

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROWLESBURG SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

MARCH 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Rowlesburg School in Preston County March 24, 2004.

A Follow-up Education Performance Audit of Rowlesburg School was conducted January 5, 2005. 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."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement

SCHOOL PERFORMANCE

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

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	88	93	93	100.00	59.09	Yes	Confidence Interval	✓
White	88	93	93	100.00	59.09	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	67	67	100.00	48.43	Yes	Confidence Interval	✓
Spec. Ed.	19	20	20	100.00	5.26	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	88	93	93	100.00	68.18	Yes	Confidence Interval	✓
White	88	93	93	100.00	68.18	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	67	67	100.00	56.25	Yes	No	✗
Spec. Ed.	19	20	20	100.00	15.78	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.9 %

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	17	15	17	15	100.00	6.67	60.00	26.67	6.67	0.00	33.33
04	17	17	17	17	100.00	5.88	17.65	58.82	17.65	0.00	76.47
05	13	13	13	13	100.00	7.69	38.46	53.85	0.00	0.00	53.85
06	16	16	16	16	100.00	25.00	31.25	37.50	6.25	0.00	43.75
07	15	12	15	12	100.00	16.67	33.33	41.67	8.33	0.00	50.00
08	15	15	15	15	100.00	0.00	6.67	53.33	20.00	20.00	93.33

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	17	15	17	15	100.00	13.33	33.33	40.00	13.33	0.00	53.33
04	17	17	17	17	100.00	5.88	41.18	29.41	17.65	5.88	52.94
05	13	13	13	13	100.00	7.69	0.00	69.23	23.08	0.00	92.31
06	16	16	16	16	100.00	6.25	25.00	50.00	12.50	6.25	68.75
07	15	12	15	12	100.00	8.33	33.33	50.00	8.33	0.00	58.33
08	15	15	15	15	100.00	0.00	13.33	40.00	40.00	6.67	86.67

* Suppress for Number Less Than 1

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	8	47%	8	47%	1	6%	0	0%	0	0%	0	0%	0	0%	17

Note: One hundred percent (100%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
59.23%	2003-04
63.64%	2002-03
65.605%	2001-02

FOLLOW-UP REVIEW

NONCOMPLIANCE. 5.1.1. Achievement. The school did not achieve adequate yearly progress (AYP) in the economically disadvantaged students (SES) subgroup in reading/language arts for the 2003-2004 school term. Rowlesburg School had revised the Unified School Improvement Plan (USIP) to address improving achievement for the SES subgroup. The school has a May 31, 2007 Date Certain to meet AYP.

Additionally, Rowlesburg School attained adequate yearly progress (AYP) in the all students (AS), racial/ethnic (W) subgroups in both mathematics and reading/language arts by application of the confidence interval. The special education (SE) subgroup with a number (N) less than 50 scored far below the State's percent proficiency. This is an indication that Preston County and Rowlesburg School staff should aggressively pursue data analysis, improvement strategies, and monitor student achievement through formative assessment.

7.1. Curriculum

7.1.5. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

The physical education curriculum was not meeting the needs of the students in both time and activities. The Content Standards and Objectives (CSOs) were not being addressed and the activity of team sport was inappropriate for each grade level observed. The grade level movement skills were not being addressed.

FOLLOW-UP REVIEW

COMPLIANCE. The physical education curriculum has been based on the Content Standards and Objectives (CSOs) and had been prioritized. It contained appropriate activities for the various grade levels.

7.1.8. 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)

Grades 1-6 were not using the appropriate amount of technology. Compass logs register a high of 15 hours and 83 activities and a low of 0 hours and 0 activities for August 2003 to March 24, 2004. Accelerated Reader was being used as a graded subject and the Team noted improvement over last year. One thousand five hundred ninety (1590) points were earned from August 2002 to March 2003. Three thousand four hundred thirty four (3434) points were earned from August 2003 to March 2004. Computer logs show non-educational games being played on a regular basis.

FOLLOW-UP REVIEW

COMPLIANCE. Computer logs maintained by each classroom teacher showed students using the Compass basic skills program on a regular basis. Technology applications were observed in all classrooms visited. Non-educational games had been removed from school computers.

7.1.14. Multicultural education. Multicultural education is taught 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 schoolwide Multicultural Education plan was not in place.

FOLLOW-UP REVIEW

COMPLIANCE.

7.2. Student and School Performance

- 7.2.4. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher. (Policy 2510; Policy 5310)**

Lesson plans were not reviewed a minimum of once each quarter. Written feedback, in the form of positive comments and corrective remarks are to be provided to staff. Through teacher interviews and lesson plan reviews, the Team found that several teachers had only sketchy lesson plans which were difficult to follow and understand.

FOLLOW-UP REVIEW

COMPLIANCE. The principal used a “lesson plan review form” when reviewing and commenting on lesson plans. A review of teacher lesson plans showed that the principal regularly reviewed the plans and provided meaningful comments to improve instruction.

