



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOUNT HOPE ELEMENTARY SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Mount Hope Elementary School in Fayette County was conducted on October 23, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic 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 D. Brock, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Ruth Bland	Elementary/Middle School Principal	Green Bank Elementary/Middle Pocahontas County
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Becky Smith	Elementary School Principal	Stratton Elementary Raleigh County

**SCHOOL PERFORMANCE**

**20 FAYETTE COUNTY**

Chris Perkins, Superintendent

**217 MOUNT HOPE ELEMENTARY SCHOOL – Passed**

Randall Rhodes, Principal

Grades K - 04

Enrollment 280 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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%**

### 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 231 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	41	37	41	37	100.00	13.51	32.43	35.14	18.92	0.00	54.05
04	39	35	38	34	97.44	5.88	17.65	52.94	20.59	2.94	76.47

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	41	37	41	37	100.00	2.70	29.73	40.54	27.03	0.00	67.57
04	39	35	38	34	97.44	14.71	14.71	47.06	20.59	2.94	70.59

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	<b>19433</b>	<b>5</b>	<b>16</b>	<b>49</b>	<b>24</b>	<b>5</b>	<b>1</b>	<b>70</b>	<b>30</b>
<b>FAYETTE COUNTY</b>	<b>485</b>	<b>4</b>	<b>44</b>	<b>15</b>	<b>31</b>	<b>5</b>	<b>1</b>	<b>63</b>	<b>37</b>
<b>MOUNT HOPE ELEMENTARY</b>	<b>38</b>	<b>0</b>	<b>37</b>	<b>5</b>	<b>47</b>	<b>8</b>	<b>3</b>	<b>42</b>	<b>58</b>

## **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.

## 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.

- 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.

### 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.



## **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.

### **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.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880

- 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.

## 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.

### **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.**

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-217 Mount Hope Elementary	Full Accreditation	7.1.4; 7.1.7		

**Education Performance Audit Summary**

The Team identified two high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Mount Hope 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 draft report to guide Mount Hope Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.