



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NEW HAVEN ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of New Haven Elementary School in Mason County was conducted October 28, 2010.

A Follow-up Education Performance Audit of New Haven 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

210 NEW HAVEN ELEMENTARY SCHOOL – Passed

Cameron Moffett, Principal

Grades PK - 06

Enrollment 485 (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	220	230	230	100.00	64.54	Yes	Yes	✓
White	213	223	223	100.00	64.78	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	37	37	37	100.00	29.72	NA	NA	NA
Low SES	113	122	122	100.00	50.44	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	220	230	230	100.00	71.36	Yes	Yes	✓
White	213	223	223	100.00	71.83	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	37	37	37	100.00	29.72	NA	NA	NA
Low SES	113	122	122	100.00	57.52	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.7%

49 MASON COUNTY
Suzanne Dickens, Superintendent
210 NEW HAVEN ELEMENTARY SCHOOL – Passed
Cameron Moffett, Principal
Grades PK - 06
Enrollment 492 (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	225	240	240	100.00	42.22	Yes	Yes	✓
White	219	233	233	100.00	42.46	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	40	40	100.00	13.51	NA	NA	NA
Low SES	128	142	142	100.00	25.78	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	225	240	240	100.00	44.00	Yes	Yes	✓
White	219	233	233	100.00	44.74	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	40	40	100.00	13.51	NA	NA	NA
Low SES	128	142	142	100.00	35.15	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 99.8%

49 MASON COUNTY
Suzanne Dickens, Superintendent
210 NEW HAVEN ELEMENTARY SCHOOL – Passed
James Matthew Wells, Principal
Grades PK - 06
Enrollment 479 (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	211	225	224	99.55	43.12	Yes	Confidence Interval	✓
White	204	218	217	99.54	43.62	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	25.00	NA	NA	NA
Low SES	127	140	139	99.28	33.85	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	211	225	224	99.55	45.49	Yes	Confidence Interval	✓
White	204	218	217	99.54	46.56	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	18.75	NA	NA	NA
Low SES	127	140	139	99.28	39.37	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

New Haven Elementary School achieved adequate yearly progress (AYP) in all subgroups in mathematics and reading/language arts; however, there was a marked decline in percent proficient in all subgroups. The county curriculum staff and school staff are urged to address these subgroups 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 – 60.00 percent in mathematics and 53.85 percent in reading; Grade 4 – 67.39 percent in mathematics and 60.87 percent in reading; Grade 5 – 55.10 percent in mathematics and 48.98 percent in reading; Grade 6 – 50.77 percent in mathematics and 60.00 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. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs).
2. Depth of Knowledge.
3. Phonemic Awareness.
4. West Virginia Reading Association Annual Conference.
5. TechSteps.
6. Parent Involvement in the Classroom.
7. Math Solutions Standards Based Mathematics Training K-04.
8. International Reading Association Annual Conference.
9. Mathematics Textbook Training.
10. Mason County Title I Teachers Professional Learning Community.
11. Classroom Management: Time on Task.
12. Elementary Classroom Behavior Management.
13. DIBELS Next.
14. Grade Level Professional Learning Communities.

FOLLOW-UP REVIEW

MET STANDARD. New Haven Elementary School made gains in all areas in mathematics and reading/language arts. The principal, who is in his first year at the school, was continuing the programs and practices of the former principal and showed evidence of high quality staff development that was being incorporated in all classrooms.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

All teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) properly. Approximately 80 percent of the teachers stated that they had the CSOs; however, teacher interviews indicated that the CSOs were not the basis for the curriculum and were only a sideline and being checked off regularly.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were properly implementing the West Virginia 21st Century content standards and objectives (CSOs). The principal was monitoring this process and guiding the implementation of the CSOs.

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)

One Kindergarten teacher and one Grade 1 teacher were not instructing the 90 minutes uninterrupted reading required in Policy 2510. The Kindergarten teacher had 85 minutes and the Grade 1 teacher had 75 minutes.

One Kindergarten teacher had only 55 minutes of uninterrupted mathematics which was five minutes short of the 60 minutes required in Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE. The time constraints for mathematics and reading/language arts were no longer in West Virginia Board of Education Policy 2510.

