



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**REEDY ELEMENTARY SCHOOL**

**ROANE COUNTY SCHOOL SYSTEM**

**MAY 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

|  | Page |
|--|------|
| Introduction .....                                       | 2    |
| Education Performance Audit Team.....                    | 2    |
| School Performance.....                                  | 3    |
| Education Performance Audit .....                        | 7    |
| Initiatives For Achieving Adequate Yearly Progress ..... | 7    |
| High Quality Standards .....                             | 7    |
| Indicators Of Efficiency.....                            | 8    |
| Early Detection And Intervention.....                    | 11   |
| Education Performance Audit Summary .....                | 12   |

## INTRODUCTION

An announced Education Performance Audit of Reedy Elementary School in Roane County was conducted April 1, 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 at the county level 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 was limited in scope and concentrated on the decline in the WESTEST 2 percent proficient.

## EDUCATION PERFORMANCE AUDIT TEAM

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

## TEAM MEMBERS

| <b>Name</b>       | <b>Title</b>                | <b>School/County</b>                                |
|-------------------|-----------------------------|---|
| James E. Frazier  | Elementary School Principal | Henry J. Kaiser Elementary School<br>Jackson County |
| Wendy A. Imperial | Elementary School Principal | West Milford Elementary School<br>Harrison County   |
| Frank Marino      | Elementary School Principal | Nutter Fort Primary School<br>Harrison 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

#### 203 REEDY ELEMENTARY SCHOOL – Passed

Lori Gibson, Principal

Grades PK - 06

Enrollment 167 (2<sup>nd</sup> 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 |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| <b>Mathematics</b>           |                         |                              |               |                    |                    |                         |                         |                       |
| 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                          | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| <b>Reading/Language Arts</b> |                         |                              |               |                    |                    |                         |                         |                       |
| 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 (2<sup>nd</sup> 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 |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| <b>Mathematics</b>           |                         |                              |               |                    |                    |                         |                         |                       |
| 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                          | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| <b>Reading/Language Arts</b> |                         |                              |               |                    |                    |                         |                         |                       |
| 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%**

REEDY 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          | 20          | 18       | 20     | 18         | 100.00     | 0.00   | 55.56         | 27.78   | 16.67         | 0.00          | 44.44      |
| 04          | 26          | 24       | 26     | 24         | 100.00     | 0.00   | 29.17         | 37.50   | 16.67         | 16.67         | 70.83      |
| 05          | 21          | 20       | 21     | 20         | 100.00     | 0.00   | 45.00         | 50.00   | 5.00          | 0.00          | 55.00      |
| 06          | 24          | 24       | 24     | 24         | 100.00     | 4.17   | 20.83         | 41.67   | 25.00         | 8.33          | 75.00      |

| Reading |             |          |        |            |            |        |               |         |               |               |            |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class   | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 03      | 20          | 18       | 20     | 18         | 100.00     | 16.67  | 38.89         | 38.89   | 5.56          | 0.00          | 44.44      |
| 04      | 26          | 24       | 26     | 24         | 100.00     | 0.00   | 45.83         | 41.67   | 8.33          | 4.17          | 54.17      |
| 05      | 21          | 20       | 21     | 20         | 100.00     | 10.00  | 20.00         | 50.00   | 20.00         | 0.00          | 70.00      |
| 06      | 24          | 24       | 24     | 24         | 100.00     | 4.17   | 25.00         | 29.17   | 29.17         | 12.50         | 70.83      |

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

## 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, WESTEST 2.
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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The students felt safe and the school provided a family-like nurturing environment. The staff exhibited a strong desire to provide a sound educational environment and it was evident that all their decisions were based on what was best for students.
- 7.8.1. **Leadership.** The principal had been administrator of the school for only two months and was knowledgeable and insightful regarding school leadership. She had a clear vision for the direction of the school and was fluent in the school's needs and potential.

### 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.

#### 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.



## 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.

### **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.

## 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.

### **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 two high quality standards necessary to improve performance and progress.

They include the following:

7.1.9. Programs of study.

7.2.1. County and School electronic strategic improvement plans.

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

Reedy Elementary 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 Reedy 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 Reedy Elementary School and Roane County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.