



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOUNTAIN VIEW ELEMENTARY/MIDDLE SCHOOL**

**MONROE COUNTY SCHOOL SYSTEM**

**JUNE 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Mountain View Elementary/Middle School in Monroe County was conducted February 4, 2010.

A Follow-up Education Performance Audit of Mountain View Elementary/Middle School in Monroe County was conducted March 28, 2011. 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.

### 57 MONROE COUNTY

Dr. Lyn Guy, Superintendent

### 204 MOUNTAIN VIEW ELEMENTARY/MIDDLE SCHOOL – Needs Improvement

R. Jeffrey Dunbar, Principal

Grades PK - 08

Enrollment 555 (2<sup>nd</sup> month 2008-09 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	329	337	336	99.70	57.92	Yes	Yes	✓
White	324	331	330	99.69	58.20	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	212	219	218	99.54	52.60	Yes	Yes	✓
Spec. Ed.	53	54	53	98.14	21.15	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	329	337	336	99.70	57.92	Yes	Yes	✓
White	324	331	330	99.69	58.51	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	212	219	218	99.54	50.71	Yes	Confidence Interval	✓
Spec. Ed.	53	54	53	98.14	19.23	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.1%**

**57 MONROE COUNTY**  
Dr. Kevin W. Siers, Superintendent  
**204 MOUNTAIN VIEW ELEMENTARY/MIDDLE SCHOOL – Passed**  
R. Jeffrey Dunbar, Principal  
Grades PK - 08  
Enrollment 539 (2<sup>nd</sup> month 2009-10 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	318	331	330	99.69	49.21	Yes	Yes	✓
White	310	323	322	99.69	49.19	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	45	46	45	97.82	11.36	NA	NA	NA
Low SES	214	227	226	99.55	44.60	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	318	331	330	99.69	39.11	Yes	Yes	✓
White	310	323	322	99.69	38.83	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	45	46	45	97.82	4.54	NA	NA	NA
Low SES	214	227	226	99.55	34.74	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 97.0%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Mountain View Elementary/Middle School failed to achieve adequate yearly progress (AYP) for two consecutive years in the special education (SE) subgroup in reading/language arts, and for the 2008-2009 school year in the SE subgroup in mathematics. Mountain View Elementary/Middle School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. 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 in both mathematics and reading: Grade 3 – 32.65 percent in mathematics and 42.86 percent in reading; Grade 4 – 50.88 percent in mathematics and 57.89 percent in reading; Grade 5 – 46.43 percent in mathematics and 37.50 percent in reading; Grade 6 – 43.40 percent in mathematics and 33.96 percent in reading; Grade 7 – 40.00 percent in mathematics and 38.33 percent in reading; Grade 8 – 37.74 percent in mathematics and 41.51 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 Mountain View Elementary/Middle School performed within the point range (375-324) for full accreditation status.

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

1. Teach21/Acuity.
2. Odyssey.
3. Blueprint for Intervention.

4. Unpacking the New West Virginia 21st Century Content Standards and Objectives (CSOs).
5. Soar to Success.
6. Response to Literature Writing/Writing Rubrics.
7. TechSteps.
8. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs).
9. Writing On-Line Assessment.
10. Lexile Training.
11. WESTEST2 Training.
12. Read Naturally.
13. Title I Mathematics Training.
14. Technology Camp.
15. 3D Reading.
16. Writing Roadmap.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Mountain View Elementary/Middle School achieved adequate yearly progress (AYP) in all subgroups. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance.

## 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)**

At least four teachers could not explain how they were using the West Virginia 21st Century content standards and objectives (CSOs). There was no way to indicate that the curriculum was based on the CSOs through teacher interviews, classroom instruction during Team observation, or through other documentation.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The staff selected a new lesson plan format that showed the West Virginia 21st Century content standards and objectives (CSOs) being addressed in each lesson. A record was kept of the CSOs that had been taught and student mastery is checked by Acuity benchmark tests. Results of the Acuity were regularly reviewed in the professional learning communities (PLC) team meetings and continuous adjustments were made in instruction. Teachers interviewed could readily discuss the CSOs and how they were being used to guide their lesson planning and instruction.

