



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

REEDY ELEMENTARY SCHOOL

ROANE COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

Office of Education Performance Audits

INTRODUCTION

An announced Education Performance Audit of Reedy Elementary School in Roane County was conducted April 1, 2010.

A Follow-up Education Performance Audit of Reedy Elementary/Middle School was conducted February 16, 2012. 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.

79 ROANE COUNTY

Stephen F. Goffreda, Superintendent

203 REEDY ELEMENTARY SCHOOL – Passed

Lori Gibson, Principal

Grades PK - 06

Enrollment 167 (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	81	90	90	100.00	77.77	Yes	Yes	✓
White	81	90	90	100.00	77.77	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	46	54	54	100.00	73.91	Yes	NA	✓
Spec. Ed.	10	10	10	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	81	90	90	100.00	70.37	Yes	Averaging	✓
White	81	90	90	100.00	70.37	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	46	54	54	100.00	69.56	Yes	NA	✓
Spec. Ed.	10	10	10	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.2%

79 ROANE COUNTY
 Stephen F. Goffreda, Superintendent
203 REEDY ELEMENTARY SCHOOL – Passed
 Lori Gibson, Principal
 Grades PK - 06
 Enrollment 162 (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	86	91	91	100.00	62.79	Yes	Yes	✓
White	86	91	91	100.00	62.79	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	58	58	100.00	58.49	Yes	Yes	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	86	91	91	100.00	60.46	Yes	Yes	✓
White	86	91	91	100.00	60.46	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	58	58	100.00	58.49	Yes	Yes	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.9%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
203 REEDY ELEMENTARY SCHOOL – Passed
Kimberly Frum, Principal
Grades PK - 06
Enrollment 143 (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	77	79	79	100.00	41.55	Yes	Yes	✓
White	76	78	78	100.00	42.10	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	47	49	49	100.00	36.17	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	77	79	79	100.00	45.45	Yes	Yes	✓
White	76	78	78	100.00	44.73	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	47	49	49	100.00	44.68	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.0%

79 ROANE COUNTY
Stephen F. Goffreda, Superintendent
203 REEDY ELEMENTARY SCHOOL – Passed
Kimberly Frum, Principal
Grades PK - 06
Enrollment 124 (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	62	65	65	100.00	50.00	Yes	Confidence Interval	✓
White	62	65	65	100.00	50.00	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	34	34	100.00	51.61	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	62	65	64	98.46	55.73	Yes	Yes	✓
White	62	65	64	98.46	55.73	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	31	34	34	100.00	54.83	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Reedy Elementary School achieved adequate yearly progress (AYP) in all subgroups; however, there was a decline in student achievement from the 2007-2008 school year to the 2008-2009 school year.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 55.56 percent in mathematics and 55.56 percent in reading; Grade 4 – 29.17 percent in mathematics and 45.83 percent in reading; Grade 5 – 45.00 percent in mathematics and 30.00 percent in reading; Grade 6 – 25.00 percent in mathematics and 29.17 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Reedy Elementary School performed within the point range (664-507) for distinction accreditation status.

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

1. Lexile Framework for Reading Workshop.
2. Procedures and Scheduling.
3. Respect and Protect.
4. Making the Most Technology.
5. Raising the Scores, WESTEST2.
6. Edline Posting Grades and Inserting Items on Your Teacher Homepage.
7. OEPA: Are We Ready.
8. Response to Intervention: Preparing Classroom Teachers.
9. TechSteps.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. Reedy Elementary School made gains in the percent proficient in all subgroups in mathematics and reading/language arts from the 2009-2010 school year to the 2010-2011 school year. Gains in mathematics were: All students (AS) (+8.45 percent), racial/ethnicity white (W) (+7.90 percent), and economically disadvantaged (SES) (+15.44 percent). Gains in reading/language arts were: AS (+10.28 percent), W (+11.00 percent), and SES (+10.15 percent).

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

The Team found that in Grades 5 and 6, science was taught for two weeks and social studies was taught for two weeks. Policy 2510 requires science and social studies to be taught daily. This limited instructional time restricted delivery of the West Virginia 21st Century content standards and objectives (CSOs) in these programs of study.

FOLLOW-UP REVIEW

COMPLIANCE. Science and social studies were being taught daily.

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.

Approximately 40 percent of the teachers did not know the goals of the school's Five-Year Strategic Plan and were not able to talk about how the goals were to be used to guide the curriculum. The school technology plan needed to be revised to meet all federal compliances.

FOLLOW-UP REVIEW

COMPLIANCE. All of the teachers were knowledgeable of the goals and action steps of the school's Five-Year Strategic Plan. All teachers could discuss the various classroom activities that were occurring to aid the school in meeting these goals. The school's Technology Plan had been revised and met all federal requirements.

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 Reedy Elementary 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.

The school's Five-Year Strategic Plan must be integral in determining the direction for classroom curriculum. Teachers must be made aware of the goals and implement action steps in the plan.

FOLLOW-UP CONCLUSION

The school's Five-Year Strategic Plan was guiding the curriculum delivery at the school.

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 Reedy 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 Team determined that Reedy Elementary School and Roane County have the capacity to correct the identified deficiencies.

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 assistance in revising the school's Five-Year Strategic Plan.

FOLLOW-UP CONCLUSION

The school demonstrated the capacity to correct the deficiencies found in the original Education Performance Audit.

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.

- 19.1.5. Library/media and technology center.** Automated circulation capacity was not provided.
- 19.1.7. K classrooms.** The Kindergarten classes were not located on the ground floor.
- 19.1.10. Specialized instructional areas.** Art classes were taught in the general education classrooms; therefore, there was not one deep sink, counter space, mechanical ventilation, a ceramic kiln, or blackout area. The music facility did not have an instructor's station or acoustical treatment. The physical education facility did not have network connection or Internet access.
- 19.1.11. Grades 6-12 science facilities.** Grade 6 science was taught in the general education classroom; therefore, the following equipment and materials were not provided: Sink, hot and cold water, gas, AC and DC current, compressed

air, ventilation fume hood, demo table, laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, chairs and tables, darkening provisions, main gas shut-off, and adequate storage.

19.1.14. Food service. A teachers' dining area of adequate size was not provided.

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

FOLLOW-UP TEAM SUMMARY

The deficiencies in the original Education Performance Audit report had been corrected. The principal was providing high quality leadership and all teachers were providing high quality instruction and engaging all students.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
79-203 Reedy Elementary	Distinction Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Distinction Accreditation status of Reedy Elementary School.