



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNTAIN RIDGE INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mountain Ridge Intermediate School in Berkeley County was conducted March 26, 2009.

A Follow-up Education Performance Audit of Mountain Ridge Intermediate School in Berkeley County was conducted May 12, 2010. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

220 MOUNTAIN RIDGE INTERMEDIATE SCHOOL – Needs Improvement

Michelle Martin, Principal

Grades 03 - 05

Enrollment 353 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	332	352	352	100.00	68.07	Yes	Confidence Interval	✓
White	310	328	328	100.00	69.03	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	14	15	15	100.00	57.14	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	147	158	158	100.00	58.50	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	55	59	59	100.00	34.54	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	332	352	352	100.00	73.79	Yes	Averaging	✓
White	310	328	328	100.00	74.51	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	14	15	15	100.00	64.28	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	147	158	158	100.00	63.26	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	55	59	59	100.00	40.00	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.9%

04 BERKELEY COUNTY
Manuel P. Arvon, II, Superintendent
220 MOUNTAIN RIDGE INTERMEDIATE SCHOOL – Needs Improvement
Michelle Martin, Principal
Grades 03 - 05
Enrollment 383 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	354	377	377	100.00	69.49	Yes	Confidence Interval	✓
White	324	341	341	100.00	70.98	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	17	21	21	100.00	41.17	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	141	154	154	100.00	51.06	Yes	No	✗
Spec. Ed.	51	57	57	100.00	39.21	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	354	377	377	100.00	70.62	Yes	Confidence Interval	✓
White	324	341	341	100.00	72.22	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	17	21	21	100.00	47.05	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	141	154	154	100.00	51.06	Yes	No	✗
Spec. Ed.	51	57	57	100.00	37.25	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.9%**

04 BERKELEY COUNTY
Manuel P. Arvon, II, Superintendent
220 MOUNTAIN RIDGE INTERMEDIATE SCHOOL – Passed
Michelle Martin, Principal
Grades 03 - 05
Enrollment 333 (2nd 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
Mathematics								
All	318	335	333	99.40	62.34	Yes	Yes	✓
White	299	312	311	99.67	64.09	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	12	13	13	100.00	16.66	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	133	132	99.24	48.76	Yes	Confidence Interval	✓
Spec. Ed.	41	42	42	100.00	39.02	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	318	335	333	99.40	67.08	Yes	Yes	✓
White	299	312	311	99.67	67.44	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	12	13	13	100.00	41.66	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	122	133	132	99.24	56.19	Yes	Yes	✓
Spec. Ed.	41	42	42	100.00	31.70	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Mountain Ridge Intermediate School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years. 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 December 2008 State Board meeting.

Mountain Ridge Intermediate School failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for the 2007-2008 school year. Mountain Ridge Intermediate School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or averaging. It is further noted that the Hispanic (H) subgroup with the number (N) less than 50, scored below the State's percent proficient level in mathematics and reading/language arts. 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 indicated scores below mastery in both mathematics and reading: Grade 3 – 28.30 percent in mathematics and 25.47 percent in reading; Grade 4 – 34.75 percent in mathematics and 27.12 percent in reading; Grade 5 – 28.46 percent in mathematics and 34.62 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. The 21st Century Classroom.
2. Five-Year Strategic Plan.
3. Edline.
4. Dynamic Classroom Assessment.
5. Literature Circles.
6. Exploding Comprehension in the Content Areas.
7. Acuity.
8. STAR Reading and STAR Mathematics.
9. WESTEST Data Analysis.
10. Mathematics Response to Intervention (RTI).
11. TechSteps.

12. Autism in Focus.
13. Effective Centers for Early Intervention.
14. Grammar and Writing.
15. Hispanic Forum.
16. Multiculturalism in the Classrooms.
17. Adkins Writing Workshop.

FOLLOW-UP REVIEW

STANDARD MET. Mountain Ridge Intermediate School achieved adequate yearly progress (AYP) for the 2008-2009 school year.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SES/SE).

