 (28%)	37.0	20.3%	14 (37%)	14 (37%)	10 (26%)	50.0	25.0%
	County	1,420 (40%)	1,122 (31%)	1,037 (29%)	44.0	31.9%	1,289 (36%)	1,074 (30%)	1,203 (34%)	49.0	38.1%
	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	*	*	*	41.0	50.0%	*	*	*	37.0	30.0%
	County	1,248 (35%)	1,103 (31%)	1,189 (34%)	49.0	57.2%	1,121 (32%)	1,094 (31%)	1,323 (37%)	53.0	63.1%
	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	*	*	*	37.0	27.3%	*	*	*	44.0	24.2%
	County	1,398 (39%)	1,111 (31%)	1,107 (31%)	45.0	43.8%	1,352 (37%)	1,044 (29%)	1,212 (34%)	48.0	41.9%
	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	10 (42%)	8 (33%)	6 (25%)	37.0	22.0%	9 (39%)	9 (39%)	5 (22%)	46.0	26.8%
	County	1,270 (36%)	1,114 (32%)	1,119 (32%)	47.0	44.4%	1,058 (30%)	1,124 (32%)	1,314 (38%)	53.0	58.5%
	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 chart identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells) or high growth (green cells) based on previous performance. All subgroups demonstrated typical growth in mathematics. The special education subgroup demonstrated low growth in reading/language arts, while all other subgroups demonstrated typical growth.

Mathematics. As the chart indicates, the percent proficient in mathematics was 24.3 percent. The special education subgroup percent proficient was 0.0 percent while the non-special education subgroup percent proficient was 28.6 percent, indicating a gap of 28.6 percent. The low socioeconomic subgroup percent proficient was 20.3 percent while the non-low socioeconomic subgroup percent proficient was 50.0 percent, indicating a gap of 29.7 percent. Males had 5.3 percent higher percent proficient than females.

Reading/Language Arts. The percent proficient in reading/language arts was 25.7. The special education subgroup percent proficient was 9.1 percent while the non-special education subgroup percent proficient was 28.6 percent, indicating a 19.5 percent gap. The low socioeconomic subgroup percent proficient was 25.0 percent while the non-low socioeconomic subgroup percent proficient was 30.0 percent, indicating a 5.0 percent gap. Females had 2.6 percent higher percent proficient than males.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY – ANALYSIS

According to WESTEST2 results, since the 2010-2011 school year the percent of students proficient has decreased in the special education subgroup in mathematics, and in the all students, white, and low socioeconomic subgroups in reading/language arts. Although less than 20 students were in the special education subgroup in mathematics, 0.0 percent were proficient, and only 9.1 percent in reading/language arts.

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

1. Daily 5 and The Café Reading.
2. Teaming to Increase Student Achievement and Engagement.
3. SPL – Behavior “Being Proactive”.
4. New Teacher Evaluation and Collaboration.
5. Grade Level Data Analysis and Vertical Teaming.
6. Number Worlds.
7. TechSteps.
8. Data Notebooks Revisited.
9. New Teacher Training by the West Virginia Center for Professional Development.
10. Special Education Survival Guide.

11. Star Reading and Star Early Literacy.
12. Kansas Writing Project.
13. OEPA – What It Is and How Does This Concern Us.
14. Cooperative Structures/Number Heads Together.

EDUCATION PERFORMANCE AUDIT
HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

One long term substitute teacher in Grade 3 did not exhibit high expectations for all students. Students were not challenged with high quality instruction and student attention waned throughout the class. Four of the 15 students in the class were off task a majority of the 30 minute observation period, while the remaining students were off task from time to time.

Two autistic students observed in two different classes were not being engaged in any educational activities for a minimum of 45 minutes in each case. These students sat and drew on paper and were not redirected by the teachers while the remaining students worked on their assignment.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Kindergarten students received physical education only two days a week for 40 minutes per day every other week, then three times per week for 40 minutes the other weeks. The minimum requirement is three days per week for a minimum of 30 minutes per day. There were no other organized physical education activities to compensate for the missed time.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

One Grade 2 teacher's classroom schedule showed approximately 300 instructional minutes per day, which was less than the required 315 instructional minutes per day.

7.2. STUDENT AND SCHOOL PERFORMANCE.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Kindergarten and Grade 1 teachers were not aware of the school's data needs other than in general terms. They could state that they knew that the mathematics and reading/language arts scores were low, but could not discuss any specific weaknesses. It is imperative that all teachers know not only the specific areas of weakness, but address the changes in curriculum based on these areas of weakness.

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)

One reading resource teacher did not hold the appropriate certification for the subject that was being taught.

RECOMMENDATIONS

7.1.3. Learning environment. The Team observed a cleaning closet unlocked near first floor rest rooms. Cleaning chemicals were contained in this closet and were accessible to students. The Team recommended that all areas that contain chemicals remain locked while students are present.

7.2.2. Counseling services. The school had a counselor only one day per week, who exceeded the 75 percent time requiring in direct student counseling. However, the principal stated that the school has the highest free and reduced lunch rate and the lowest attendance among elementary schools in Wood County. Given the issues that accompany high free and reduced lunch rates, it is imperative that students have regular access to counselors and counseling programs. The Team recommended that the school and county investigate measures to provide Fairplains Elementary School greater counseling services.

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 Fairplains Elementary School in providing a thorough and efficient system of education. Wood 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 Wood 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.

