



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ROSEDALE ELEMENTARY SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

# Table of Contents

	Page
<b>Introduction.....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>6</b>
<b>Education Performance Audit .....</b>	<b>7</b>
<b>Initiatives for Achieving Adequate Yearly Progress .....</b>	<b>7</b>
<b>High Quality Standards.....</b>	<b>8</b>
<b>Indicators of Efficiency.....</b>	<b>9</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>10</b>
<b>Identification of Resource Needs .....</b>	<b>11</b>
<b>School Accreditation Status .....</b>	<b>12</b>

## INTRODUCTION

An announced Education Performance Audit of Rosedale Elementary School in Fayette County was conducted on October 24, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

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 subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

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

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Leslie Alvin James	Elementary School Principal	Daniels Elementary Raleigh County
Mary Alice Kaufman	Board Member	Mercer County
Martina Mills	Middle School Principal - Retired	Chapmanville Middle Logan County

**SCHOOL PERFORMANCE**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent

**223 ROSEDALE ELEMENTARY SCHOOL – Passed**

Theodore Dixon, Principal  
Grades K - 04

Enrollment 236 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.1%**

**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 259 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.4%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	37	30	37	30	100.00	0.00	13.33	50.00	33.33	3.33	86.67
04	47	42	47	42	100.00	7.14	2.38	47.62	30.95	11.90	90.48

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	37	30	37	30	100.00	0.00	6.67	46.67	43.33	3.33	93.33
04	47	42	47	42	100.00	0.00	9.52	61.90	19.05	9.52	90.48

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	<b>19433</b>	<b>5</b>	<b>16</b>	<b>49</b>	<b>24</b>	<b>5</b>	<b>1</b>	<b>70</b>	<b>30</b>
<b>FAYETTE COUNTY</b>	<b>485</b>	<b>4</b>	<b>44</b>	<b>15</b>	<b>31</b>	<b>5</b>	<b>1</b>	<b>63</b>	<b>37</b>
<b>ROSEDALE ELEMENTARY</b>	<b>45</b>	<b>2</b>	<b>56</b>	<b>33</b>	<b>7</b>	<b>2</b>	<b>0</b>	<b>91</b>	<b>9</b>

## 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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

**7.1.2. High expectations.** The Team commended the principal, teachers, and students for creating a warm, inviting climate conducive to learning. The students were pleasant, polite, and productive. The TIGER program emphasized teaching and learning; involved students, parents, and teachers; promoted getting to school on time and being ready to learn; and fostered appropriate behaviors and respect for self and others.

In addition, the Attend to Win and Student of the Month programs had effectively been implemented. These programs, combined with the positive attitude and high expectations of the staff, had resulted in the academic success evident by the students' and school's achievement.

**7.1.12. Multicultural activities.** The Team commended the principal, staff, and students for the extent and diversity of multicultural activities and programs implemented during the school year. The programs covered a variety of content which encouraged appreciation and acceptance of other societies, cultures, and diversities.



## 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.

### 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.

### **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 21<sup>st</sup> Century learning skills.

### 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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.7.1. School rules, procedures, and expectations.	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199

- 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.

### 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.

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-223 Rosedale Elementary	Full Accreditation	7.7.1		

**Education Performance Audit Summary**

The Team identified one high quality standard – necessary to improve performance and progress and presented one recommendation. The Team also noted an indicator of efficiency.

Rosedale Elementary 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 Rosedale Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiency noted in the report.