**7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

Eleven teachers were not challenging students with higher level thinking skills. The instruction in those classes relied mostly on basic recall and memorization. Given the low West Virginia Educational Standards Test 2 (WESTEST2) scores, it is imperative that all teachers provide all students high quality instruction and challenge them to use higher level thinking skills.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** Through the professional learning communities (PLCs), teachers planned together to provide high quality instruction. This was done through analysis of data to determine strengths and weaknesses of students and determine effective strategies to address learning. A team of teachers attended the Teacher Leadership Institute (TLI) last summer and came back with many instructional tools which were shared with the faculty. Tools to improve instruction were discussed at PLC meetings and faculty

meetings to provide support. The Team reviewed lesson plans, observed classrooms, and interviewed the principal and teachers and found challenging instruction taking place in classrooms with higher thinking skills being taught.

**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)**

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes, except for Grades 7 and 8. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” Teachers indicated that this lack of hands on instruction was due to a lack of materials. The principal indicated that fiscal resources were available for teachers to purchase necessary materials to deliver the science CSOs at all programmatic levels; however, he stated that very few teachers had requested instructional materials for science.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A little-used science laboratory had been assigned to the elementary teachers. Classes rotated into the laboratory on a scheduled basis. Interviews with teachers found the school was supplying sufficient resources to teach active inquiries, investigations, and hands-on science lessons. Observations of classroom instruction, reviews of lesson plans, and interviews with teachers provided evidence that hands-on science instruction was being provided in all the grades.

**7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Ten teachers did not vary instruction during the Team’s classroom observations. Teacher directed instruction was the predominate instructional strategy in these classes. The instructional strategies in these classes failed to support the integration of 21<sup>st</sup> Century learning skills.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Teachers had been provided training in the 21st Century learning skills and were taught ways to incorporate these learning skills in the classrooms by providing a variety of instructional strategies in each lesson. As the Team visited most classrooms in the school and reviewed teacher lesson plans and interviewed teachers, it was evident teachers were



**varying instructional strategies in their lessons about every ten to fifteen minutes.**

**7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

The Grade 6 science teacher reported that textbooks were not available for each student to have access to one during the class period. The principal said this had not been brought to his attention; otherwise, he would have taken steps to have assured textbooks were provided.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Interviews with science teachers verified that all students had textbooks. The principal assured the Team that all teachers are knowledgeable of the procedure to use to get additional textbooks when needed.

#### **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.**

At least 60 percent of the teachers could not discuss the goals of the school's Five-Year Strategic Plan or how the goals were to be incorporated into their classroom curriculum. The principal verified that the goals were covered thoroughly during several staff meetings and also through memoranda to teachers.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Many teachers were interviewed to see if they were knowledgeable of the goals of the Five-Year Strategic Plan and how the goals were being implemented. The teachers were knowledgeable of the goals and were readily able to discuss the action steps being implemented in their instruction to address the goals.

- 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 Team could not verify that the two counselors were spending at least 75 percent of the work day in a direct counseling relationship with students. The counselors reported that they work with WVEIS, enroll and transfer students, and work with standardized testing.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team interviewed the counselors and reviewed their work log and confirmed at least 75 percent of their day was spent in a direct counseling relationships with students.

- 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)**

Many of the lesson plans were not complete and did not have enough information to teach the entire class period. Most lesson plans had not been checked by the administrator. "Snow Day" was listed on several of the lesson plans, which indicated that these lesson plans had not been prepared in advance.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff has adopted a lesson plan format that works in relation with the school's Edline program. Lesson plans reviewed by the Team were complete and had sufficient information for a substitute teacher to use. Lesson plans were electronically submitted to the principal weekly. The administrators formally reviewed the lesson plans quarterly and reviewed them during the frequent classroom walkthroughs.

## **7.4. Regulatory Agency Reviews**

- 7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy**

**6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Two items from the most recent (12/08/08) West Virginia State Fire Marshal report had not been corrected: 1. Seal penetration in Electrical Room 155 and 2. Install blanks in the HMB electrical panel near the principal's office, Room 155.

**FOLLOW-UP REVIEW**

**COMPLIANCE. The two areas of concern had been corrected.**

**7.6. Personnel**

**7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The Team reported seven teacher licensure issues. These issues ranged from improper certification to coding errors. The following chart shows the licensure issues.

