

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNTAINVIEW ELEMENTARY SCHOOL

MONONGALIA COUNTY SCHOOL SYSTEM

FEBRUARY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Mountainview Elementary School in Monongalia County was conducted on December 8, 2005. 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 Unified School 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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation

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

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Ann Downs	Middle School Assistant Principal	Capon Bridge Middle Hampshire County
Brad Fittro	Middle School Assistant Principal	Robert L. Bland Middle Lewis County
Robert Gorrell	Elementary School Principal	Nutter Fort Primary Harrison County
Valerie Harris	Middle School Assistant Principal	Bridgeport Middle Harrison County
Kenneth Pack	High School Principal	Martinsburg High Berkeley County
Gregory Reed	High School Assistant Principal	Martinsburg High Berkeley County

Name	Title	School/County
Ronald Stephens	High School Principal	Musselman High Berkeley County
Mary Thomas	Elementary School Principal	Lubeck Elementary Wood County

SCHOOL PERFORMANCE

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

56 MONONGALIA COUNTY

Frank Devono, Superintendent

233 MOUNTAINVIEW ELEMENTARY SCHOOL – Needs Improvement

Stephen King, Principal

Grades K - 05

Enrollment 645

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	306	318	317	99.68	76.14	Yes	Yes	✓
White	265	270	269	99.62	78.11	Yes	Yes	✓
Black	35	40	40	100.00	62.85	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	144	143	99.30	67.16	Yes	Yes	✓
Spec. Ed.	66	69	68	98.55	31.81	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	306	318	317	99.68	79.08	Yes	Yes	✓
White	265	270	269	99.62	80.00	Yes	Yes	✓
Black	35	40	40	100.00	71.42	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	144	143	99.30	72.38	Yes	Yes	✓
Spec. Ed.	66	69	68	98.55	33.33	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

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	104	101	103	101	99.04	4.95	20.79	42.57	21.78	9.90	74.26
04	126	121	126	121	100.00	9.09	13.22	31.40	28.93	17.36	77.69
05	88	84	88	84	100.00	7.14	16.67	32.14	27.38	16.67	76.19

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	104	101	103	101	99.04	4.95	12.87	42.57	27.72	11.88	82.18
04	126	121	126	121	100.00	7.44	9.92	45.45	24.79	12.40	82.64
05	88	84	88	84	100.00	8.33	21.43	38.10	21.43	10.71	70.24

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

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
MONONGALIA COUNTY	752	4%	12%	42%	29%	10%	17%	82%
MOUNTAINVIEW ELEMENTARY	122	7%	11%	48%	25%	5%	18%	79%

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
43.06%	2003-04
43.93%	2002-03
41.935%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Mountainview Elementary School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup in mathematics and 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 September 2005 State Board meeting.

Students in the racial/ethnicity black (B) subgroup were not considered in AYP because of the number (N) less than 50 in this subgroup. Achievement of students in the B and economically disadvantaged (SES) subgroups in mathematics and reading/language arts was below that of the all students (AS) and racial/ethnicity white (W) subgroups. Monongalia County curriculum staff and school staff must monitor the achievement of these students and promote instructional strategies and activities that are designed to close the achievement gap.

The following professional development and training opportunities were provided.

1. WESTEST training in various content areas.
2. Alternate Assessment Training for special education teachers.
3. Content Standards and Objectives (CSOs) prioritization and content alignment.
4. Reading First Strategies.

The principal provided an extensive list of individual staff development sessions. It would be beneficial to this school for the entire staff to participate in substantial sequential staff development to increase student achievement, particularly in the (B), (SES), and (SE) subgroups.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.5. Instructional strategies.** The Team commended the music teacher's use of the Orff model of teaching music through movement. The teacher's instructional strategies were highly innovative and challenged students to learn.
- 6.1.11. Guidance and advisement.** The Team commended the guidance counselor for the developmental guidance plan for students and the positive discipline program implemented in the school. Student involvement at all grade levels was impeccably documented and was evident throughout the school. The counselor exhibited professionalism and a dedication to all students.
- 6.5.1. Parents and the community are provided information.** The Team commended the school for the high level of parent involvement with the school. The principal indicated 200 to 250 hours of parent involvement logged monthly. The school provided an inviting atmosphere for parents and the public.
- 6.8.1. Leadership.** The administration was extremely organized and efficient and created an atmosphere that fostered a highly organized school. The administrators were positive role models for students and staff. Their professional leadership exhibited pride and ownership of the school. Through teacher interviews the Team felt the staff had a strong sense of respect for the administration's leadership.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. SE)

