



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GEARY ELEMENTARY/MIDDLE SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2010

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

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INTRODUCTION

An announced Education Performance Audit of Geary Elementary/Middle School in Roane County was conducted March 31, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 subgroup that failed to achieve adequate yearly progress (AYP) and the decline in WESTEST 2 percent proficient.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Terry Reale, Coordinator, Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sarah Lyons, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Eugenia B. Ayers	Elementary School Principal	Fayetteville Elementary School Fayette County
Margaret F. Shank	Elementary School Principal	New Martinsville School Wetzel County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County
Mindy D. Wilson	Elementary School Assistant Principal	Jefferson Elementary School Wood County

SCHOOL PERFORMANCE

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

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

202 GEARY ELEMENTARY/MIDDLE SCHOOL – Needs Improvement

Brenda Chadwell, Principal

Grades PK - 08

Enrollment 310 (2nd month 2007-08 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	173	188	187	99.46	65.11	Yes	Confidence Interval	✓
White	172	187	186	99.46	64.91	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	111	124	123	99.19	55.45	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	32	38	38	100.00	12.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	173	188	187	99.46	72.67	Yes	Confidence Interval	✓
White	172	187	186	99.46	72.51	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	111	124	123	99.19	65.45	Yes	No	✗
Spec. Ed.	32	38	38	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.3%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
202 GEARY ELEMENTARY/MIDDLE SCHOOL – Needs Improvement
Brenda Chadwell, Principal
Grades PK - 08
Enrollment 314 (2nd month 2008-09 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	188	201	201	100.00	46.27	Yes	Confidence Interval	✓
White	187	198	198	100.00	45.98	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	127	138	138	100.00	34.64	Yes	No	✗
Spec. Ed.	33	34	34	100.00	3.03	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	188	201	201	100.00	48.93	Yes	Confidence Interval	✓
White	187	198	198	100.00	48.66	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	127	138	138	100.00	40.15	Yes	No	✗
Spec. Ed.	33	34	34	100.00	12.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.1%**

GEARY ELEMENTARY/MIDDLE 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	43	40	43	40	100.00	5.00	55.00	25.00	15.00	0.00	40.00
04	22	21	22	21	100.00	4.76	52.38	23.81	14.29	4.76	42.86
05	35	34	35	34	100.00	2.94	55.88	23.53	17.65	0.00	41.18
06	33	30	33	30	100.00	23.33	10.00	36.67	30.00	0.00	66.67
07	36	33	36	33	100.00	15.15	33.33	45.45	3.03	3.03	51.52
08	32	30	32	30	100.00	16.67	46.67	26.67	10.00	0.00	36.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	43	40	43	40	100.00	7.50	40.00	32.50	15.00	5.00	52.50
04	22	21	22	21	100.00	4.76	52.38	42.86	0.00	0.00	42.86
05	35	34	35	34	100.00	14.71	41.18	26.47	17.65	0.00	44.12
06	33	30	33	30	100.00	3.33	30.00	43.33	20.00	3.33	66.67
07	36	33	36	33	100.00	3.03	51.52	27.27	18.18	0.00	45.45
08	32	30	32	30	100.00	13.33	46.67	33.33	6.67	0.00	40.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Geary Elementary/Middle School failed to achieve adequately yearly progress (AYP) in Achievement for the economically disadvantaged (SES) subgroup in reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the December 2009 State Board meeting.

Geary Elementary/Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored exceedingly low 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 – 60.00 percent in mathematics and 47.50 percent in reading; Grade 4 – 57.14 percent in mathematics and 57.14 percent in reading; Grade 5 – 58.82 percent in mathematics and 55.89 percent in reading; Grade 7 – 48.48 percent in mathematics and 54.55 percent in reading; Grade 8 – 63.34 percent in mathematics and 60.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Analyzing the West Virginia 21st Century Content Standards and Objectives (CSOs).
2. DIBELS Analysis and Yearly Overview.
3. WESTEST 2 Analysis.
4. GradeQuick and Edline.
5. Reading First.
6. Five-Year Strategic Plan.
7. Mathematics Webinar.
7. Deconstructing the CSOs.
8. Acuity.
9. Response to Intervention.
10. Working with Students.
11. West Virginia Basic Skills/Odyssey.
12. Standards Based Instruction.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Geary Elementary/Middle School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.3. Learning environment.** The school had an excellent Respect and Protect program. There was continuity from Kindergarten through Grade 8, and the students and staff were well versed in the process. According to school staff, student discipline referrals had dramatically declined from last year (2008-2009) to this year (2009-2010).

