



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROOSEVELT ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Roosevelt Elementary School in Mason County was conducted October 26, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to conduct a performance audit in each school as part of a systemwide education performance audit.

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

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

West Virginia Department of Education Team Leader and Technology – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Michael F. DeRose	Elementary School Principal	Kanawha Elementary School Wood County
William Scott Donohew	Primary School Principal	Franklin Primary School Brooke County
John L. Lyonett	Primary School Teacher	Lauretta B. Millsop Primary School Brooke County

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%**

ROOSEVELT ELEMENTARY SCHOOL

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	42	42	42	42	100.00	30.95	47.62	7.14	11.90	2.38	21.43
04	52	51	52	51	100.00	37.25	27.45	19.61	11.76	3.92	35.29
05	48	45	48	45	100.00	28.89	22.22	13.33	28.89	6.67	48.89
06	35	35	35	35	100.00	17.14	40.00	28.57	14.29	0.00	42.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	42	42	42	42	100.00	57.14	26.19	14.29	2.38	0.00	16.67
04	52	51	52	51	100.00	43.14	25.49	21.57	9.80	0.00	31.37
05	48	45	48	45	100.00	33.33	35.56	24.44	6.67	0.00	31.11
06	35	35	35	35	100.00	22.86	37.14	25.71	8.57	5.71	40.00

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

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.5. **Instructional strategies.** Sign language and Braille were being taught to all students at the school. A small number of students who are blind or have low vision and students who are deaf or hard of hearing attend the school. This was an excellent way to expose students to various learning styles and instructional strategies and to help them understand and appreciate diversity.
- 7.5.1. **Parents and the community are provided information.** The Team commended the exceptional parental and community involvement with the school. The Parent Teacher Association (PTA), open houses, parents reading to students, and Listening Mothers were examples of the extensive parent and community school involvement.

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.

- 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.

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.

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.
- 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.

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.

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.

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.

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.

Education Performance Audit Summary

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

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.

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

Roosevelt Elementary School's Education Performance Audit concentrated on 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 initial report to guide Roosevelt Elementary School in improvement efforts.

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 Roosevelt Elementary School and Mason 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.