



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNTAIN RIDGE INTERMEDIATE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

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

West Virginia Department of Education Team Leader – Monica Beane, Assistant Director, Office of Instruction

West Virginia Department of Education Team Leader – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
John Chris Colombo	Title I Teacher	Nutter Fort Intermediate School Harrison County
Frank Marino	Elementary School Principal	Nutter Fort Primary School Harrison County

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%**

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	110	106	110	106	100.00	6.60	21.70	40.57	19.81	11.32	71.70
04	124	118	124	118	100.00	8.47	26.27	43.22	11.86	10.17	65.25
05	143	130	143	130	100.00	5.38	23.08	47.69	18.46	5.38	71.54

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	110	106	110	106	100.00	5.66	19.81	41.51	26.42	6.60	74.53
04	124	118	124	118	100.00	8.47	18.64	50.85	17.80	4.24	72.88
05	143	130	143	130	100.00	6.15	28.46	46.15	16.92	2.31	65.38

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

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The Team commended the staff for creating a clean, safe, nurturing, and supportive environment conducive to learning. The Team found students enjoyed their school and felt encouraged to learn and teachers felt safe and enjoyed their work environment.
- 7.1.5. Instructional strategies.** The Team commended the general education classroom teachers for their effective use of instructional strategies. Through classroom observations, the Team found students were engaged in whole and small group instruction. Through student interviews and lesson plan reviews, the Team found students were also actively engaged in science active experimentation.

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.”

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.

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.”

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.

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.

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.

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*)

None identified.

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

Education Performance Audit Summary

The Team identified three high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.2. High expectations.
- 7.6.3. Evaluation.
- 7.8.1. Leadership.

The Team presented two commendations, one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Mountain Ridge Intermediate School's Education Performance Audit was limited in scope to the 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 draft report to guide Mountain Ridge Intermediate School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

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 Mountain Ridge Intermediate School and Berkeley 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.