



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROSEDALE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Rosedale Elementary School in Fayette County was conducted on October 24, 2007.

A Follow-up Education Performance Audit of Rosedale Elementary School in Fayette County was conducted November 17, 2008. 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.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

223 ROSEDALE ELEMENTARY SCHOOL – Passed

Theodore Dixon, Principal

Grades K - 04

Enrollment 236 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

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	76	85	85	100.00	81.57	Yes	Yes	✓
White	63	71	71	100.00	84.12	Yes	Yes	✓
Black	12	13	13	100.00	66.66	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	52	61	61	100.00	76.92	Yes	Yes	✓
Spec. Ed.	16	17	17	100.00	56.25	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	76	85	85	100.00	88.15	Yes	Yes	✓
White	63	71	71	100.00	87.30	Yes	Yes	✓
Black	12	13	13	100.00	91.66	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	52	61	61	100.00	86.53	Yes	Yes	✓
Spec. Ed.	16	17	17	100.00	81.25	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.1%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
223 ROSEDALE ELEMENTARY SCHOOL – Passed
Theodore Dixon, Principal
Grades K - 04
Enrollment 258 (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	72	84	84	100.00	88.88	Yes	Yes	✓
White	57	69	69	100.00	89.47	Yes	Yes	✓
Black	13	13	13	100.00	84.61	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	59	59	100.00	90.19	Yes	Yes	✓
Spec. Ed.	11	13	13	100.00	54.54	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	72	84	84	100.00	91.66	Yes	Yes	✓
White	57	69	69	100.00	92.98	Yes	Yes	✓
Black	13	13	13	100.00	84.61	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	51	59	59	100.00	88.23	Yes	Yes	✓
Spec. Ed.	11	13	13	100.00	54.54	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.4%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
223 ROSEDALE ELEMENTARY SCHOOL – Passed
Theodore Dixon, Principal
Grades K - 04
Enrollment 259 (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	76	85	85	100.00	72.36	Yes	Yes	✓
White	65	73	73	100.00	75.38	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	65	65	100.00	70.17	Yes	Averaging	✓
Spec. Ed.	13	15	15	100.00	23.07	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	76	85	85	100.00	81.57	Yes	Yes	✓
White	65	73	73	100.00	84.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	65	65	100.00	77.19	Yes	Yes	✓
Spec. Ed.	13	15	15	100.00	38.46	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Rosedale Elementary School increased student achievement in all cells with a number (N) greater than 50 from the 2005-2006 school year to the 2006-2007 school year. It is noted that the special education (SE) subgroup with the number (N) less than 50, scored comparable to the State's percent proficient level in mathematics and above the State's percent proficient in reading/language arts.

The following professional development and/or training opportunities were provided.

1. Positive Behavior Support.
2. Balanced Literacy Reading and Writing Workshop.
3. Learning Focused Mathematics.
4. Standards Based Mathematics and Technology.
5. Mobile Computer Laboratory.
6. Response to Intervention (RTI) Training.
7. Building Computational Fluency.
8. Scaffolding.
9. Odyssey.
10. Policy 2320 Training.
11. Benchmark Assessment.
12. DRA Reading Assessment.
13. WESTEST Training.

FOLLOW-UP REVIEW

MET STANDARD. While Rosedale Elementary School achieved adequate yearly progress (AYP), achievement declined in all cells. The school administration needs to investigate the reason for this decline and implement high quality instruction and programs to stop the decline and improve student achievement.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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

7.7.1. 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)

The Team observed unsecured special education Individualized Education Program (IEP) files in a classroom.

FOLLOW-UP REVIEW

COMPLIANCE. All special education Individualized Education Program (IEP) files were stored in a locked cabinet in the special education room.

RECOMMENDATION

7.1.3. Learning environment. The Team observed the carpet to be stained and very worn throughout the building. Most of the carpet was installed in the late 1980s. Carpet in the teachers' work room was reported to be 29 years old. A musty odor was evident, especially in the special education classroom and the principal's office. The Team recommended the carpet either be replaced or removed and replaced with tile.

The Team observed evidence of a leaking roof in the kitchen and in the music room. The ceiling tiles were water stained and water was dripping in the music room. Teacher interviews revealed that this was an ongoing problem. The Team recommended that these facility issues be corrected.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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.

8.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W.Va. Code §18-9D-15 and §18-9D-16d)

Rosedale Elementary School is a high achieving school. However, the facility impedes teaching and learning due to its age and condition. This school needs to provide the infrastructure for teachers and students to engage in 21st Century learning skills.

FOLLOW-UP CONCLUSION

Facility renovations corrected the issues found in the original Education Performance Audit; however, the Team was concerned with the decline in WESTEST scores. The principal must take an active role in reversing this decline in 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 Rosedale 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.**

The Team determined that Rosedale Elementary School and Fayette County have the capacity to correct the identified deficiency.

FOLLOW-UP CONCLUSION

The identified deficiency had been corrected in a satisfactory manner.

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.

- 19.1.5. Library/media and technology center.** Periodicals were not available for student use.
- 19.1.7. K classrooms.** Sinks and hot and cold water were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks or display facilities. The music facility did not have acoustical treatment. The physical education facility did not have a drinking fountain, display case, bulletin board, or seating available.
- 19.1.15. Health service units.** Curtained or small rooms with cots, bulletin board, toilet, scales, and refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

19.1.10. The physical education facility had a bulletin board and seating available.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-223 Rosedale Elementary	Full Accreditation			