

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CEDAR GROVE COMMUNITY SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Cedar Grove Community School in Kanawha County was conducted on May 2, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroup that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Lisa Burton, Coordinator, Office of Healthy Schools

West Virginia Department of Education Team Leader – Rebecca Derenge, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Todd Browning	Middle School Principal	Bluefield Middle Mercer County
Robert DeLorenzo	Elementary School Principal	White Hall Elementary Marion County
David Severt	Assistant Superintendent	Raleigh County
Nelson Spencer	Director of Federal Programs	Raleigh County

SCHOOL PERFORMANCE

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

39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

213 CEDAR GROVE COMMUNITY SCHOOL – Needs Improvement

Joseph McQuerry, Principal

Grades PK - 08

Enrollment 611

WESTEST 2004-2005

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	361	392	385	98.21	62.74	Yes	Confidence Interval	✓
White	348	378	371	98.14	63.66	Yes	Yes	✓
Black	12	13	13	100.00	41.66	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	272	266	97.79	58.02	Yes	Confidence Interval	✓
Spec. Ed.	45	51	50	98.03	28.88	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	361	392	385	98.21	70.30	Yes	Confidence Interval	✓
White	348	378	371	98.14	70.05	Yes	Confidence Interval	✓
Black	12	13	13	100.00	75.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	247	272	266	97.79	65.84	Yes	No	✗
Spec. Ed.	45	51	50	98.03	26.66	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.2%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	53	46	52	45	98.11	0.00	33.33	57.78	8.89	0.00	66.67
04	81	74	80	74	98.77	1.35	47.30	37.84	13.51	0.00	51.35
05	55	53	55	53	100.00	1.89	30.19	56.60	11.32	0.00	67.92
06	70	64	69	63	98.57	4.76	25.40	50.79	15.87	3.17	69.84
07	60	56	60	56	100.00	12.50	17.86	53.57	16.07	0.00	69.64
08	73	68	69	66	94.52	9.09	34.85	37.88	16.67	1.52	56.06

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	53	46	52	45	98.11	2.22	28.89	46.67	22.22	0.00	68.89
04	81	74	81	74	100.00	2.70	21.62	63.51	9.46	2.70	75.68
05	55	53	54	53	98.18	7.55	15.09	62.26	15.09	0.00	77.36
06	70	64	69	63	98.57	9.52	28.57	50.79	9.52	1.59	61.90
07	60	56	60	56	100.00	12.50	17.86	41.07	23.21	5.36	69.64
08	73	68	69	66	94.52	7.58	24.24	43.94	19.70	4.55	68.18

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

Other Relevant Performance Data

2004-2005 Writing Assessment

Distribution of Performance Across All Performance Levels

Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE - WV	20498	4%	19%	49%	18%	5%	24%	74%
KANAWHA COUNTY	2133	5%	21%	48%	16%	5%	26%	71%
CEDAR GROVE COMMUNITY	71	16%	48%	25%	0%	0%	64%	25%

**2004-2005 Writing Assessment
Distribution of Performance Across All Performance Levels
Grade 7**

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
KANAWHA COUNTY	2072	2%	23%	56%	15%	4%	25%	75%
CEDAR GROVE COMMUNITY	52	4%	19%	67%	10%	0%	23%	77%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
42.44%	2003-04
40.79%	2002-03
42.65%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Cedar Grove Community School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup in reading/language arts. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the September 2005 State Board meeting.

Cedar Grove Community School achieved AYP in the all students (AS) subgroup in mathematics and reading/language arts; the racial/ethnicity white (W) subgroup in reading/language arts; and in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup in mathematics and reading/language arts with the number (N) less than 50, and the racial/ethnicity black (B) subgroup in mathematics with N less than 50 scored below the State's percent proficient. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data showed the combined percent of students Below Mastery and Novice to be very high in mathematics and reading/language arts (Mathematics – Grade 3 – 33 percent, Grade 4 – 48 percent, Grade 5 – 32 percent, Grade 6 – 30 percent, Grade 8 – 43 percent) (Reading – Grade 3 – 31 percent, Grade 6 – 38 percent, Grade 7 – 30 percent, and Grade 8 – 31 percent) These scores have implication for the Five-Year Strategic Plan and school improvement.

