



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNT HOPE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mount Hope Elementary School in Fayette County was conducted on October 23, 2007.

A Follow-up Education Performance Audit of Mount Hope Elementary School in Fayette County was conducted January 20, 2009. 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.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

217 MOUNT HOPE ELEMENTARY SCHOOL – Passed

Randall Rhodes, Principal

Grades K - 04

Enrollment 280 (2nd month 2005-06 enrollment report)

WESTEST 2005-2006

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	93	106	105	99.05	64.13	Yes	Confidence Interval	✓
White	73	81	80	98.76	70.83	Yes	Yes	✓
Black	19	24	24	100.00	36.84	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	90	89	98.88	57.69	Yes	Confidence Interval	✓
Spec. Ed.	11	14	14	100.00	27.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	93	106	105	99.05	73.91	Yes	Yes	✓
White	73	81	80	98.76	81.94	Yes	Yes	✓
Black	19	24	24	100.00	42.10	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	90	89	98.88	69.23	Yes	Confidence Interval	✓
Spec. Ed.	11	14	14	100.00	27.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.5%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
217 MOUNT HOPE ELEMENTARY SCHOOL – Passed
Randall Rhodes, Principal
Grades K - 04
Enrollment 247 (2nd month 2006-07 enrollment report)

WESTEST 2006-2007

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	72	80	79	98.75	64.78	Yes	Confidence Interval	✓
White	57	65	64	98.46	66.07	Yes	Confidence Interval	✓
Black	14	14	14	100.00	57.14	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	59	67	66	98.50	56.89	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	72	80	79	98.75	69.01	Yes	Confidence Interval	✓
White	57	65	64	98.46	71.42	Yes	Averaging	✓
Black	14	14	14	100.00	57.14	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	59	67	66	98.50	62.06	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
217 MOUNT HOPE ELEMENTARY SCHOOL – Passed
Randall Rhodes, Principal
Grades K - 04
Enrollment 230 (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	70	78	78	100.00	57.14	Yes	Confidence Interval - Averaging	✓
White	55	63	63	100.00	58.18	Yes	Confidence Interval	✓
Black	15	15	15	100.00	53.33	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	64	64	100.00	49.12	Yes	No	✗
Spec. Ed.	16	17	17	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	70	78	78	100.00	68.57	Yes	Confidence Interval	✓
White	55	63	63	100.00	69.09	Yes	Confidence Interval	✓
Black	15	15	15	100.00	66.66	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	64	64	100.00	64.91	Yes	Confidence Interval	✓
Spec. Ed.	16	17	17	100.00	37.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Mount Hope Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts, and in the racial/ethnicity white (W) subgroup in mathematics only by application of the confidence interval. The W subgroup in reading/language arts achieved AYP by averaging. It is further noted that the racial/ethnicity black (B) subgroup with the number (N) less than 50, scored below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 45.95 percent in mathematics and 32.43 percent in reading; Grade 4 – 29.41 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 63 percent for Fayette County and 42 percent for Mount Hope Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students weekly.

The following professional development and/or training opportunities were provided.

1. Standards Based Mathematics.
2. Writing Roadmap 2.
3. Mobile Computer Laboratory.
4. Curriculum Decision Making.
5. WESTEST Data Analysis.
6. Assessment and CSO Correlation.
7. Investigative Mathematics.
8. Benchmark Assessments.