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)

Revisions to the school's Technology Plan were needed. The principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan was revised and approved by the West Virginia Department of Education, Office of Instructional Technology.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

A review of the school's Five-Year Strategic Plan by the Office of Organizational Effectiveness and Leadership revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Five-Year Strategic Plan was complete and approved by the West Virginia Department of Education, Office of School Improvement.

- 7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Approximately 70 percent of the teachers had inadequate lesson plans that could not be followed by a substitute teacher. The lesson plans did not contain enough material to teach the lessons for the day. The principal checked all lesson plans; however, he did not make written comments on lesson plans and only gave verbal feedback, about what needed to be done for improvement.

FOLLOW-UP REVIEW

COMPLIANCE. A check of teacher lesson plans by the Team revealed thorough and complete lesson plans that could be followed by a substitute teacher. The principal had procedures in place to review all lesson plans.

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 New Haven 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.

The issue of all teachers not using the West Virginia 21st Century content standards and objectives (CSOs) as the basis for the curriculum concerned the Team. The principal must provide staff development on the CSOs and ensure that they are the driving force for the classroom curriculum.

The staff development provided the teachers was high quality and directly addressed the school's needs. It was evident that the teachers were providing high quality instruction and were aware of the needs of all students.

FOLLOW-UP CONCLUSION

While achievement increased in all subgroups for mathematics and reading/language arts from the 2009-2010 school year to the 2010-2011 school year, the school achieved adequate yearly progress (AYP) only by application of the confidence interval in these areas. The principal is strongly urged to seek assistance from the Mason County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education. If programs and practices are not put into place to increase student achievement, the school faces the possibility of failing to achieve AYP on future WESTEST2 series.

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 New Haven 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 New Haven Elementary principal and staff demonstrated high quality instruction and were well versed on the students' needs and the process to increase student achievement. The Team believed that the issues found at the school will be corrected and student learning will be impacted. The staff should strategically target resources to improve student and school performance.

FOLLOW-UP CONCLUSION

While the principal and staff corrected the deficiencies found in the original Education Performance Audit and high quality instruction was occurring, attention is needed in continuing to target the areas of weakness as indicated in the WESTEST2 results. It is conceivable that the school may go from achieving adequate yearly progress (AYP) in all areas of mathematics and reading/language arts to failing to achieve AYP in all areas based on the fact that the confidence interval was what aided the school in achieving AYP for the 2010-2011 school year.

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 11 usable acres, plus one acre for each 100 students over 600. The site was not suitable for special instructional needs, i.e., outdoor learning.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have access to natural and artificial light. The following equipment and materials were not provided: 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 music chairs with folding arms.

- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have a sink, hot and cold water, gas, AC and DC current, compressed air, a ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, first aid kit, and main gas shut-off.
- 19.1.14. Food service.** A chalkboard and bulletin board, and a locker/dressing room were not provided.
- 19.1.15. Health service units.** Curtained or small rooms with cots and a refrigerator with locked storage were not available.

FOLLOW-UP CONCLUSION

The school and county had worked very hard to provide the facility resource needs identified in the original report.

- 19.1.1. The school site had in excess of 11 acres.**
- 19.1.3. The teachers' workroom had communication technology.**
- 19.1.5. Automated circulation capacity was in place.**
- 19.1.10. The art facility had artificial light, hot and cold water, counter space, and outlets.**
- 19.1.11. A sink, hot and cold water, and AC current were in place.**
- 19.1.14. The food service area had a bulletin board.**
- 19.1.15. The health service unit had curtained rooms and a refrigerator with locked storage.**

All other facility resource needs remained as previously identified.

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.

The principal must continue to monitor classroom instruction and ensure that all teachers implement the West Virginia 21st Century content standards and objectives (CSOs) and base their classroom curriculum and instruction on the CSOs and student data.

FOLLOW-UP TEAM SUMMARY

A thorough and sustained approach to monitoring the needs of the students, based on data analysis, is needed to ensure that New Haven Elementary School students continue to achieve. With assistance from local and State agencies, the Team believed that the school can continue to achieve adequate yearly progress (AYP); however, all persons involved in the educational process must take an active stance in providing high quality curriculum delivery and targeting the weak areas of student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-210 New Haven 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 New Haven Elementary School.