The West Virginia Statewide Writing Assessment percent of Grade 4 students At or Above Mastery (25 percent) was alarmingly low, well below Kanawha County (71 percent) and the State (74 percent). However, the scores increased substantially at Grade 7 (71 percent), well above the county (75 percent) and the State (73 percent).

Note: The racial/ethnicity black (B) subgroup was the highest performing subgroup in reading/language arts.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA III, county and/or school.

1. Quizdom.
2. Rationale Discipline.
3. Classroom Management.
4. Co-Teaching.
5. Cultural Diversity.
6. Title I Mathematics.
7. Dibels Training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Cedar Grove Community School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. The educational facility was well maintained and attractive. Given the age of the building, it was evident that the students and staff deemed it important to maintain the facility and to create a positive learning environment. The building was constructed in the 1950s.

The students were well behaved and mannerly. They presented themselves in a very mature manner.

6.1.4. Instruction. The school has a child care unit that provided a great service to the community. Students between the ages of six months to four years old were served by the program. This program provided early age instruction which was an excellent avenue to help children in the transition to Kindergarten and in socialization, developmental skills, and other age specific needs.

The Third Base after-school program was an excellent program that included activities that appealed to participating students. Homework and tutoring were also available to students and reading for pleasure was emphasized.

The school provided lunch during the summer, at no cost, to students. This nutrition program served the needs of students in the community.

The Team commended the teacher who oversees the Third Base program as well as those dedicated staff and volunteers involved in child care and preschool programs.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. - SES).

6.1. Curriculum

6.1.1. 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 could not determine that all the Content Standards and Objectives (CSOs) were taught throughout the programmatic levels. Teachers generically referred to the county curriculum maps, but did not demonstrate ownership because they were not involved in the development of the maps. Teacher interviews indicated that Reading First and Saxon Math were the basis for instruction rather than CSOs.

6.1.2. 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)

The Team observed two teachers that through curricular offerings and instructional practices did not have high expectations for all students learning. Students in both of these instances did not have equal educational opportunities including reteaching, enrichment, and acceleration. The first instance was in a special education self-contained classroom. Students were looking up vocabulary words in the dictionary with no guidance as to what definition would be correct. Students were observed doing numerous worksheets in mathematics and social studies with minimal interaction with the classroom teacher. The second instance was in a general education classroom. The Team noted a lack of classroom management to deal with all children in the classroom. Students were coming and going from the classroom as they wanted.

The Team observed children in the computer laboratory setting without any assignment for the laboratory and students that were free to play solitaire and pinball, or peruse the Internet unattended.

During another class period the Team could document only minimal time in which students were actively engaged. The teacher was observed to be yelling at various students throughout the class period.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team could not determine that varied instructional strategies and techniques were used consistently throughout the programmatic levels in the middle school. Whole group instruction was the predominant method observed throughout middle childhood classrooms the day of the Education Performance Audit.

6.1.9. 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)

Through Team observations and teacher and student interviews, the Team found that the school did not include career clusters and majors as an opportunity for students to examine a system of career clusters in Grades 5-8. A reason given was that the school had not had a guidance counselor at the beginning of the school year.

6.1.13. 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)

Through Team observation and master schedule review, the Team found that the required 90 minutes of reading was not being provided. There was no time denoted for class change in the schedule.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.**

The Team determined through teacher interviews that teachers had copies of the Five-Year Strategic Plan; however, they were not familiar with the purpose and scope of the plan in terms of their connection to its implementation. Teachers could not articulate how the plan was to be used to drive the classroom curriculum and school improvement.

