



EDUCATION PERFORMANCE AUDIT REPORT

FOR

RIVERSIDE ELEMENTARY SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Riverside Elementary School in Mingo County was conducted March 20, 2013. The review was conducted at the specific direction of the West Virginia Board of Education

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.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Jason D. Browning	Middle School Principal	Chapmanville Middle School Logan County
Todd A. Browning	Middle School Principal	Bluefield Middle School Mercer County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Michael S. Dotson	Middle School Principal	Ritchie County Middle School Ritchie County
Ernest J. Jarvis	Director	Nicholas County Schools

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

54 MINGO COUNTY

Randy Keathley, Superintendent

221 RIVERSIDE ELEMENTARY SCHOOL – Passed

Cindy Calfee, Principal

Grades K-04, Enrollment 353 (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	101	109	108	99.08	49.50	Yes	Confidence Interval	✓
White	88	94	93	98.93	53.40	Yes	Yes	✓
Black	12	13	13	100.00	25.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	42.10	NA	NA	NA
Low SES	67	73	73	100.00	43.28	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	101	109	108	99.08	53.46	Yes	Yes	✓
White	88	94	93	98.93	57.95	Yes	Yes	✓
Black	12	13	13	100.00	16.66	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	36.84	NA	NA	NA
Low SES	67	73	73	100.00	46.26	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.3%

54 MINGO COUNTY
Randy Keathley, Superintendent
221 RIVERSIDE ELEMENTARY SCHOOL – Passed
Paula Hinkle Brown, Principal
Grades K-04, 335 Enrollment 335 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	99	110	110	100.00	51.51	Yes	Yes	✓
White	83	93	93	100.00	51.80	Yes	Yes	✓
Black	10	11	11	100.00	30.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	25	25	100.00	35.00	NA	NA	NA
Low SES	73	82	82	100.00	46.57	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	99	110	110	100.00	50.50	Yes	Yes	✓
White	83	93	93	100.00	50.60	Yes	Yes	✓
Black	10	11	11	100.00	40.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	25	25	100.00	25.00	NA	NA	NA
Low SES	73	82	82	100.00	42.46	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.3%

RIVERSIDE 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	56	50	56	50	100.00	28.00	24.00	30.00	16.00	2.00	48.00
04	54	49	54	49	100.00	18.37	26.53	40.82	8.16	6.12	55.10

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	56	50	56	50	100.00	38.00	20.00	18.00	10.00	14.00	42.00
04	54	49	54	49	100.00	16.33	24.49	30.61	22.45	6.12	59.18

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Riverside Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. Riverside students improved achievement in three of the five subgroups in mathematics and declined in two subgroups. Four of the five subgroups declined in reading percent proficient and one subgroup (racial/ethnicity black – B) showed substantial improvement (+23.34 percent). The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 3 performed at 48.00 percent proficient and students in Grade 4 performed at 55.10 percent proficient in mathematics. Students in Grade 3 performed at 42.00 percent proficient and students in Grade 4 performed at 59.18 percent proficient in reading.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	49.50	51.51	+2.01
Racial/Ethnicity White (W)	53.40	51.80	-1.60
Racial/Ethnicity Black (B)	25.00	30.00	+5.00
Special Education (SE)	42.10	35.00	-7.10
Economically Disadvantaged (SES)	43.28	46.57	+3.29
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	53.46	50.50	-2.96
Racial/Ethnicity White (W)	57.95	50.60	-7.35
Racial/Ethnicity Black (B)	16.66	40.00	+23.34
Special Education (SE)	36.84	25.00	-11.84
Economically Disadvantaged (SES)	46.26	42.46	-3.80

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

1. Teaching with Poverty in Mind.
2. Science, Technology, Engineering, Mathematics (STEM) Integration.
3. Book Study: *Number Talks*.

4. Book Study: *Investigate Nonfiction – The Reading/Writing Teachers*.
5. Next Generation Content Standards in English/Language Arts and Mathematics.
6. Waterford Training.
7. TechSteps.
8. Odyssey Technology and Programs.
9. Close Reading.
10. Next Generation Standards and Objectives for K-5 Teachers.
11. The Jason Foundation – Suicide Prevention.
12. Unit Planning.
13. Mathematics Institute K-2.
14. Kindergarten Early Learning Scale.
15. Integrated Writing.
16. Shifts in Instruction – Common Core Lesson Planning.
17. Text Complexity.
18. Fractions in Action.
19. WESTEST2 Data Analysis.
20. West Virginia Board of Education Policy 4373.
21. Various Policies and Procedures.
22. Confidentiality and McKinney-Vento Homeless.
23. WESTEST2 Writing Assessment.
24. How to Work with Parents.

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 educational opportunities including enrichment and acceleration. (Policy 2510)**

Samples of West Virginia Writes that included students' names were posted on the wall in the second floor hallway. This practice violated student privacy rights.

The Team observed minimal classroom management skills in one classroom and instruction was ineffective due to the chaos in the classroom. Student learning was nonexistent and the environment was potentially unsafe for students.

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 Riverside Elementary School in providing a thorough and efficient system of education. Mingo 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 Mingo 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.

A thorough analysis of the school curriculum had been conducted by the principal and staff and the areas of weakness, as defined by formal and informal student data, had been addressed through professional development sessions. All teachers were fully aware of the individual student and school needs outlined in the school's Five-Year Strategic Plan. The Team observed excellent classroom instruction in nearly all classrooms and all teachers could discuss how changes were made in curriculum and delivery methods based on students' needs. Staff reported excellent support from the principal and Mingo County Central Office staff.

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 Riverside 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 principal and staff of Riverside Elementary School demonstrated the capacity to provide a positive and nurturing learning environment and the ability to conduct data analysis and apply the analysis results to make changes in the delivery of the classroom curriculum. While gains in student achievement were made in four of the 10 individual subgroups, attention must be given to the remaining subgroups to improve achievement. The principal must continue to strive to monitor classroom instruction and implement high quality, research based professional development to aid teachers in providing the curriculum that will ensure that all students learn.

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*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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 administration and staff of Riverside Elementary School had utilized formal and informal student data to detect weaknesses in classroom curriculum and had investigated and implemented high quality professional development to eliminate the identified weaknesses. The principal is strongly urged to continue to monitor and provide feedback to the classroom teachers to ensure that the delivery of curriculum is meeting the needs and learning styles of all students.