- 7.2.6. Student Assistance Team. A Student Assistance Team is established, and functioning, and meeting the responsibilities outlined in Policy 2510. (Policy 2510)**

The Student Assistant Team (SAT) coordinator had not been trained in policies and procedures as required by Policy 2510 (Section 6.8). Those policies and procedures then needed to be conveyed to the staff to ensure that the SAT process is implemented according to policy.

FOLLOW-UP REVIEW

COMPLIANCE.

Note: This area is no longer checked per House Bill 308 passed November 16, 2004.

7.7. Administrative Practices and School-Community Relations

- 7.7.9. Statewide assessment. Test security measures are in place for mandated statewide testing. All students in the school participate in the statewide assessment program that includes state content assessments at grades 3-11, the ACT Explore at grade 8, the ACT PLAN at grade 10, and the writing assessment at grades 4, 7, and 10. This includes the SAT-9 or WV Alternate Assessment at grades 3 –11 (2002-03 school year) and the West Virginia Educational Standards Test (WESTEST) or WV Alternate Assessment at grades 3-8 and 10 (2003-04 school year and thereafter) and the writing assessment at grades 4, 7, and 10. Students with disabilities who have an Individualized Education Program (IEP) or a Section 504 Plan may be assessed on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the norm-referenced assessment under these conditions and who meet the alternate assessment criteria will participate in the West Virginia Alternate Assessment. Education Performance**

Audit teams will verify the eligibility of any student tested under non-standard conditions. Students who are continuously enrolled in the public school from the end of the second school month to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

Test security agreements had not been signed prior to administering the ACT Explore, ACT Plan, and the West Virginia Writing Assessment.

FOLLOW-UP REVIEW

COMPLIANCE.

7.10. Professional Development and Evaluation

7.10.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Through the interview process with the principal, the Team determined that necessary reports and other school management issues were not being addressed in the proper manner. Examples included lesson plan reviews, Local School Improvement Council (LSIC) meetings and minutes, Curriculum Team minutes, data analysis, and staff meeting logs. The Team recommended that a mentor be provided for the principal to assist with the administrative requirements of the school.

FOLLOW-UP REVIEW

COMPLIANCE.

7.12. Leadership

7.12.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the high number of noncompliances, the Team reported a need for the development of leadership at the school level. The Team recommended that the Preston County Central Office staff monitor and ensure that the administration is provided support and assistance to provide quality leadership and ensure the success of Rowlesburg School students and staff.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

5.1.1. Achievement. The Team reviewed 2002-2003 assessment data, which indicated that the percentage of students scoring in quartiles 3 and 4 in the all students (AS), white students (W), and economically disadvantaged (SES) subgroups was below 50 percent. Also, the SES subgroup was above 25 percent in the first quartile. The Team recommended that a concerted effort be made and specific strategies and programs be used to increase the performance of all students.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.4. Learning environment. Writing assignments as a punitive measure for correcting student behavior was noted on classroom management plans in the music classroom. The Team recommended that the teacher apply a different strategy with regard to student conduct.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.6. Instructional strategies. Grades were being assigned through the Accelerated Reader program. The Team recommended that this program be used as an enrichment activity rather than as a graded subject.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.9. Instructional materials. Upon the adoption of the science textbooks, Preston County did not purchase the material kits designed to accompany the textbook. Therefore, many activities described in the textbook would be extremely difficult, if not impossible, to incorporate comprehensively in instruction. The Team recommended that material kits that accompany the science textbooks be purchased as funds are available.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED (YET).

7.2.2. Counseling services. The school has access to a counselor only once a week. This significantly limits the time students may receive counseling services. The Team recommended that counseling services be increased to meet student counseling requirements.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED.

- 7.7.1. Health services.** The medication disbursement records located in the office were incomplete. The records are required to contain the student's name, the type and amount of medication being dispensed, date, time, and signature of the person dispensing the medication. The Team recommended that complete medication records be kept.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.7.3. Business/Community Partnerships.** Although Rowlesburg School had an active business partner, a Partnership in Education agreement was not signed or in effect. The Team recommended that the partnership be formalized by a signed written agreement.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. (SCHOOL IS IN THE PROCESS OF OBTAINING A NEW COPY OF THE WRITTEN AGREEMENT).

- 7.10.2. Excellence in job performance.** Rowlesburg School did not have organized programs to recognize excellence in teaching. The Team recommended that programs be developed to recognize excellence in job performance.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED.

- 7.10.4. Teacher and principal internship.** Through classroom observations, it was evident that the long-term substitute teacher in the Grade 3 classroom needed assistance in providing an environment conducive to learning, including curricular and classroom management issues. At the time of the Education Performance Audit, this teacher was in the second day in the placement. The Team recommended that a mentor teacher be provided to guide and assist this new teacher.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Rowlesburg School and Preston County have the capacity to correct the noncompliances listed in the report.

FOLLOW-UP CONCLUSION

The noncompliances at Rowlesburg School had been corrected.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Preston County School System and continue the Conditional Accreditation status of Rowlesburg School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).