- 6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

The quality of lesson plans varied significantly and the principal feedback was not consistent or sufficient to bring about significant improvement. While some of the plans were clear and concise, mainly at the elementary level, many of the plans were incomplete and would be difficult for a substitute teacher to follow.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

A school bus driver was observed using a tobacco product (cigarettes) on school property while waiting for the students to be dismissed at the end of the day.

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** The Grades 6-8 computer laboratory was locked most of the day and not used by students on a regular basis. The log for the mobile computer unit showed less than adequate participation in usage by Grades 6-8 staff. The Team recommended that computer laboratories for both the elementary and middle school be utilized on a regular basis and in conjunction with instruction. With the West Virginia Writing Assessment being tested online it remained important that students be comfortable and familiar with using a computer to write. It was reported to the Team that new computers had been ordered and were due for delivery.

6.1.12. Multicultural activities. Although teachers implemented individual activities relevant to multicultural education, no unified, comprehensive county or school plan to organize this instruction was evidenced. The Team recommended that the county and school organize information as a team to create a Multicultural Plan.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Cedar Grove Community School in providing a thorough and efficient system of education. Kanawha 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 Kanawha County or the accreditation status of the schools.

7.1.1. 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.

It is imperative that all staff be made aware of the importance of the Content Standards and Objectives (CSOs) and the Five-Year Strategic Plan and how they are to be utilized to guide the classroom curriculum. Extensive staff development was needed in this area. Staff development was also needed on varied instructional strategies to ensure that all students are engaged in the educational process. Individually, these issues may have a small negative impact on student achievement; in unison it is nearly inevitable that these issues present a major barrier to the educational process.

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 Cedar Grove Community School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.13. Instructional day.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.1. Unified County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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.

The Team determined that Cedar Grove Community School and Kanawha County have the capacity to correct the identified deficiencies. However, the capacity must be developed in all subgroups to provide quality services to all students in order to decrease the achievement gap. The Team recommended that the Kanawha County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA III in developing the school's capacity to improve the school's achievement of all students. The administration and staff must continue to be aware that the subgroups that met adequate yearly progress (AYP) only through the application of the confidence interval receive targeted instruction to avoid deficiencies in the future.

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.

17.1. 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 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.

- 17.1.1. School location.** The school site did not contain 11 acres plus 1 acre for each 100 students over 600. There was not sufficient on-site parking for staff, visitors, and the physically challenged.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have newspapers or pamphlets.
- 17.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, mechanical ventilation, a ceramic kiln, display facilities, or black-out areas. The music facility did not have adequate storage, folding chairs, music stands, a podium, or acoustical treatment. The physical education facility did not have a display case.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have the following equipment: Air Vacuum, ventilation fume hood, demo table, fire extinguisher, blanket, emergency shower, main gas shut-off, gas, AC and DC current, and sufficient laboratory workspace.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not located to have convenient access to language arts and music instruction and close to seating.
- 17.1.14. Food service.** The food service area did not have chairs, a chalkboard, and bulletin board.
- 17.1.15. Health service units.** The health services unit did not have a refrigerator with locked storage or a work counter.

Safety Concerns

1. Gymnasium bleachers were old, worn, and lacked safety rails.
2. Ceiling tiles in the hallway near the Little Theatre were damaged.
3. Gymnasium entrance floor tiles needed to be replaced.
4. Other areas of floor tile in the building needed to be replaced.
5. Tennis courts (although not required) were in disrepair.

Office of Education Performance Audits Facility Resources Needs and Recommendations

The building constructed in 1954 is 52 years old. It was originally designed for high school students and later renovated to house PreKindergarten through Grade 8. It is outdated and does not meet preschool, elementary, and middle school students educational needs even though the school was exceptionally maintained and very clean.

The building is too large and spread out for these students and staff which makes this an awkward and inappropriate facility to function educationally. Programs and educational delivery could be conducted far more effectively and efficiently in a facility designed to accommodate the grades and programs currently served by the school. The design, configuration, size, etc., were totally inappropriate for early childhood and middle childhood curriculum delivery, in the 21st century. Examples of facility educational and childcare resource needs are listed below.

