



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNT VERNON ELEMENTARY SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mount Vernon Elementary School in Barbour County was conducted May 5, 2010.

A Follow-up Education Performance Audit of Mount Vernon Elementary School in Barbour County was conducted April 18, 2011. 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.

02 BARBOUR COUNTY

Dr. DeEdra Lundeen, Superintendent

203 MOUNT VERNON ELEMENTARY SCHOOL – Passed

Tammy Tucker, Principal

Grades PK - 05

Enrollment 78 (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	40	42	42	100.00	40.00	Yes	Confidence Interval	✓
White	40	42	42	100.00	40.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	37	37	100.00	40.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	40	42	42	100.00	57.50	Yes	Yes	✓
White	40	42	42	100.00	57.50	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	37	37	100.00	57.14	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.8%

02 BARBOUR COUNTY
Mr. Jeff Kittle, Assistant Superintendent
203 MOUNT VERNON ELEMENTARY SCHOOL – Passed
Tammy Tucker, Principal
Grades PK - 05
Enrollment 71 (2nd month 2009-10 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	40	42	42	100.00	32.50	Yes	Confidence Interval	✓
White	40	42	42	100.00	32.50	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	34	35	35	100.00	29.41	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	40	42	42	100.00	27.50	Yes	Confidence Interval	✓
White	40	42	42	100.00	27.50	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	34	35	35	100.00	29.41	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Mount Vernon Elementary School had no individual subgroups with a number (N) of 50 or greater. The student percent proficient markedly declined in mathematics and reading/language arts from 2007-2008 to 2008-2009. The county curriculum staff and school staff are urged to address student achievement 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 and novice in both mathematics and reading: Grade 3 – 61.54 percent in mathematics and 53.85 percent in reading; Grade 4 – 69.23 percent in mathematics and 38.46 percent in reading; Grade 5 – 50.00 percent in mathematics and 35.71 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. Project Based Learning.
2. Data Analysis and Safety Plan Review.
3. 21st Century Leadership.
4. Thinkfinity.
5. Mapping and Formative Assessment.
6. Teacher Leadership Institute.
7. Wilson Reading System.
8. Informal Reading Assessments.
9. LiPPS (Lindamond Phonemic Sequencing Program for Reading and Speech).
10. LETRS (Language Essentials for Teachers of Reading and Spelling).
11. Module 1 Training of Teachers.
12. Safety Training.
13. Handwriting Without Tears.
14. TechSteps.
15. Classroom Management Techniques and Positive Behavior Support.
16. Co-Teaching Training.
17. Mathematics Initiatives.

FOLLOW-UP REVIEW

MET STANDARD. The following program had been implemented to increase student achievement.

1. Attendance programs, including extra recess time and gold dollars for students who did not miss school.

2. Before school tutoring was provided for all students and many students took advantage of this program.
3. Interventions in mathematics and reading classes.
4. An after-school program had been put into place that included one-half hour of mathematics and one-half hour of reading Monday through Thursday. The principal reported that approximately 80 percent of the student body participated in the program.
5. The principal held weekly meetings with teachers to discuss student needs and involvement in the whole school process.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.6. Personnel

- 7.6.4. **Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

The principal did not attend the monthly meetings of the professional support team with the mentor/mentee. The principal must maintain an avenue in which there is communication to ensure that the needs of the new teacher are met and that the needs of the school are discussed in the mentor/mentee meetings.

FOLLOW-UP REVIEW

COMPLIANCE. One teacher was new to the building and had transferred in from Wood County. The principal had minutes and times of the new teacher and mentor meetings and written verification that the principal was involved in the meetings.

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 Mount Vernon Elementary School in providing a thorough and efficient system of education. Barbour 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 Barbour 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 principal and staff had analyzed the WESTEST2 data and had implemented high quality staff development to correct the areas of concern. The Team believed that the principal, with the assistance of the superintendent, has the ability to guide the school and to ultimately increase student achievement.

FOLLOW-UP CONCLUSION

COMPLIANCE. The principal and staff continued to work on programs and practices to increase student achievement. All staff worked together as a team and all students were kept on task with high quality instruction.

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 Mount Vernon 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 Mount Vernon Elementary School and Barbour County have the capacity to correct the identified deficiency and improve student and school performance.

The Team recommended that the Barbour County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to assist in revising the school's Five-Year Strategic Plan.

FOLLOW-UP CONCLUSION

The identified deficiency had been corrected and the principal and staff continued to work on student achievement.

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. Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not provided.
- 19.1.10.** Specialized instructional areas. The music facilities were not located away from quiet areas of the building.
- 19.1.15.** Health service units. A health services unit of adequate size was not available.

FOLLOW-UP CONCLUSION

- 19.1.5. While the equipment and materials were still not provided, the principal had written a grant to obtain these materials. The outcome of the grant will be known in August 2011.
- 19.1.10. The music classroom will be moved at the end of the current school year to the end of the building, thus, reducing the amount of disturbances to the general education classrooms. Currently, music classes that have loud performance instruction are taken to the gymnasium or outside when the weather permits.
- 19.1.15. The size of the health services unit remained the same.

SCOOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
02-203 Mount Vernon Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Mount Vernon Elementary School.