



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LEON ELEMENTARY SCHOOL**

**MASON COUNTY SCHOOL SYSTEM**

**DECEMBER 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Leon Elementary School in Mason County was conducted October 27, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to conduct a performance audit in each school as part of a systemwide education performance audit.

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. The review concentrated on the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Karen Karr,  
Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris,  
Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Wesley S. Ezell	Elementary School Principal	Harrisville Elementary School Ritchie County
John L. Lyonett	Primary School Teacher	Lauretta B. Millsop Primary School Brooke County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County

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

LEON 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	17	15	17	15	100.00	20.00	26.67	26.67	26.67	0.00	53.33
04	18	14	18	14	100.00	0.00	28.57	50.00	14.29	7.14	71.43
05	17	16	17	16	100.00	43.75	18.75	18.75	18.75	0.00	37.50
06	26	24	26	24	100.00	33.33	29.17	29.17	8.33	0.00	37.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	17	15	17	15	100.00	26.67	20.00	26.67	26.67	0.00	53.33
04	18	14	18	14	100.00	28.57	35.71	28.57	7.14	0.00	35.71
05	17	16	17	16	100.00	50.00	12.50	6.25	31.25	0.00	37.50
06	26	24	26	24	100.00	45.83	20.83	20.83	8.33	4.17	33.33

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

## 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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

**7.5.1. Parents and the community are provided information.** The Team commended the extensive parent and community involvement with the school. A parent volunteer coordinator and the volunteers assisted the school in the following ways: Fund raising, duplicating papers for teachers, helping with parties and holidays, and developing bulletin boards and yearbooks.

The school's Parent Teacher Organization (PTO) raised money for each student who attended Leon Elementary to receive a check for \$500 upon graduation from high school.

The Toyota plant at Buffalo was extensively involved with the school. Representatives from the plant judged the science and social studies fair; talked to each class about Japanese culture, customs, and traditions; wore and displayed the traditional Kimonos for the students; provided \$500 for the school for each student of an employee who attended the school; provided programs for the school, such as, Origami Art; and provided assistance for student scholarships.

## 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.



## 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 21<sup>st</sup> 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.

## 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.

## 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.

### 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.

### 7.2.2. Counseling services.

The Team presented one commendation, noted an indicator of efficiency, and offered capacity building resources.

Leon Elementary School's Education Performance Audit concentrated on 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 Leon 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 Leon Elementary School and Mason 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.