1. Kindergarten classrooms (except one) did not have rest rooms as required by Policy 6200.
2. Grades Kindergarten through 2 lacked outside exits. Only one classroom had an outside exit. Only one preschool had an outside exit.
3. The Headstart and early childhood rooms were separated by acoustical curtains. Although noise was not a problem, these limited use of the wall for instructional purposes. The rooms were already limited in instructional space and this further impeded teachers' program delivery.
4. One gymnasium was available for the school in a very large building. The early childhood students located on the opposite end of the building must walk a long distance to the gymnasium for physical education and other programs held there. This consumes time and is unsuitable for any student, particularly early childhood students. To accommodate the other student population, two physical education (PE) teachers conduct separate/simultaneous classes in the gymnasium. This has potential for impeding delivery of the physical education Content Standards and Objectives (CSOs).

5. Building access to the Pod area (Grade 2) was down four or five steps, making these classrooms inaccessible to individuals and individuals with limited mobility.
6. Rooms 210 (Grade 4) and 211 (Grade 5) were overcrowded with 24 and 25 students respectively. This had the potential to obstruct student movement during out of seat educational activities and certain hands-on active learning, as well as teacher movement throughout the classroom.
7. Playground/recreational areas. The recreational area included a large, fenced, and beautiful area. However, the playground equipment was severely limited for all grade levels. The elementary playground had an abundance of swings and also had basketball hoops. No other equipment was available on the playground. The preschool playground was enclosed by a fence, fall protection material was in place, and approximately three age-appropriate items were in place. More developmentally appropriate playground equipment is needed to foster physical development, coordination, and movement for preschool students. This playground is attractive and spacious and has tremendous potential if properly equipped.
8. Head Start programs (ages 3, 4, 5) include two rooms with a curtain in the middle. These programs are an excellent service and fulfill a great need; however, a larger space would enhance the developmental activities essential to these ages and meet the requirements of Policy 6200 and the Preschool Policy 2525.
9. Room 213 – This Title I classroom was very small and not conducive to teaching and learning. Odor from the nearby rest room was noted in this classroom.
10. The Child Care program (ages 6 months to 3 years) was an excellent community service. Staff worked on the developmental skills for these infants and toddlers. This program would benefit by more space for children and teachers. Space was limited with little room for teacher and student movement.
11. The Third Base program was an exciting program and provided students after-school educational activities. The room in which this program was located was very small and uninviting.

For the reasons listed above, the Office of Education Performance Audits recommends that Kanawha County proceed with their Ten-Year Comprehensive Educational Facilities Plan (CEFP) and make any immediate upgrades that are feasible. The school is 52 years old, outdated for the educational needs of the 21st century, and limits all educators in providing a thorough and efficient education.

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.

Given the achievement levels of students in the economically disadvantaged students (SES) subgroup and marginal performance in other subgroups, Cedar Grove Community School and Kanawha County must implement high yield instructional practices and programs that will improve students' achievement. Furthermore, Cedar Grove Community School must be diligent in efforts with the all students (AS) and economically disadvantaged (SES) subgroups in mathematics and the all students (AS) and racial/ethnicity white (W) subgroups in reading/language arts as the assessed standard was met by application of the confidence interval. Kanawha County and the school must actively pursue assistance from RESA III, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

The age of the school (52 years) and original purpose make it unsuitable for students three months of age to Grade 8. The situation will only be remedied with implementation of the Ten-Year Comprehensive Educational Facilities Plan (CEFP). Kanawha County is urged to initiate this process with urgency.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-213 Cedar Grove Community	Conditional Accreditation	6.1.1; 6.1.2; 6.1.5; 6.1.9; 6.1.13; 6.2.1; 6.2.3; 6.7.1		
			5.1.1 (SES)	May 31, 2007

Education Performance Audit Summary

The Team identified eight high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the economically disadvantaged (SES) subgroup. The Team also presented two recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Cedar Grove Community School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of deficiency (5.1.1 SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Cedar Grove Community School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).