



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LEON ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Leon Elementary School in Mason County was conducted October 27, 2010.

A Follow-up Education Performance Audit of Leon Elementary School was conducted December 7, 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.

49 MASON COUNTY

Dr. William Capehart, Superintendent

206 LEON ELEMENTARY SCHOOL – Passed

Don Bower, Principal

Grades PK - 08

Enrollment 141 (2nd month 2008-2009 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	73	77	77	100.00	53.42	Yes	Confidence Interval	✓
White	71	75	75	100.00	53.52	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	15	16	16	100.00	13.33	NA	NA	NA
Low SES	44	48	48	100.00	43.18	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	73	77	77	100.00	63.01	Yes	Yes	✓
White	71	75	75	100.00	63.38	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	15	16	16	100.00	6.66	NA	NA	NA
Low SES	44	48	48	100.00	56.81	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

49 MASON COUNTY
Suzanne Dickens, Superintendent
206 LEON ELEMENTARY SCHOOL – Passed
Don Bower, Principal
Grades PK - 08
Enrollment 145 (2nd month 2009-2010 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	69	78	78	100.00	47.82	Yes	Yes	✓
White	66	75	75	100.00	48.48	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	21	24	24	100.00	28.57	NA	NA	NA
Low SES	44	52	52	100.00	56.81	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	69	78	78	100.00	39.13	Yes	Yes	✓
White	66	75	75	100.00	40.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	21	24	24	100.00	19.04	NA	NA	NA
Low SES	44	52	52	100.00	34.09	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

49 MASON COUNTY
Suzanne Dickens, Superintendent
206 LEON ELEMENTARY SCHOOL – Passed
Don Bower, Principal
Grades PK - 08
Enrollment 152 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	65	69	68	98.55	48.43	Yes	Confidence Interval	✓
White	64	68	67	98.52	49.20	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	19	18	94.73	35.29	NA	NA	NA
Low SES	42	45	44	97.77	51.21	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	65	69	68	98.55	35.93	Yes	Confidence Interval	✓
White	64	68	67	98.52	36.50	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	19	18	94.73	17.64	NA	NA	NA
Low SES	42	45	44	97.77	24.39	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Leon Elementary School achieved adequate yearly progress (AYP) in all subgroups in mathematics and reading/language arts; however, there was a marked decline in test scores from the 2008-2009 school year to the 2009-2010 school year. The county curriculum staff and school staff are urged to address this decline 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 and novice in both mathematics and reading: Grade 3 – 46.67 percent in mathematics and 46.67 percent in reading; Grade 4 – 28.57 percent in mathematics and 64.29 percent in reading; Grade 5 – 62.5 percent in mathematics and 62.5 percent in reading; Grade 6 – 62.5 percent in mathematics and 66.67 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. Professional Learning Communities.
2. Pearson Mathematics.
3. SMART USER Technology.
4. DIBELS Next.
5. Elementary Classroom Behavior Management.
6. Glencoe Mathematics.
7. West Virginia Writes.
8. EDLine/AIMS Web.
9. Acuity.
10. TechSteps.
11. Writing Roadmap.
12. Math Solutions Standards Based Mathematics Training.
13. Depth of Knowledge.
14. Response to Intervention.
15. Odyssey.

FOLLOW-UP REVIEW

MET STANDARD. While Leon Elementary School achieved adequate yearly progress (AYP), achievement declined in five of the eight reporting cells from the 2009-2010 school year to the 2010-2011 school year. The principal had provided, and was continuing to provide high quality staff development to increase student achievement and the teachers were challenging students and providing high quality instruction.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The guidance counselor reported that only 51 percent of the work day was spent in a direct student counseling relationship. The counselor indicated that paperwork issues consumed the remaining time at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The school counselor was on the job for two months to begin the school year and then has been on medical leave since. The Mason County Central Office provided a substitute counselor for three weeks and after that the school has been without a counselor. During the time that the counselor was at the school, the counseling time with students was 100 percent.

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 Leon Elementary School in providing a thorough and efficient system of education. Mason 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 Mason 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.

Although Leon Elementary School achieved adequate yearly progress (AYP), the principal is strongly urged to continue to monitor classroom instruction and guide the curriculum to support 21st century learning. The school must continue to use data analysis and the goals and action steps of the Five-Year Strategic Plan to guide the classroom curriculum.

FOLLOW-UP CONCLUSION

The principal had a multitude of information on the various forms of data that were being used by the staff and evidence was given on the staff development that was integrated into the different classrooms. The principal was urged to continue this and to request assistance from the Mason County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education in investigating further methods that will assist in increasing 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 Leon 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 believed that the school had the capacity to correct the deficiency found at the school and to increase student achievement.

FOLLOW-UP CONCLUSION

The deficiency found at Leon Elementary School was corrected while the counselor was in place. The Mason County Central Office is in the process of finding a counselor that will serve the students of the school.

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's topography was not varied enough to provide a desirable appearance without steep inclines and was not well landscaped. Sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities.
- 19.1.2. Administrative and service facilities.** An adequate waiting/reception area was not available.
- 19.1.5. Library/media and technology center.** Electronic card catalogs were not available.
- 19.1.8. Grades 1-12 classrooms.** Classrooms did not have adequate storage.

19.1.10. Specialized instructional areas. The art facilities did not have adequate storage, two deep sinks, hot and cold water, counter space, instructional boards, display facilities, bulletin boards, outlets, mechanical ventilation, a ceramic kiln, and black-out areas.

The music facilities did not have adequate storage and acoustical treatment.

The physical education facilities did not have a data projector or 50 inch screen monitor.

19.1.11. Grades 6-12 science facilities. The science facilities did not have AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, main gas shut-off, and adequate storage.

19.1.14. Food service. A teachers' dining area of adequate size and a locker/dressing room were not available.

19.1.15. Health service units. Curtained or small rooms with cots, a toilet, lavatory, and work counter were not available.

FOLLOW-UP CONCLUSION

A great deal of work had been done to improve facility resource needs. All other facility resource needs remained as previously identified.

19.1.1. The school had sufficient sidewalks with designated crosswalks, curb cuts, and correct slope. On-site, solid surface parking was sufficient for staff, visitors, and individuals with limited mobility.

19.1.5. Electronic card catalogs were available.

19.1.10. The music facilities had adequate storage and the physical education facility had a data projector and 50 inch screen.

19.1.11. The science facilities had AC current and a fire extinguisher.

19.1.15. The health service unit had cots.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-206 Leon 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 Leon Elementary School.