**Mountain View Elementary/Middle, Monroe County- February 4, 2010**

<b>Educator Name</b>	<b>Courses/ Content Teaching</b>	<b>Certification/ Status</b>	<b>Findings</b>	<b>Recommendations</b>
Educator	4809 Title I Reading	Elementary K-6 English 5-9	4809 course code must be taught by a teacher who holds a Reading Specialist endorsement.	Apply for a First-Class/Full-Time Permit for Reading Specialist on Form 1.
Educator	4008 English 8	Expired Certificate English 5-Adult	Teacher must renew teaching certificate.	Applicant applied in September 2009, but was denied in January 2010.
Educator	8017-7 Coltch-SPED 8017-8 Coltch-SPED	Multi-Categorical K-6, 5-Adult Autism K-6, 5-Adult	Course code 8017 requires a 6 <sup>th</sup> position exceptionality.	Correct course code to reflect a T or U in sixth position depending on student(s) in class exceptionality.
Educator	4007-I English 7 8017-3 Coltch-SPED 8017-R Coltch-SPED	Elementary K-6 English 5-9	Courses identified with 6 <sup>th</sup> position exceptionality require that the teacher hold a specific special education endorsement. Also, 8017 course code requires a 6 <sup>th</sup> position exceptionality.	If teaching special education courses, apply for a First-Class/Full-Time Permit in the area(s) of exceptionality. If not teaching special education, correct

	8017-I Coltch- SPED			schedule to reflect actual courses taught. Correct course 8017 that is identified without a sixth position exceptionality.
Educator	8017-4 Coltch- SPED 8017-R Coltch- SPED 8017-I Coltch- SPED 8017-J Coltch- SPED 8017-U Coltch- SPED	Elementary K-6 OFA Multi- categorical K-6	Courses coded 8017 require a sixth position exceptionality. Course coded with a U exceptionality requires Autism.	Apply for a First-Class/Full-Time Permit in autism or complete the Form 1 and request a waiver for college signature. Correct course 8017-4 to reflect an exceptionality.
Educator	8017-1 Coltch- SPED 8017-2 Coltch- SPED 8017-I Coltch- SPED 8017-M Coltch- SPED 8017-R Coltch- SPED 8017-U Coltch- SPED	Elementary K-6	Courses coded 8017 require a sixth position exceptionality. Course coded with a exceptionality requires specific endorsements in the exceptionality.	Apply for a First-Class/Full-Time Permit in Multi-Categorical and autism or complete the Form 1 and request a waiver for college signature for autism only. Correct course 8017-1 and 8017-2 to reflect exceptionalities. If this person is a substitute, the school will need to have the county office request a substitute waiver.
Educator	8017-5 Coltch- SPED	Multi-Subjects SLD BD MI Autism	Courses coded 8017 require a sixth position exceptionality.	Correct course 8017-5 to reflect an exceptionality.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed the assignments and certifications of the cited teachers and found the coding problems had been corrected and teachers had licenses for subjects currently being taught. One of the teachers did not have a valid certificate on file, but the application for the renewal or her special education permit had been submitted to the West Virginia Department of Education, Office of Professional Preparation.

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Two observations were not signed by the principal and one was not signed within the five day time period. Personnel evaluations were not conducted in accordance with W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Personnel evaluations reviewed by the Team were all in compliance with West Virginia Board of Education Policy 5310.

#### **7.7. Safe, Drug-Free, Violence Free, and Disciplined Schools**

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

Students and teachers reported bullying and harassment infractions at the Grades 5-8 levels. They reported that a Respect and Protect program was in place; however, bullying was still problematic. Teachers and students indicated that the principal and assistant principal actively addressed each incident and incidents had decreased from the previous school year (2008-2009).

