



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROANOKE ELEMENTARY SCHOOL

LEWIS COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Roanoke Elementary School in Lewis County on January 22, 2008.

A Follow-up Education Performance Audit of Roanoke Elementary School in Lewis County was conducted April 7, 2009. 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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

205 ROANOKE ELEMENTARY SCHOOL – Passed

Denise Sprouse, Principal

Grades PK - 04

Enrollment 179 (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	38	43	43	100.00	68.42	Yes	Confidence Interval	✓
White	38	43	43	100.00	68.42	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	34	34	100.00	62.06	NA	NA	NA
Spec. Ed.	10	10	10	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	38	43	43	100.00	65.78	Yes	Confidence Interval	✓
White	38	43	43	100.00	65.78	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	34	34	100.00	62.06	NA	NA	NA
Spec. Ed.	10	10	10	100.00	10.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.1%

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
205 ROANOKE ELEMENTARY SCHOOL – Passed
Denise Sprouse, Principal
Grades PK - 04
Enrollment 203 (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	52	56	56	100.00	63.46	Yes	Confidence Interval	✓
White	50	54	54	100.00	64.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	41	45	45	100.00	56.09	NA	NA	NA
Spec. Ed.	13	14	14	100.00	38.46	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	52	56	56	100.00	75.00	Yes	Confidence Interval	✓
White	50	54	54	100.00	74.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	41	45	45	100.00	73.17	NA	NA	NA
Spec. Ed.	13	14	14	100.00	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Roanoke Elementary School did not test at least 50 students in any of the subgroups. All subgroups 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 Plans 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 – 33.33 percent in mathematics and 42.86 percent in reading; Grade 4 – 29.41 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 61 percent for Lewis County and 61 percent for Roanoke Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Statewide Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Sensitivity/Diversity/Tolerance.
2. Student and Teacher Codes of Conduct.
3. Employee Evaluations.
4. Confidentiality.
5. Teaching Mathematics with Manipulatives.
6. Ruby Payne Strategies.
7. Odyssey.
8. Using Assessment to Guide Instruction.
9. Response to Intervention (RTI).
10. Differentiated Instruction.
11. Literacy Work Stations.
12. Reading Textbook Orientation.
13. Teaching Thinking with Technology.
14. PALM/DIBELS.

FOLLOW-UP REVIEW

MET STANDARD. Roanoke Elementary School achieved adequate yearly progress (AYP) on the 2007-2008 WESTEST. AYP for the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and reading/language arts was achieved by application of the confidence interval.

The staff continued to participate in professional development and/or training opportunities to improve instruction. A portion of the activities in which the staff participated during the 2007-2008 school year included the following.

1. Literacy Work Stations.
2. TechSteps.
3. *Thinking Mathematically*-Book Study.
4. Standards-based Math Strategies.
5. Odyssey Program.
6. On-line Thinkfinity.
7. New West Virginia 21st Century content standards and objectives (CSOs).
8. West Virginia Writing Rubric.
9. Writing Across the Curriculum using Kidspiration.
10. 21st Century Teaching.
11. Acuity Benchmarking.
12. Writing Road Map 2.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed a teacher who did not exhibit high expectations for all students. During two different observations the Team noted that instructional strategies were not varied and all students were not kept engaged in the educational process. The teacher remained at the desk throughout both classroom observation sessions.

FOLLOW-UP REVIEW

COMPLIANCE. The teacher who did not exhibit high expectations for all students by not varying instructional strategies had not changed her teaching practices, but retired effective at the end of the 2008-2009 school year. During a visit to the classroom, it was noted all students were participating in a “worksheet” activity. The remainder of the staff was implementing many of the practices learned in the wide array of staff development/trainings received this year (See list of trainings in 5.1.1).

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A minimal number of multicultural activities were reported to the Team and a county Multicultural Plan was not being implemented.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff had organized the many multicultural activities that teachers were doing in classrooms into a school multicultural plan. This plan was being used throughout the school.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Teachers could not tell Team members what the areas of weakness were and could not explain the educational components of the school's Five-Year Strategic Plan. These weaknesses, as addressed by the school in the Five-Year Strategic Plan, needed to be communicated more clearly to staff members and needed to be guiding the school's curriculum. The Team believed that this was a major reason for the low WESTEST scores as teachers were not addressing the students' needs based on the school's Five-Year Strategic Plan.

FOLLOW-UP REVIEW

COMPLIANCE. The principal organized a faculty committee which revised the Five-Year Strategic Plan beginning with the 2008-2009 school year. The committee worked with the total faculty as the plan was written. The plan was presented to and discussed with the full faculty during August 2008. All teachers received a copy of the Five-Year Strategic Plan and were implementing the action plans in their classrooms. Follow-up discussions of the plan have been held with the faculty several times during this school year. Visits to classrooms and interviews with teachers verified that teachers were knowledgeable of the plan and were using the plan to improve instruction.

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 Roanoke Elementary School in providing a thorough and efficient system of education. Lewis 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 Lewis 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.

The Five-Year Strategic Plan must be implemented school wide. The plan addressed the students' and school's needs and must guide the curriculum delivery in all classes.

All teachers must demonstrate high expectations for all students. All students must be challenged with a high-quality curriculum to increase achievement. Given the small number of students at the school, low performance of small numbers of students will drastically affect the performance of the school.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan had been revised by the staff and all staff members were knowledgeable of the information in the plan and were implementing the action plans in the classrooms.

Teachers demonstrated high expectations for students and for themselves. The instruction observed in classrooms was well prepared, involved varied activities, student involvement, and was interesting to the students.

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 Roanoke 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 Roanoke Elementary School and Lewis County have the capacity to correct the identified deficiencies. However, all staff must be aware of the components of the school's Five-Year Strategic Plan and target curriculum delivery to improve student achievement.

FOLLOW-UP CONCLUSION

The high quality standards noted as “necessary to improve performance and progress” had been addressed by the school principal and instructional staff.

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 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.** Newspapers, periodicals, pamphlets, and recordings were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, counter space, a ceramic kiln, or black-out areas. The music facility did not have a podium. The physical education facility did not have a display case.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The following furnishings and equipment were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

GENERAL STATEMENT

The school no longer had a library as that facility had to be used as another classroom. The music facility had a podium.

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.

Roanoke Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained staff development in implementing the Five-Year Strategic Plan and delivering effective curriculum.

FOLLOW-UP TEAM SUMMARY

The Roanoke Elementary School staff received many staff development/training sessions this school year. Some of this training involved updating and reviewing the Five-Year Strategic Plan which was being implemented in the classrooms.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-205 Roanoke Elementary	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 Roanoke Elementary School.