

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

RIDGEDALE ELEMENTARY SCHOOL

MONONGALIA COUNTY SCHOOL SYSTEM

FEBRUARY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ridgedale Elementary School in Monongalia County was conducted on December 7, 2005. 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 Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups 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 – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Robert Gorrell	Elementary School Principal	Nutter Fort Primary Harrison County
Christine Miller	Elementary School Principal	East Park Elementary Marion County
Mary Thomas	Elementary School Principal	Lubeck Elementary Wood County

SCHOOL PERFORMANCE

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

56 MONONGALIA COUNTY

Frank Devono, Superintendent

204 RIDGEDALE ELEMENTARY SCHOOL –Needs Improvement

LeJay Graffious, Principal

Grades K - 05

Enrollment 283

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	132	141	141	100.00	65.15	Yes	Confidence Interval	✓
White	129	138	138	100.00	65.89	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	60	68	68	100.00	41.66	Yes	No	✗
Spec. Ed.	27	31	31	100.00	29.62	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	132	141	141	100.00	72.72	Yes	Yes	✓
White	129	138	138	100.00	73.64	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	60	68	68	100.00	56.66	Yes	Confidence Interval	✓
Spec. Ed.	27	31	31	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 100.0%

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	42	40	42	40	100.00	2.50	37.50	37.50	22.50	0.00	60.00
04	49	48	49	48	100.00	8.33	25.00	43.75	10.42	12.50	66.67
05	50	44	50	44	100.00	6.82	25.00	36.36	20.45	11.36	68.18

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	40	42	40	100.00	2.50	27.50	45.00	17.50	7.50	70.00
04	49	48	49	48	100.00	14.58	8.33	56.25	10.42	10.42	77.08
05	50	44	50	44	100.00	9.09	20.45	38.64	25.00	6.82	70.45

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%
MONONGALIA COUNTY	752	4%	12%	42%	29%	10%	17%	82%
RIDGEDALE ELEMENTARY	49	4%	16%	51%	18%	10%	20%	79%

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

Percentage of Students	School Year
50.60%	2003-04
55.68%	2002-03
61.316%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Ridgedale Elementary School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement in mathematics for the economically disadvantaged students (SES) subgroup. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 2005 State Board meeting.

Ridgedale Elementary School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts and the all students (AS) and racial/ethnicity white (W) subgroups in mathematics by application of the confidence interval and may have an achievement deficiency if remediation and interventions have not been emphasized. Additionally, the special education (SE) subgroup was not considered in AYP because of the number (N) less than 50 students. Achievement of students in the SE subgroup in reading/language arts and mathematics was substantially below the State's proficiency level. Monongalia County curriculum staff and school staff must monitor the achievement of these students and promote instructional strategies and activities that are designed to close the achievement gap.

The Adequate Yearly Progress (AYP) Information by class data showed a high percentage of Grade 3 students performed below mastery (mathematics – 37.50 percent and reading/language arts – 27.50%). This is another consideration for the county and school in school improvement. The following professional development/training opportunities were provided by the West Virginia Department of Education, RESA VII, county and/or school.

1. Curriculum Alignment/Vertical Teaming.
2. Curriculum workshop – music and physical education.
3. Writing workshop.
4. World Book/school issues/alignment.
5. Legacy of Hope/WVDE Module 3.
6. Instructional Framework – Differentiated Instruction.
7. Robert Marzano's Instructional Strategies that Work.
8. WESTEST analysis and instructional mapping.
9. Inclusion training.
10. Standards based mathematics.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Ridgedale Elementary 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. The hallways and classrooms were clean and educationally stimulating.
- 6.1.5. Instructional strategies.** The county had hired an academic coach to increase student achievement. The academic coach worked with individual students and in whole class settings. This allowed more flexibility in delivering the curriculum.
- 6.1.6. Instruction in writing.** The Team noted an exceptional display of writing across the curriculum and grade levels that showed exceptional student work. All staff communicated the importance of writing to the Team members.
- 6.1.12. Multicultural activities.** The Team commended the school's multicultural plan. The plan was thorough and provided an awareness of diverse cultures and historical events that shaped American culture.
- 6.5.1. Parents and the community are provided information.** The school had developed a comprehensive and effective handbook that was given to all students. A newsletter was also distributed to keep parents informed of school activities and events. Both of these materials were correlated to the school's Five-Year Strategic Plan regarding parent information and communication.
- 6.8.1. Leadership.** The Team commended the principal's use of technology to enhance productivity. Examples of this use included: Student scheduling, developing the school's newsletter, and various parent information materials that are distributed regularly.

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 staff could not articulate how the Content Standards and Objectives (CSOs) were used to guide the mathematics curriculum. They stated that the new math series was not yet prioritized and that it was not directly correlated to the CSOs. Therefore, the Team determined that the CSOs were not being utilized to drive the mathematics curriculum.

Through teacher interviews, the Team found that special accommodations were not being made to address WESTEST scores of the economically disadvantaged (SES) students. Given the low achievement in this area, it is imperative that the administration and staff address this issue immediately.

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

The Team observed classrooms and observed that one teacher did not exhibit proper classroom management skills. Students were not actively engaged in the learning process.

6.2. Student and School Performance

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)

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced to more clearly indicate what is to be taught.

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 Ridgedale Elementary School in providing a thorough and efficient system of education. Monongalia 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 Monongalia 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.

Given the low achievement rate of the economically disadvantaged students (SES) and special education (SE) subgroups and the marginal performance of other subgroups it is imperative that the staff of Ridgedale Elementary School explore initiatives to increase student achievement.

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 Ridgedale Elementary 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
6.1.3. Learning environment.	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

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 Ridgedale Elementary School and Monongalia County have the capacity to correct the identified deficiencies.

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 site was not 5 acres plus one acre for each 100 students over 240. The site was not large enough for future expansion. Sufficient on-site, solid surface parking was not available for staff, visitors, and individuals with limited physical mobility.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have adequate space as it shares a space with art and basic skills. Storage was not adequate and the area(s) did not have sufficient numbers of folding chairs, music stands, a podium, or acoustical treatment.
- 17.1.14. Food service.** The food service area did not have a chalkboard, bulletin board, a locker/dressing room, lavatory, chairs, or toilet.

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, Ridgedale Elementary School and Monongalia County must implement curriculum and instruction that will improve students' achievement. Monongalia County must actively pursue assistance from RESA VII, 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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
56-204 Ridgedale Elementary	Temporary Accreditation	6.1.1; 6.1.3; 6.2.3	5.1.1 (SES)	

Education Performance Audit Summary

The Team identified three 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 six schoolwide initiatives and strategies designed to improve school performance. The Team offered an indicator of efficiency for curriculum, suggested capacity building resources, and noted an early detection and intervention concern.

Ridgedale Elementary School’s Education Performance Audit was limited in scope to the performance standards and progress 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 Ridgedale Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.