6.1. Curriculum

- 6.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

One teacher did not demonstrate appropriate classroom management techniques. The Team members observed several students out of their seats, running around the classroom, hitting other students with books, not on task, etc. In addition, the lesson presented was not aligned with the lesson in the plan book.

Another teacher was observed who was not providing high quality instruction to students. Students were not actively engaged throughout the class period. Additionally, the lesson plan book for the school year showed little mathematics planning.

- 6.1.12. Multicultural activities. Multicultural activities are included 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 formal multicultural plan was not in place the date of the audit; however, the county was addressing a countywide plan. Minimal multicultural activities were in place throughout the building during the day of the Education Performance Audit.

6.2. Student and School Performance

- 6.2.3. 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 as necessary to improve instruction. (Policy 2510; Policy 5310)**

Kindergarten and Grade 3 teachers provided quality lesson plans to the Team members; however, all teachers did not have complete lesson plans. Additionally, lesson plans were not aligned with Content Standards and Objectives (CSOs) in two classrooms. Consequently, making it questionable that the instructional program was organized and delivered according to the systematic sequencing of lessons, presentation of content and skills, with remediation and adapting lessons for the needs of each student. The disparity in achievement of the economically disadvantaged (SES), special education (SE), and racial/ethnicity black (B) subgroups indicated the necessity of careful planning to direct attention to the specific skill needs of these students.

6.6. Personnel

- 6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

There was no evidence of classroom observations completed for two teachers. The first observation was to be completed by November 1, 2005 as required by West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*.

RECOMMENDATION

- 5.1.1. Achievement.** Through teacher interviews and observations, the Team concluded that the school was not utilizing the consultative/collaboration model of special education. Some special education classes include students in multiple grade levels at one time, which can impede student achievement. The Team recommended that student achievement would be positively impacted by utilization of an inclusive/consultative model.

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 Mountainview Elementary School in providing a thorough and efficient system of education. Monongalia 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 Monongalia County or the accreditation status of the schools.

7.1.1. 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.

Lessons and programs must be developed to address the achievement of the special education (SE), racial/ethnicity black (B), and economically disadvantaged (SES) subgroups. Additionally, ongoing and substantial staff development and assistance from the Monongalia County central office and RESA VII need to be provided and implemented to assist the staff of Mountainview Elementary 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 Mountainview Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.3. Learning environment.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Offices of Student Services and Health Promotion (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401

16.1. 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 Mountainview Elementary School and Monongalia County have the capacity to correct the identified deficiencies. However, the capacity must be developed in the special education department to provide quality services to increase student achievement. The Team recommended that the Monongalia County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA VII in developing the school's capacity to improve the school's achievement of the special education students. Furthermore, the economically disadvantaged and racial/ethnicity black students indicated that directed efforts must be given to the achievement of these students.

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.

Given the achievement levels of students in the special education (SE) subgroup, Mountainview Elementary School and Monongalia County must implement high-yield instructional practices and conduct frequent formative assessments to check for student skill mastery. Monongalia County must actively pursue assistance from RESA VII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
56-233 Mountainview Elementary	Temporary Accreditation	6.1.3; 6.1.12; 6.2.3; 6.6.3		
			5.1.1. (SE)	

Education Performance Audit Summary

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team also presented four (4) school initiatives for achieving adequate yearly progress (AYP) and one (1) recommendation. The Team offered an indicator of efficiency for curriculum, suggested capacity building resources, and noted an early detection and intervention concern.

Mountainview Elementary School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Mountainview Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.