**Final Education Performance Audit Report**

 **For**

 **MOUNTAINVIEW ELEMENTARY SCHOOL**

**MONONGALIA COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2008**

**West Virginia Board of Education**

INTRODUCTION

An announced Education Performance Audit of Mountainview Elementary School in Monongalia County was conducted on December 8, 2005.

A Follow-up Education Performance Audit of Mountainview Elementary School in Monongalia County was conducted May 8, 2008. 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.”

**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 (2004-05 2nd month enrollment report)

**WESTEST 2004-2005**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **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 | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 134 | 144 | 143 | 99.30 | 67.16 | Yes | Yes |  |
|   Spec. Ed. | 66 | 69 | 68 | 98.55 | 31.81 | Yes | No |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **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 | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 134 | 144 | 143 | 99.30 | 72.38 | Yes | Yes |  |
|   Spec. Ed. | 66 | 69 | 68 | 98.55 | 33.33 | Yes | No |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.1%**

**56 MONONGALIA COUNTY**

Frank Devono, Superintendent

**233 MOUNTAINVIEW ELEMENTARY SCHOOL – Needs Improvement**

Stephen King, Principal

Grades K - 05

Enrollment 632 (2005-06 2nd month enrollment report)

**WESTEST 2005-2006**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 303 | 323 | 322 | 99.69 | 82.45 | Yes | Yes |  |
|   White | 256 | 274 | 274 | 100.00 | 82.42 | Yes | Yes |  |
|   Black | 38 | 39 | 38 | 97.43 | 83.78 | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 138 | 154 | 153 | 99.35 | 72.99 | Yes | Yes |  |
|   Spec. Ed. | 60 | 66 | 65 | 98.48 | 38.98 | Yes | Safe Harbors |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Reading/Language Arts** |
|   All | 303 | 323 | 320 | 99.07 | 85.38 | Yes | Yes |  |
|   White | 256 | 274 | 272 | 99.27 | 86.27 | Yes | Yes |  |
|   Black | 38 | 39 | 38 | 97.43 | 78.37 | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 138 | 154 | 151 | 98.05 | 75.00 | Yes | Yes |  |
|   Spec. Ed. | 60 | 66 | 64 | 96.96 | 37.93 | Yes | No |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed
Attendance Rate = 95.9%**

**56 MONONGALIA COUNTY**

Frank Devono, Superintendent

**233 MOUNTAINVIEW ELEMENTARY SCHOOL – Needs Improvement**

Stephen King, Principal

Grades K - 05

Enrollment 639 (2006-07 2nd month enrollment report)

# WESTEST 2006-2007

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 257 | 282 | 281 | 99.64 | 78.51 | Yes | Yes |  |
|   White | 222 | 245 | 244 | 99.59 | 79.63 | Yes | Yes |  |
|   Black | 30 | 30 | 30 | 100.00 | 70.00 | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 111 | 128 | 128 | 100.00 | 61.26 | Yes | Confidence Interval |  |
|   Spec. Ed. | 53 | 59 | 59 | 100.00 | 43.39 | Yes | No |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
| **Reading/Language Arts** |
|   All | 257 | 282 | 281 | 99.64 | 82.81 | Yes | Yes |  |
|   White | 222 | 245 | 244 | 99.59 | 84.16 | Yes | Yes |  |
|   Black | 30 | 30 | 30 | 100.00 | 70.00 | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Indian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |
|   Low SES | 111 | 128 | 128 | 100.00 | 69.36 | Yes | Confidence Interval |  |
|   Spec. Ed. | 53 | 59 | 59 | 100.00 | 45.28 | Yes | Safe Harbors |  |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* | \*\* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.2%**

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.

