



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNT VERNON ELEMENTARY SCHOOL

BARBOUR COUNTY SCHOOL SYSTEM

JUNE 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Mount Vernon Elementary School in Barbour County was conducted May 5, 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 the decline in the school's performance and progress 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.

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.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Julia Benincosa, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Diane Burnside	Elementary School Principal	East Dale Elementary School Marion County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Dora L. Stutler	Elementary School Principal	Adamston Elementary School Harrison County

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 90 (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	40	42	42	100.00	75.00	Yes	Yes	✓
White	40	42	42	100.00	75.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	32	33	33	100.00	75.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	40	42	42	100.00	77.50	Yes	Yes	✓
White	40	42	42	100.00	77.50	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	32	33	33	100.00	75.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.0%

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%

MOUNT VERNON 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	13	13	13	13	100.00	7.69	53.85	23.08	7.69	7.69	38.46
04	14	13	14	13	100.00	7.69	61.54	23.08	7.69	0.00	30.77
05	15	14	15	14	100.00	7.14	42.86	21.43	14.29	14.29	50.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	13	13	13	13	100.00	23.08	30.77	38.46	0.00	7.69	46.15
04	14	13	14	13	100.00	7.69	30.77	53.85	7.69	0.00	61.54
05	15	14	15	14	100.00	7.14	28.57	50.00	14.29	0.00	64.29

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

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. **High expectations.** All teachers exhibited high expectations for learning and achieving for all students. Every child received 25 minutes of mathematics instruction before school to address mathematics weakness. A data folder was kept on each student who did not achieve mastery and the folder included a plan to increase achievement.
- 7.8.1. **Leadership.** The principal modeled exemplary leadership skills in commitment and dedication to the school and community. The principal conducted a daily after-school program for students. She also actively involved parents and the community and talked to the citizens about the importance of education and technology for children.

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.

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 WESTEST 2 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.

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.

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.

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.

None identified.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress.

7.6.4. Teacher and principal internship.

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

Mount Vernon 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 Mount Vernon 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 Mount Vernon Elementary School and Barbour County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.