FOLLOW-UP REVIEW

MET STANDARD. While Mount Hope Elementary School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts, this was the first year out for the school. There was an overall decline in student achievement in mathematics and reading/language arts. To counter this decline, the

principal instituted a list of staff development. This staff development included WESTEST Data Analysis and Content Standards and Objectives (CSOs) Implementation, Progress Monitoring and Benchmark Assessment, Strategic Plan, and Diversity.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Many of the classes observed relied mainly upon direct instruction with worksheets and whole group instruction. Given the lower test scores, all teachers must be varying instruction in order to maintain student interest throughout the entire class period. This may be a strong reason for the decline in test scores.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a variety of instructional strategies in all classes and students were actively engaged in the learning process.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Although many computers were available and all were in good repair, most teachers used computers in the classroom for Accelerated Reader only. One kindergarten teacher had a computer station that was completely isolated from the instructional environment. Teachers said they were using Compass Learning software in the laboratory setting, few aligned the lessons with the content standards and objectives (CSOs) that were being taught in the classroom. The mobile computer laboratory was seldom used by teachers. Several teachers were unaware of the technology CSOs. Teachers needed professional development in integrating technology across the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the school's computer laboratory schedule which reflected high usage of the computer laboratory.

Technology content standards and objectives (CSOs) were known and used by the staff as confirmed through teacher and student interviews.

RECOMMENDATION

7.1.3. Learning environment. The handrail on the first floor stairway was loose and becoming disconnected from the wall. The Team recommended that the handrail be replaced or properly secured.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The handrail was secured.

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 Hope Elementary School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Mount Hope Elementary School had an abundance of test data from which to build stimulating curriculum to meet the individual and collective student needs. Fayette County curriculum staff and the principal are strongly urged to ensure that all classrooms concentrate on curriculum delivery that is effective and efficient.

FOLLOW-UP CONCLUSION

The staff utilized a higher degree of instructional strategies. Students were given opportunities to work in small groups and individually.

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 Hope 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 Hope Elementary School and Fayette County have not demonstrated the capacity to correct the identified deficiencies to improve student and school achievement. The principal must ensure that all teachers are providing educationally stimulating programs and practices to maintain student attention. The Team recommended that the Fayette County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of all students.

FOLLOW-UP CONCLUSION

While the identified deficiencies had been corrected, student and school achievement remained a concern. The Team recommended that the administrator continue to seek assistance from the Fayette County School System Director of Instruction and the Director of Instruction at RESA IV. The West Virginia Department of Education and the West Virginia Center for Professional Development need to be integral parts of the school improvement process.

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.

- 19.1.1. School location.** The school site was not five acres + one acre for each 100 students over 240 and was not large enough for future expansion. The topography was not varied enough to provide desirable appearance without steep inclines.
- 19.1.5. Library/media and technology center.** Newspapers, periodicals, pamphlets, recordings, and tapes were not available.
- 19.1.7. K classrooms.** Kindergarten classrooms were not located on the ground floor. Kindergarten classrooms did not have sinks or hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate size and did not have various communication technology.

- 19.1.9. Grades K-12 remedial.** The size of the remedial area was not adequate.
- 19.1.10. Specialized instructional areas.** The art facility was not adequate in size, did not have access to natural or artificial light, did not have two deep sinks, display facilities, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have a chalkboard and bulletin board. The physical education facility did not have forced ventilation, a drinking fountain, or provisions for two or more teaching stations.
- 19.1.14. Food service.** Drinking water was not provided and a teachers' dining area of adequate size was not provided.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.5. Newspapers, recordings and tapes were available for student use.**
- 19.1.14. Drinking water was provided in the food service area.**

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.

Student WESTEST scores had not increased overall and achievement levels of students in the all students (AS); racial/ethnicity white (W); and economically disadvantaged (SES) subgroups had to rely on the confidence interval and averaging to achieve adequate yearly progress (AYP). Mount Hope Elementary School and Fayette County must implement high yield instructional practices and instruction that will improve students' achievement. Fayette County must actively pursue assistance from RESA IV, 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 regularly varied and relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

While the principal had implemented high quality staff development to increase student achievement, the overall student achievement remained lower than the benchmark for adequate yearly progress (AYP). High quality instructional programs and practices must continue to be implemented, with assistance from the Fayette County Central Office, RESA IV, the West Virginia Department of Education, and the West Virginia Center for Professional Development.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-217 Mount Hope Elementary	Full Accreditation			