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)**

It was not apparent that the West Virginia 21st Century content standards and objectives (CSOs) were the basis for the curriculum in at least one-third of the classes. The curriculum in these classes was based on the textbooks, workbooks, and worksheets. Teachers in these classes stated that they rely mainly on the textbooks as “they address the West Virginia CSOs.”

- 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)**

High expectations were not evident in the classrooms by instructional practices or from the administrative practices that assure curriculum rich instruction by teachers. Higher level learning skills and instructional techniques were not being utilized in the classrooms and the principal did not give evidence of requiring the teachers to have high expectations of students. The status quo was the general practice in classes.

Special education students in the pull out classes received instruction of extremely low level. For example, a special education teacher read to students

and then asked them what they inferred from the information read to them. Students were instructed to look words up which they were unsure from the teacher's reading. The pace of the class was very slow and the class worked on Lessons 6-9 for a month and a half. In one math class, direction was not given for the lesson. Students worked on whiteboards and a student would call out the answer to the problem. The teacher only checked that student's answers and did not give feedback on the problem or review the work of the other students. Additionally, students were borderline rude with teachers i.e., in one class, a student stated 'I'm bored.'

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510). (Policy 2510)

At least six or seven teachers stated in interviews that they were not providing at least 50 percent hands-on activities in science instruction. West Virginia Board of Education Policy 2520.3: *21st Century Science K-8 Content Standards and Objectives for West Virginia Schools* states, "Students will engage in active inquiries, investigations, and hands-on activities for a minimum of 50% of the instructional time to develop conceptual understand and research/laboratory skills."

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The principal indicated that professional development in standards based instruction had been provided; however, the Team saw no indication that it was being applied effectively. Classroom instructional delivery fell short of instructional practices to provide students the opportunity to master the 21st Century content standards and objectives (CSOs). Teaching strategies and learning activities were not implemented according to students' needs to achieve 21st Century learning skills. Instruction was not clearly organized, appropriately sequenced, nor did it link new information with prior knowledge or connect information across content areas.

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)

The Team observed minimal amounts of technology being applied throughout all programs of study during the day of the Education Performance Audit. A total of seven classroom computers and one smartboard were seen in use. The computer laboratory was being used for the Golden Horseshoe test.

7.2. Student and School Performance

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

While the school had an abundance of student data and data had been disaggregated, it was not evident that the data were used to meet students' instructional and learning needs. Teachers and the principal could not discuss how the data were used to guide classroom activities. There was no connection between the achievement data and the curriculum and instructional practices to improve student achievement.

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 Geary Elementary/Middle School in providing a thorough and efficient system of education. Roane 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 Roane 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.

Until all teachers exhibit high expectations for all students and provide a content rich and meaningful curriculum, student achievement will not increase. All students must be challenged and active participants in the classes.

The West Virginia 21st Century content standards and objectives (CSOs) must be the basis for the curriculum. The textbook and other supplemental materials must serve to implement the CSOs rather than guide the curriculum.

While the data had been analyzed, the principal could not discuss how this data were covered by the teachers in the classrooms. A disconnect existed between what the results of the WESTEST 2 showed and how the curriculum was applied to address items not mastered on the assessment.

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 Geary Elementary/Middle 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.**

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement.

Student and school achievement continued to be deficient. The combination of long standing practices, poor student performance, and disconnected instruction relative to students' needs showed a lack of capacity for alleviating deficiencies and improving student achievement.

The Team recommended that the Roane County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

- 19.1.2. Administrative and service facilities.** Sufficient workspace and privacy were not provided.
- 19.1.3. Teachers' workroom.** Adequate workspace was not provided.
- 19.1.4. Counselor's office.** Adequate workspace, privacy, and easy access to student records were not provided.
- 19.1.7. K classrooms.** The Kindergarten classroom did not have at least 50 feet per child.
- 19.1.10. Specialized instructional areas.** The art facility lacked adequate size, did not have adequate storage, and did not have counter space and black-out areas.

- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have the following equipment and materials: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities and controlled illumination were not provided.
- 19.1.14. Food service.** Seating for dining and study purposes and a teachers' dining area were not provided.
- 19.1.15. Health service units.** Adequate space was not provided. A refrigerator with locked storage and desk and chair were not provided.

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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

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

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.4. Data analysis.

The Team presented one commendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Geary Elementary/Middle School's Education Performance Audit was limited in scope to 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 Geary Elementary/Middle 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 Geary Elementary/Middle School and Roane County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report and be given a May 31, 2013 Date Certain to achieve full accreditation.