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The faculty reviewed the Respect and Protect program and discussed it with the students. Faculty members were on duty in areas where students had free time. Student handbooks contained the bullying/harassment policy and the policy was discussed with all students at the beginning of school. The administration and faculty strongly encouraged positive behavior. Expectations/rules were posted throughout the building. Counselors taught lessons on bullying in their visits to

**classrooms. Persons interviewed believe the bullying problems were less this year, and the training and emphasis provided by the staff had helped.**

## **RECOMMENDATIONS**

**7.1.4 Instruction.** While Acuity was being used, teachers stated that it did not align with classroom instruction. The Team recommended that the Acuity testing be aligned closely with classroom instruction to help increase student achievement.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. Acuity was being used in close connection with the classroom curriculum.**

**7.1.12. Multicultural activities.** Teachers could not talk about the Multicultural Plan although a written plan was in place. The Team recommended that staff development be provided on the Multicultural Plan so staff will be informed of its content.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. Professional development on the Multicultural Plan had been implemented.**

## 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 Mountain View Elementary/Middle School in providing a thorough and efficient system of education. Monroe 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 Monroe 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.**

While several issues at the school are presented in this report, the Team found that the new principal had a plan to address the schools' needs and was supported by the teachers. School staff showed overwhelming support and enthusiasm for the changes that the principal had made. The following initiatives had been instituted to change the school climate and increase student achievement.

### **SCHOOL CLIMATE**

Implementation of schoolwide discipline program imparting West Virginia Model for Positive School Climate and the Respect and Protect Program for positive student behavior modification.

- Daily Pledge.
- Consistent reward/consequence format correlating with West Virginia Board of Education and Monroe County School System policies.

### **SCHOOL CULTURE**

Focus on student achievement.

- Assemblies, Student Hall of Fame Display, Trophy Cases, etc.
- Revamping all school wide procedures and policies within West Virginia and Monroe County Schools' policy.

### **CURRICULUM**

Professional Learning Communities.

- Grade level and Professional Learning Communities (PLC) instructional block imparting Related Arts, Special Education, and Title I.
- Vertical PLCs incorporating programmatic planning for student success.
- Data assessment for instructional strategies.

- Classroom, intervention, and enrichment standards-based curriculum.
- West Virginia 21st Century content standards and objectives (CSOs) correlation for instructional strategies.
- Pacing guides, curriculum mapping, and lesson plans.
- Initial Stage of developing overall programmatic approach to PK-8 curriculum.
- Response to Intervention.

#### SAT

- Procedures in place for all areas of student assistance.

#### After-School Program

- Performing Arts program.

#### Professional Development

- Continuous and curriculum focused professional development.

#### **TECHNOLOGY**

- Interactive website.
- Edline and Gradequick.
- Parent Resource, Newsletter, Response to Intervention, Nutrition, Calendar, News, etc.
- Educator's Handbook.
- Lead county in Acuity, Writing Roadmap, and TechSteps.
- Transformation of library into media center.

Mountain View Elementary/Middle School and Monroe County must continue to investigate and implement the initiatives and actively seek assistance from RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education in operating the school and providing high quality, research based staff development.

#### **FOLLOW-UP CONCLUSION**

**The school staff continued the effective practices cited in the initial audit report. A team of eight teachers attended the Teacher Leadership Institute and were leaders in the school in implementing the instructional practices they learned at the institute. The principal and assistant principal have attended the Principals' Leadership Institute. RESA 1 staff provided training in Response to Intervention implementation and teaching Everyday Math. Assistance from the West Virginia Department of Education included help through the School Support System to address the "needs to improve" in the audit report, support with further implementing the Respect and Protect program, 21st Century Website training and training on the Instructional Practices Inventory (IPI) which the school staff is implementing.**



## **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 Mountain View Elementary/Middle 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 recommended that the Monroe County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**The West Virginia Department of Education staff provided assistance and support to the school in revising the Five-Year Strategic Plan to correct the deficiencies shown in the audit report and improve student and school performance.**

## 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.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. AC and DC current, compressed air, ventilation fume hoods, demo table, fire extinguisher, blankets, and emergency showers were not available.

**19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not available.

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

### **FOLLOW-UP CONCLUSION**

The facility resource needs remained the same except for the following.

**19.1.5. Electronic card catalogs, automated circulation capacity and on-line periodical indexes are now available in the library/media and technology center.**

**19.1.11. AC and DC current, fire extinguishers, and blankets are now available in the science facility.**

## **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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

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

**The School Support System was being implemented by the staff at Mountain View Elementary/Middle School, and interviews with staff members indicated the school performance was improving.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
57-204 Mountain View Elementary/Middle	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 Mountain View Elementary/Middle School.