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 educational opportunities including enrichment and acceleration. (Policy 2510)

One special education teacher did not demonstrate high expectations for student as noted in a comment to Team members, “With the kids I get, I would be happy if my students can write one sentence at the end of the year.”

FOLLOW-UP REVIEW

COMPLIANCE. All teachers had a goal for high expectations and this was monitored by the principal.

7.6. Personnel

7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The Team found that some teacher observations were not signed within the five day timeline.

FOLLOW-UP REVIEW

COMPLIANCE. All teacher observations were completed in detail and were signed within the required timeline.

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 Team found that teachers did not view the principal as the instructional leader of the school. Through teacher interviews, the Team found responses to the question, “Who is the instructional leader of the school” varied from, “Classroom teachers are,” to “a specific teacher is the instructional leader.” During the audit, a scheduling question arose and the principal could not provide the answer and deferred the question to a specific teacher as “he created the schedules” for the school. Two members of the Five-Year Strategic

Plan said in teacher interviews, “We were on the committee, but a specific teacher did all the work and we just signed our names.”

FOLLOW-UP REVIEW

COMPLIANCE. Through interviews with teachers and observation of the principal, the Team found that the new principal was the instructional leader of the school. The principal of the school during the original Education Performance Audit recently took a position at the central office level and a new principal was at the school for the end of the school year.

RECOMMENDATION

7.1.12. Multicultural activities. The Team could not find evidence of a schoolwide Multicultural Plan. Through teacher interviews, the Team determined that teachers submitted individual lists of activities that were compiled into a “Multicultural Plan” for the school. A review of the plan only indicated what specific grade level teachers were doing each month. In addition, three teachers indicated the Multicultural Plan was distributed to them “last week,” but they “had not had time to review it yet.” The Team recommended that a county or school Multicultural Plan be developed and used.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A thorough and complete Multicultural Plan was in place and 11 staff members participated on the planning committee. Numerous multicultural activities were in place.

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 Mountain Ridge Intermediate School in providing a thorough and efficient system of education. Berkeley 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 Berkeley 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.

All teachers must exhibit high expectations for all students. Students must be challenged to do their best work and teachers must be supportive and encouraging of this endeavor.

The principal must ensure that the staff sees her as the instructional leader of the school. Since there is no assistant principal, the principal must be knowledgeable of curriculum, discipline, and all other areas of the school. While it is acceptable for others to provide assistance, it is imperative that the principal be the school leader.

FOLLOW-UP CONCLUSION

There was no evidence that any teacher did not exhibit high expectations for all students. The principal was instrumental in curriculum leadership and school management and operations.

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 Mountain Ridge Intermediate 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.**

Capacity needs to be developed at the school to improve the teaching and learning process and student achievement.

The Team recommended that the Berkeley County School System Superintendent and the school administrator contact Dr. Karen L. Huffman, Assistant to the State Superintendent, West Virginia Department of Education, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

Mountain Ridge Intermediate School exhibited the capacity to correct the deficiencies found at the school. The Berkeley County Central Office provided the school support and assistance. The school will need to sustain the present momentum to increase the student percent proficient in mathematics and reading/language arts.

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.

Student achievement remained relatively steady from the 2006-2007 school year to the 2007-2008 school year. The Team recommended that the Berkeley County Central Office and RESA VIII assist this school in improving student achievement.

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

FOLLOW-UP TEAM SUMMARY

While the percent proficient had declined in the all students (AS) subgroup in mathematics and reading/language arts from the 2007-2008 school year to the 2008-2009 school year, Mountain Ridge Intermediate School achieved adequate yearly progress (AYP) for the 2008-2009 school year. The Team noted that the WESTEST 2 given in 2009 was more rigorous than the previous WESTEST and student percent proficient declined statewide. An acting principal was placed at the school following the departure of the previous principal to a central office director position and the Team reported the deficiencies had been corrected. However, Berkeley County must continue to be aware of the school and student needs and provide support and assistance to the incoming principal that will ensure high levels of student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-220 Mountain Ridge Intermediate	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Mountain Ridge Intermediate School.