



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROOSEVELT ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

INTRODUCTION

An announced Education Performance Audit of Roosevelt Elementary School in Mason County was conducted October 26, 2010.

A Follow-up Education Performance Audit of Roosevelt Elementary School was conducted December 7, 2011. The purpose of the follow-up review 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.

49 MASON COUNTY

Dr. William Capehart, Superintendent

213 ROOSEVELT ELEMENTARY SCHOOL – Passed

Pamela Hay, Principal

Grades K - 06

Enrollment 295 (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	165	170	170	100.00	63.63	Yes	Yes	✓
White	163	168	168	100.00	63.19	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	23	23	100.00	42.85	NA	NA	NA
Low SES	76	79	79	100.00	52.63	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	165	170	170	100.00	71.51	Yes	Yes	✓
White	163	168	168	100.00	71.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	23	23	100.00	33.33	NA	NA	NA
Low SES	76	79	79	100.00	61.84	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.3%

49 MASON COUNTY
Suzanne Dickens, Superintendent
213 ROOSEVELT ELEMENTARY SCHOOL – Needs Improvement

Pamela Hay, Principal
Grades K - 06
Enrollment 299 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	173	177	177	100.00	36.99	Yes	Yes	✓
White	170	174	174	100.00	36.47	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	18.75	NA	NA	NA
Low SES	86	86	86	100.00	22.09	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	173	177	177	100.00	29.47	Yes	Confidence Interval	✓
White	170	174	174	100.00	29.41	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	6.25	NA	NA	NA
Low SES	86	86	86	100.00	15.11	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.6%

49 MASON COUNTY
Suzanne Dickens, Superintendent
213 ROOSEVELT ELEMENTARY SCHOOL – Needs Improvement

Robin Carter, Principal
Grades K - 06
Enrollment 312 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	181	199	199	100.00	40.33	Yes	No	✗
White	178	196	196	100.00	40.44	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	33	33	100.00	16.12	NA	NA	NA
Low SES	89	101	101	100.00	29.21	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	181	199	199	100.00	43.09	Yes	Confidence Interval	✓
White	178	196	196	100.00	43.82	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	33	33	100.00	12.90	NA	NA	NA
Low SES	89	101	101	100.00	30.33	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.0%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Roosevelt Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Roosevelt Elementary School failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. Roosevelt Elementary School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, and in the W subgroup in mathematics only by application of the confidence interval. 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 and novice in both mathematics and reading: Grade 3 – 78.57 percent in mathematics and 83.33 percent in reading; Grade 4 – 64.71 percent in mathematics and 68.63 percent in reading; Grade 5 – 51.11 percent in mathematics and 68.89 percent in reading; Grade 6 – 57.14 percent in mathematics and 60.00 percent in reading. These scores have implications for the Five-Year Strategic Plan and school improvement. Grade 3 scores in particular need to be analyzed to determine the reasons for low performance.

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

1. Policy Training.
2. Professional Learning Communities.
3. Response to Intervention.
4. Mathematics Solutions Standards Based Mathematics Training.
5. Mathematics Textbook Training.
6. Geek Week Technology Workshop.
7. WESTEST2 Data Analysis.
8. TechSteps.
9. West Virginia Reading Association Conference.
10. Technology Updates.
11. Mason County Reading Council Banquet.
12. Differentiation and Collaboration.
13. Online Individualized Education Program (IEP) Training.
14. Site Based Managers Meeting.

FOLLOW-UP REVIEW

MET STANDARD. Significant increases in the percent proficient in all reporting areas in mathematics and reading/language arts were made from the 2009-2010

school year to the 2010-2011 school year; however, further increases are needed to ensure that the school achieves AYP in future years.

