



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOUNTAIN VIEW ELEMENTARY/MIDDLE SCHOOL**

**MONROE COUNTY SCHOOL SYSTEM**

**MARCH 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Mountain View Elementary/Middle School in Monroe County was conducted February 4, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Jacob Green, Assistant Director,  
Office of Institutional Education Programs

West Virginia Department of Education Technology – Mark Moore, Coordinator, Office  
of Instructional Technology

## TEAM MEMBERS

| <b>Name</b>        | <b>Title</b>                  | <b>School/County</b>                             |
|--------------------|-------------------------------|--|
| Frankie H. Appel   | Elementary School Coordinator | Greenbrier County                                |
| Terrence C. Beam   | Elementary School Principal   | Hillsboro Elementary School<br>Pocahontas County |
| Don P. Bower       | Elementary School Principal   | Leon Elementary School<br>Mason County           |
| Adam E. Grygiel    | High School Principal         | Mount View High School<br>McDowell County        |
| Leatha G. Williams | Elementary School Principal   | Rupert Elementary School<br>Greenbrier County    |

### 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

Richard Dunbar, Principal

Grades PK - 08

Enrollment 582 (2<sup>nd</sup> month 2007-08 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                          | 356                     | 379                          | 379           | 100.00             | 79.77              | Yes                     | Yes                     | ✓                     |
| White                        | 349                     | 372                          | 372           | 100.00             | 80.22              | Yes                     | Yes                     | ✓                     |
| Black                        | **                      | **                           | **            | **                 | **                 | **                      | **                      | **                    |
| Hispanic                     | **                      | **                           | **            | **                 | **                 | **                      | **                      | **                    |
| Indian                       | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| Asian                        | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| Low SES                      | 209                     | 219                          | 219           | 100.00             | 76.55              | Yes                     | Yes                     | ✓                     |
| Spec. Ed.                    | 61                      | 65                           | 65            | 100.00             | 44.26              | Yes                     | Safe Harbors            | ✓                     |
| LEP                          | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| <b>Reading/Language Arts</b> |                         |                              |               |                    |                    |                         |                         |                       |
| All                          | 356                     | 379                          | 379           | 100.00             | 82.86              | Yes                     | Yes                     | ✓                     |
| White                        | 349                     | 372                          | 372           | 100.00             | 83.09              | Yes                     | Yes                     | ✓                     |
| Black                        | **                      | **                           | **            | **                 | **                 | **                      | **                      | **                    |
| Hispanic                     | **                      | **                           | **            | **                 | **                 | **                      | **                      | **                    |
| Indian                       | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| Asian                        | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |
| Low SES                      | 209                     | 219                          | 219           | 100.00             | 78.94              | Yes                     | Yes                     | ✓                     |
| Spec. Ed.                    | 61                      | 65                           | 65            | 100.00             | 45.90              | Yes                     | No                      | ✗                     |
| LEP                          | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.6%**

**57 MONROE COUNTY**  
Dr. Lyn Guy, Superintendent  
**204 MOUNTAIN VIEW ELEMENTARY/MIDDLE SCHOOL – Needs Improvement**  
Richard 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                      | X                     |
| 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                      | X                     |
| LEP                          | *                       | *                            | *             | *                  | *                  | *                       | *                       | *                     |

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

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

MOUNTAIN VIEW ELEMENTARY/MIDDLE 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          | 51          | 49       | 51     | 49         | 100.00     | 0.00   | 32.65         | 40.82   | 26.53         | 0.00          | 67.35      |
| 04          | 60          | 57       | 60     | 57         | 100.00     | 5.26   | 45.61         | 22.81   | 24.56         | 1.75          | 49.12      |
| 05          | 56          | 56       | 56     | 56         | 100.00     | 12.50  | 33.93         | 39.29   | 8.93          | 5.36          | 53.57      |
| 06          | 53          | 53       | 53     | 53         | 100.00     | 5.66   | 37.74         | 24.53   | 26.42         | 5.66          | 56.60      |
| 07          | 63          | 61       | 62     | 60         | 98.41      | 10.00  | 30.00         | 50.00   | 6.67          | 3.33          | 60.00      |
| 08          | 54          | 53       | 54     | 53         | 100.00     | 11.32  | 26.42         | 47.17   | 15.09         | 0.00          | 62.26      |

| Reading |             |          |        |            |            |        |               |         |               |               |            |
|---------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| Class   | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 03      | 51          | 49       | 51     | 49         | 100.00     | 6.12   | 36.73         | 53.06   | 4.08          | 0.00          | 57.14      |
| 04      | 60          | 57       | 60     | 57         | 100.00     | 12.28  | 45.61         | 33.33   | 8.77          | 0.00          | 42.11      |
| 05      | 56          | 56       | 56     | 56         | 100.00     | 12.50  | 25.00         | 32.14   | 26.79         | 3.57          | 62.50      |
| 06      | 53          | 53       | 53     | 53         | 100.00     | 1.89   | 32.08         | 35.85   | 28.30         | 1.89          | 66.04      |
| 07      | 63          | 61       | 62     | 60         | 98.41      | 0.00   | 38.33         | 41.67   | 18.33         | 1.67          | 61.67      |
| 08      | 54          | 53       | 54     | 53         | 100.00     | 1.89   | 39.62         | 52.83   | 5.66          | 0.00          | 58.49      |

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

## 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.



## 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.

- 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.

- 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.

**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.

**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.

## **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.

**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.

- 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.

#### **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.

#### **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<br>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<br>English 5-Adult                      | Teacher must renew teaching certificate.   | Applicant applied in September 2009, but was denied in January 2010.  |
| Educator             | 8017-7 Coltch-SPED<br>8017-8 Coltch-SPED   | Multi-Categorical K-6,<br>5-Adult<br>Autism K-6,<br>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<br>8017-3 Coltch-SPED<br>8017-R Coltch-SPED<br>8017-I Coltch-SPED | Elementary K-6<br>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 schedule to reflect actual courses taught. Correct course 8017 that is identified without a sixth position exceptionality. |

| Educator Name | Courses/Content Teaching   | Certification/ Status                           | Findings   | Recommendations   |
|---------------|--|---|--|---|
| Educator      | 8017-4 Coltch-SPED<br>8017-R Coltch-SPED<br>8017-I Coltch-SPED<br>8017-J Coltch-SPED<br>8017-U Coltch-SPED                       | Elementary K-6<br>OFA Multi-<br>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<br>8017-2 Coltch-SPED<br>8017-I Coltch-SPED<br>8017-M Coltch-SPED<br>8017-R Coltch-SPED<br>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<br>SLD<br>BD<br>MI<br>Autism     | Courses coded 8017 require a sixth position exceptionality.  | Correct course 8017-5 to reflect an exceptionality.   |

- 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.

#### **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).

### **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.
- 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.

## 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.



### **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.

## 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.

### **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.**

## Education Performance Audit Summary

The Team identified 12 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.8. Instructional materials.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.4.1. Regulatory agency reviews.
- 7.6.2. Licensure.
- 7.6.3. Evaluation.
- 7.7.2. Policy implementation.

The Team presented two recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Mountain View Elementary/Middle School's Education Performance Audit was limited in scope to 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 Mountain View Elementary/Middle 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 Mountain View Elementary/Middle School and Monroe County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.