



**FINAL EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
MASON-DIXON ELEMENTARY SCHOOL  
MONONGALIA COUNTY SCHOOL SYSTEM  
SEPTEMBER 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Mason-Dixon Elementary School in Monongalia County was conducted March 10, 2009.

A Follow-up Education Performance Audit of Mason-Dixon Elementary School in Monongalia County was conducted April 6, 2010. 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.

### 56 MONONGALIA COUNTY

Frank Devono, Superintendent

### 236 MASON-DIXON ELEMENTARY SCHOOL – Needs Improvement

Karen Collins, Principal

Grades K - 05

Enrollment 359 (2<sup>nd</sup> month 2006-2007 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	227	230	229	99.56	69.91	Yes	Confidence Interval	✓
White	223	226	225	99.55	69.81	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	113	113	112	99.11	56.25	Yes	No	✗
Spec. Ed.	39	42	42	100.00	28.20	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	227	230	229	99.56	70.79	Yes	Confidence Interval	✓
White	223	226	225	99.55	70.72	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	113	113	112	99.11	62.50	Yes	No	✗
Spec. Ed.	39	42	42	100.00	12.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.7%**

**56 MONONGALIA COUNTY**

Frank Devono, Superintendent

**236 MASON-DIXON ELEMENTARY SCHOOL – Needs Improvement**

Karen Collins, Principal

Grades K - 05

Enrollment 335 (2<sup>nd</sup> month 2007-2008 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
<b>Mathematics</b>								
All	177	178	177	99.43	67.04	Yes	Confidence Interval	✓
White	174	175	174	99.42	67.05	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	86	86	85	98.83	57.64	Yes	No	✗
Spec. Ed.	31	31	31	100.00	32.25	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	177	178	177	99.43	72.72	Yes	Confidence Interval	✓
White	174	175	174	99.42	72.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	86	86	85	98.83	61.17	Yes	No	✗
Spec. Ed.	31	31	30	96.77	30.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.5%**

**56 MONONGALIA COUNTY**  
Frank Devono, Superintendent  
**236 MASON-DIXON ELEMENTARY SCHOOL – Passed**  
Robert J. Solly, Principal  
Grades K - 05  
Enrollment 329 (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	164	171	171	100.00	63.41	Yes	Yes	✓
White	161	167	167	100.00	63.35	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	73	78	78	100.00	56.16	Yes	Confidence Interval	✓
Spec. Ed.	23	24	24	100.00	34.78	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	164	171	171	100.00	65.85	Yes	Yes	✓
White	161	167	167	100.00	65.21	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	73	78	78	100.00	60.27	Yes	Yes	✓
Spec. Ed.	23	24	24	100.00	17.39	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 98.9%**

**56 MONONGALIA COUNTY**

Frank Devono, Superintendent

**236 MASON-DIXON ELEMENTARY SCHOOL – Passed**

Robert J. Solly, Principal

Grades K - 05

Enrollment 344 (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	160	168	167	99.40	47.16	Yes	Yes	✓
White	158	166	166	100.00	47.46	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	25	25	100.00	25.00	NA	NA	NA
Low SES	82	89	88	98.87	39.50	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	160	168	167	99.40	43.39	Yes	Yes	✓
White	158	166	166	100.00	43.67	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	24	25	25	100.00	12.50	NA	NA	NA
Low SES	82	89	88	98.87	34.56	Yes	Yes	✓
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

### 5.1.1. Achievement.

Mason-Dixon Elementary School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for two consecutive years. Mason-Dixon Elementary School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far 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 – 31.48 percent in mathematics and 36.36 percent in reading; Grade 4 – 36.07 percent in mathematics; Grade 5 – 31.15 percent in mathematics and 25 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Mason-Dixon Elementary School performed within the point range (751-640) for full accreditation status.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Model Schools Conference.
2. K-03 Reading.
3. Positive Behavior Support.

4. Thinkfinity.
5. School Improvement Focus.
6. WESTEST Data Analysis.
7. DIBELS Data Analysis.
8. Assess for Learning.
9. Who Took My Chalk.
10. Edline Odyssey.
11. TechSteps.
12. Acuity Analysis.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Mason-Dixon Elementary School achieved adequate yearly progress (AYP).