Fairplains Elementary School had examined the WESTEST2 data extensively and the principal had elicited targeted professional development to aid teachers in increasing student achievement. While teachers stated that the high free and reduced lunch rate and the high incidents of transient students were not excuses, these remain obstacles that must be dealt with regularly. Teachers in most classes were developing high quality lesson plans and were challenging students. The principal and staff must continue to elicit assistance from the Wood County Central Office, the West Virginia Center for Professional Development, RESA 5, and the West Virginia Department of Education to investigate and implement professional development sessions and a variety of high quality programs and practices to increase student achievement.

During the interview process, the Team found factors that may have contributed to lower test scores over the past two school years.

- One Grade 5 teacher, who is no longer at the school, had pervasive and severe classroom management issues as well as serious health issues resulting in 102 non-consecutive days missed.
- Four professional staff members were coping with the death of a spouse and two with the death of parents. Five professional staff members were dealing with chronic family illnesses. These issues led to high absenteeism among staff.
- One teacher was allegedly involved in serious issues resulting in police investigations. This teacher had high absenteeism.

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 Fairplains 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.

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

Student achievement test scores had fluctuated buildingwide from the 2010-2011 school year to the current results (2012-2013). The principal and teachers were aware of this fluctuation and were greatly concerned. Through the interview process, it was revealed that there was discord in the Grade 5 area until this current year; however, this issue has been corrected and the principal was confident that student achievement will dramatically increase.

The principal stated that the school receives support from the Wood County Central Office. Due to the low socioeconomic issues and high incidents of transient students, the Team strongly recommended the school receive more assistance from the county curriculum director and special education director and receive more counseling services to help alleviate any issues that the students may be having that impedes their learning capacity.

The following interventions and activities were implemented to address school deficiencies identified in the school strategic plan.

- Change of Master Schedule to reflect grade level collaboration within the work day instead of after work hours. Change in Master Schedule to reflect special education collaboration with grade level teachers within the work day instead of after school hours.

- Four day staff development prior to school on the “The Daily 5” and “The Café” to assist with the delivery of reading instruction. Grade level and individual follow up staff development and collaboration on “The Daily 5” and “The Café” using Wood County Teacher Coach.
- All new staff (2) enrolled in the West Virginia Center for Professional Development course for new teachers.
- County and school staff development on Number Talks (supplemental math instruction) for all grade level and special education staff. Follow up staff development and collaboration with Wood County Math Coach on Number Talks.
- Ongoing staff development with Dr. Stephen Barkley on collaboration, PLCs, and student engagement.
- Ongoing staff development with Wood County Improvement Specialist on Cooperative Learning strategies to engage students.
- Use of google documents to share student data at grade level and with interventionists.
- Use of Student Data Notebooks to set individual student goals in reading, mathematics, and writing.
- Ongoing staff development and collaboration with Wood County Improvement Specialist and Principal to track student progress to goals.

Additionally, the principal has sought assistance through the ongoing yearlong Principal Leadership Series offered by RESA 5.

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 site did not have 11 usable acres and was not large enough for future expansion. The location was not removed from traffic and the sidewalks did not have adequate slope. On-site, solid surface parking was insufficient for staff, visitors, and individuals with disabilities. (May adversely impact health and safety.)
- 19.1.4. Counselor's office.** The counselor's office did not have easy access to student records. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.5. Library/media and technology center.** The library/resource/media center did not have appropriate space and did not have on-line periodical indexes or copying equipment. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size. (May adversely impact or impair the delivery of a high quality educational program.)

- 19.1.8. Grades 1-12 classrooms.** Adequate classroom size was not available in: One Grade 1 classroom, three Grade 2 classrooms, three Grade 3 classrooms, one Grade 4 classroom, two Grade 5 classrooms, one multi-categorical classroom, one reading resource room, and one Title I reading classroom. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.10. Specialized instructional areas.** Art and music did not have separate facilities; therefore, the programs did not have all the facilities and equipment listed in the facilities checklist. The physical education facilities were not adequate in size and did not have forced ventilation or provisions for two or more teaching stations. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided and a locker/dressing room was not available. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. There were no curtained or small rooms with cots, refrigerator with locked storage, or work counter. (Adversely impacts or impairs student health and safety.)

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 Fairplains Elementary School staff has been working on both horizontal and vertical teaming to aid in identifying the areas of low achievement through providing a rigorous curriculum in all classrooms and providing remediation. The teachers were working more with data disaggregation and identifying strategies to increase student achievement. It is essential that teachers continue to keep all students on task with high quality instruction and fully engaged during the entire class period. Continued assistance from the Wood County Central Office, RESA 5, the West Virginia Center for Professional Development, and the West Virginia Board of Education must be sought to aid teachers and the administration in assessing the areas of low student achievement and eliminating these areas.

EDUCATION PERFORMANCE AUDIT SUMMARY

Fairplains 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 Fairplains Elementary School in improvement efforts.

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

- 7.1.2. High expectations.
- 7.1.9. Programs of study.
- 7.1.13. Instructional day.
- 7.2.4. Data analysis.
- 7.6.2. Licensure.

The Team presented two recommendations (7.1.3. Learning environment and 7.2.2. Counseling services), noted an indicator of efficiency, offered capacity building resources, and noted early detection and intervention 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 Fairplains Elementary School and Wood 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.