**FOLLOW-UP REVIEW**

**STANDARD NOT MET. Mountainview Elementary School again failed to achieve adequate yearly progress (AYP) in one or more subgroups: Special education (SE) subgroup in mathematics. Due to the fact that AYP was not met in a different subject area than the previous year, the school met the requirement for full accreditation status.**

**The school staff continued to seek ways of improving achievement for the special education students and all students. Special education students in Grades 4 and 5 were included in the core classrooms for instruction in mathematics and reading/language arts and were supported in the core classrooms by a special education co-teacher. The student achievement was being frequently assessed and grade level teachers were provided time to analyze the results and plan instruction to address student needs to improve achievement.**

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

**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.

**FOLLOW-UP REVIEW**

**COMPLIANCE. The first teacher addressed above was on an improvement plan and was no longer a teacher at this school.**

**The Follow-up Education Performance Audit Team observed instruction and reviewed lesson plans for the second teacher addressed above and found the instruction of high quality and the student interaction excellent. The lesson plans for the year were reviewed and found to be complete for this school year (2007-2008).**

**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.

**FOLLOW-UP REVIEW**

**COMPLIANCE. The principal appointed a standing faculty committee on Multicultural Education that prepared a complete school plan of activities for multicultural education. The Team observed multicultural displays throughout the building on the day of the Follow-up Team visit.**

**6.2. Student and School Performance**

* + 1. **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.

**FOLLOW-UP REVIEW**

**COMPLIANCE. The Team reviewed teacher lesson plans and observed instruction of the teachers addressed in the finding. Lesson plans were well done by all teachers and were of high quality in the classrooms observed. All lesson plans were aligned with the Content Standards and Objectives (CSOs). Teachers were showing the CSOs being taught on their lesson plans.**

**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, 2005as required by West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*.

**FOLLOW-UP REVIEW**

**COMPLIANCE. Personnel evaluations completed this school year were reviewed and found to be in compliance with the requirements of Monongalia County and West Virginia Board of Education policies.**

**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.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The inclusive/consultative model for instructional delivery to special education students in mathematics and reading/language arts was implemented for students in Grades 4 and 5. The school and county plan to implement this model in Grade 3 next school year (2008-2009).**

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.

FOLLOW-UP CONCLUSION

**The school implemented programs to assess academic progress of all students. After the quarterly assessments, teacher grade level teams were provided released time to analyze student scores on the assessments and design instructional strategies to address weaknesses. Special education students in Grades 4 and 5 were scheduled into the core classrooms for instruction in mathematics and reading/language arts and a special education co-teacher was assigned to these classes. Discussions with teachers indicated they think these programs are effective and working well and the result will be improved achievement for all students.**

**Additional staff development and assistance was provided by the central office that included the following: Training for co-teachers, Reading First training, released time for grade level analysis and instructional implementation strategies based on progress monitoring results, training in using the Content Standards and Objectives (CSOs) in lesson planning, and Response to Intervention (RTI) implementation. An academic coach was provided who specifically helped strategize effective instruction for improved achievement of special education students.**

**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.

16.1. 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 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.

FOLLOW-UP CONCLUSION

**Mountainview Elementary School corrected the identified deficiencies and made strides to improve the academic achievement of students. Even though the school did not achieve adequate yearly progress (AYP) in achievement in the special education (SE) subgroup, the percent proficient in mathematics increased from 31.81 percent in 2005 to 43.39 percent in 2007 and increased from 33.33 percent in 2005 to 45.28 percent in 2007 in reading/language arts.**

**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.

**FOLLOW-UP TEAM SUMMARY**

**Students received formative assessments quarterly with the Monongalia County benchmark (ETS) testing and more frequently with the DIBELS assessments. Staff development had been provided in Differentiated Instruction and in highly effective instructional strategies. The academic coach worked daily with teachers on instructional strategies.**

**The staff continued to receive support from RESA VII, the West Virginia Department of Education, Monongalia County Schools Central Office, and the West Virginia Center for Professional Development through such programs as Response to Intervention (RTI) training and implementation, special education staff development, I-PAP training for Kindergarten through Grade 1 teachers, reading model training, and the 21st Century Teacher Leadership Institute.**

EDUCATION PERFORMANCE AUDIT SUMMARY

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue Mountainview Elementary School’s previous accreditation status until the 2008 performance data are analyzed and the 2008 Report of Ratings is approved by the West Virginia Board of Education.