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

1. A four day summer retreat (Eagles Retreat) included the following topics: Writing Process, Response to Intervention (RTI) Strategies, Classroom Assessment for Learning, and techSteps.
2. Training in using Acuity to benchmark student achievement and plan instruction to address student needs.
3. Using whiteboards to improve instruction.

The staff had developed and implemented an after-school "Critical Skills" program for students which provided students with the opportunity to "Prep for the WESTEST2". This program was provided two days a week.

The staff had also developed an after-school tutoring program (Eagle Express) which provided additional instruction in the basic skills three days a week.

The school had been provided "four interveners" for half a day to provide assistance with the Response to Intervention (RTI) program. The school had also been provided a Technology Intervention Specialist (TIS). The school staff was supplemented with two academic coaches.



## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. Curriculum

**7.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

The Team did not observe 50 percent inquiry, investigation, and experimentation instruction in science classes. Science teachers stated that they did not include at least 50 percent of hands-on science in their instruction. The principal said the estimate was about 30-40 percent. Staff reported a lack of materials as a partial cause of this.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The administration held a meeting with faculty members last year to discuss the science delivery program and determine materials and equipment teachers wanted to implement the program. Teachers were given the opportunity to order all equipment and materials needed.

The science instruction was monitored by the principal through classroom walkthroughs, classroom visitations, and teacher lesson plans to ensure the instruction was providing 50 percent inquiry, investigation, and experimental instruction.

The Team reviewed lesson plans, visited classrooms and interviewed teachers to verify the science instruction was meeting the 50 percent "hands-on" requirement.

### RECOMMENDATION

**7.1.1. Curriculum based on content standards and objectives.** Approximately one-half of the teachers showed a list of the 21st Century Content Standards and Objectives (CSOs) that were taught. The other half could not show that the CSOs had been covered. The Team believed these teachers were teaching the CSOs; however, nothing was available to the Team that showed CSOs were being covered. The Team recommended that all teachers have a means of showing the CSOs covered to ensure that the State's curriculum is being delivered.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.** The Team reviewed the records of several teachers who were tracking the West Virginia 21st Century content

**standards and objectives (CSOs). It was clear the teachers were knowledgeable about which CSOs they had taught and which they still had to teach. The Acuity Test records also showed progress on teaching the CSOs.**

## **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 Mason-Dixon 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 Mason-Dixon Elementary School and Monongalia County have the capacity to correct the identified deficiency.

The Team recommended that the Monongalia County School System Superintendent and the school administrator contact Dr. Karen L. Huffman, Assistant to the State Superintendent, West Virginia Department of Education,

Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiency and improving student and school performance.

## **FOLLOW-UP CONCLUSION**

**The school staff reported the school had received enormous support from the West Virginia Department of Education and RESA 7 to help them correct the deficiency and improve student and school performance.**

**Mason-Dixon Elementary School and Monongalia County Schools working together with the support of RESA 7 and the West Virginia Department of Education corrected the deficiency shown in the Audit and improved student achievement to the point the school achieved adequate yearly progress (AYP) in the 2009 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.

**19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms or a podium. The physical education facility did not have a data projector or 50 inch screen monitor.

**19.1.14. Food service.** A locker/dressing room and chairs were not available.

**19.1.15. Health service units.** A refrigerator with locked storage was not available.

### FOLLOW-UP CONCLUSION

**The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.**

**19.1.10. The school was undergoing a renovation and was receiving a classroom addition. During this process a new art room was being provided which will be larger and will have black-out areas. Arrangements had been made with Clay-Battelle High School nearby for the use of a kiln when the elementary school needed it.**

**A data projector and large screen TV had been provided the physical education department.**

**The music teacher was offered new chairs but preferred not to have them.**

## **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.

### **FOLLOW-UP TEAM SUMMARY**

**The staff of Mason-Dixon Elementary School, with the support of the Monongalia County Schools administrative officials, RESA 7, and the West Virginia Department of Education, had corrected the deficiency shown in the initial Education Performance Audit report, implemented the recommendation concerning showing the West Virginia 21st Century content standards and objectives (CSOs), and improved student achievement as shown by student scores on the WESTEST2 to the point the school achieved Adequate Yearly Progress (AYP) for the 2008-2009 and 2009-2010 school years.**

### 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>
56-236 Mason-Dixon 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 Mason-Dixon Elementary School.