Roosevelt Elementary School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup for a second consecutive year. Roosevelt Elementary School also failed to achieve AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics for the first year. Although not large enough to constitute a subgroup for accountability the special education (SE) declined in mathematics, but increased in reading/language/arts.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

One teacher was not using the West Virginia 21st Century content standards and objectives (CSOs) effectively. At least half the teachers were unable to show that the CSOs were the basis for the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were well-versed on the proper implementation of the West Virginia 21st Century content standards and objectives (CSOs) and could discuss how they were being implemented in the classrooms. The principal could verify proper usage through classroom observations, lesson plan correlation, and teacher interviews.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Revisions to the school's Technology Plan were needed. The principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan was complete and thorough and approved by the West Virginia Department of Education, Office of Instructional Technology.

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.

A review of the school's Five-Year Strategic Plan by the Office of Organizational Effectiveness and Leadership revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Five-Year Strategic Plan was complete, thorough, and met the needs of the school. The plan was approved by the West Virginia Department of Education, Office of School Improvement.

RECOMMENDATIONS

7.2.3. Lesson plans and principal feedback. Several teachers were teaching subject matter that was not shown in their lesson plans. While the instruction was high quality, the Team recommended that all subject area material be included in lesson plans.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All subject matter taught in the classes was reflected in the lesson plans developed by the classroom teacher. The principal checked lesson plans every Tuesday to ensure that they were complete and thorough and a true measure of the classroom curriculum delivered.

7.7.1. School rules, procedures, and expectations. Grade 1 teachers had not yet met for their grade level Professional Learning Community (PLC). The principal was not involved in guiding the PLC. The Team recommended that the weekly PLC meetings continue and the principal participate in the meetings.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The principal and all teachers fully participated in the school's weekly Professional Learning Community (PLC) meetings.

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 Roosevelt Elementary School in providing a thorough and efficient system of education. Mason 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 Mason 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 school had taken a proactive approach to the decline in WESTEST2 assessment results and implemented high quality staff development. The teachers appeared to be a cohesive unit and were knowledgeable of the students' needs and articulated the methods and strategies employed to increase student achievement. All students were on task and teachers were utilizing a variety of instructional strategies.

FOLLOW-UP CONCLUSION

The staff remained active in data disaggregation and implementation of the high quality staff development received. The Team strongly recommended that the new principal monitor classroom curriculum and provide the necessary assistance to aid the teachers in increasing student 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 Roosevelt 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.**

Roosevelt Elementary School has the capacity to correct the issues found at the school and the Team believed that implementation of the staff development will result in increased student achievement.

FOLLOW-UP CONCLUSION

While the staff of Roosevelt Elementary School corrected the deficiencies found in the original Education Performance Audit, continued work must be accomplished to ensure that the achievement gap is closed based on the needs of the students as found in the results from the WESTEST2 and any informal testing conducted by the school.

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.

19.1.1. School location. The school site was not 11 acres, plus one acre for each 100 students over 600. The topography was not varied enough to provide desirable appearance without steep inclines.

19.1.5. Library/media and technology center. Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available.

19.1.10. Specialized instructional areas. The art facility was not of adequate size and did not have the following equipment and materials: Two deep sinks, mechanical ventilation, ceramic kiln, and black-out areas.

The music facilities were not located away from quiet areas of the building and did not have adequate storage. Music chairs with folding arms, music stands, a podium, and acoustical treatment were not provided.

- 19.1.11. Grades 6-12 science facilities.** Science was taught in the regular education classrooms; therefore, the equipment and materials listed in the facilities checklist were not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size and an instructional board and bulletin board were not available. A locker/dressing room was not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not available and there was no refrigerator with locked storage.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously 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.

The principal must remain vigilant of the needs of students and continue to provide the staff development and data analysis to teachers to assist them in delivering high quality, research-based instruction.

FOLLOW-UP TEAM SUMMARY

Staff development and a thorough data analysis were conducted and all staff was aware of these. The new principal is charged with ensuring that these efforts continue and monitor them to assess any changes that may be necessary.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-213 Roosevelt 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 Roosevelt Elementary School.