



**Office of Education  
Performance Audits**

**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**TUNNELTON-DENVER ELEMENTARY SCHOOL**

**PRESTON COUNTY SCHOOL SYSTEM**

**NOVEMBER 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Tunnelton-Denver Elementary School in Preston County was conducted August 22, 2012. The review was conducted at the specific direction of the West Virginia Board of Education.

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 due to the beginning of the 2012-2013 school term.

## EDUCATION PERFORMANCE AUDIT TEAM

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

### TEAM MEMBERS

Name	Title	School/County
Sandra K. DeVault	Director of Elementary and Middle Education	Monongalia County Schools
Nancy Napolillo	Director of Technology and Secondary Education	Monongalia County Schools

**SCHOOL PERFORMANCE**

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

**70 PRESTON COUNTY**

Dr. Larry E. Parsons, Superintendent

**206 TUNNELTON-DENVER ELEMENTARY SCHOOL – Needs Improvement**

Don Post, Principal

Grades PK – 05; Enrollment 204 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	78	85	85	100.00	33.33	Yes	No	X
White	77	84	84	100.00	33.76	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	21.73	NA	NA	NA
Low SES	44	50	50	100.00	31.81	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	78	85	85	100.00	32.05	Yes	Safe Harbors	✓
White	77	84	84	100.00	32.46	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	8.69	NA	NA	NA
Low SES	44	50	50	100.00	29.54	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.7%**

**70 PRESTON COUNTY**  
 Dr. Larry E. Parsons, Superintendent  
**206 TUNNELTON-DENVER ELEMENTARY SCHOOL – Needs Improvement**  
 Don Post, Principal  
 Grades PK – 05; Enrollment 182 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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	81	85	85	100.00	34.56	Yes	No	<b>X</b>
White	80	84	84	100.00	35.00	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	24	24	100.00	26.08	NA	NA	NA
Low SES	55	58	58	100.00	30.90	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	81	85	85	100.00	18.51	Yes	No	<b>X</b>
White	80	84	84	100.00	18.75	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	24	24	100.00	8.69	NA	NA	NA
Low SES	55	58	58	100.00	14.54	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.4%**

## TUNNELTON-DENVER ELEMENTARY SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	29	28	29	28	100.00	28.57	42.86	17.86	10.71	0.00	28.57
04	40	39	40	39	100.00	33.33	25.64	23.08	15.38	2.56	41.03
05	16	14	16	14	100.00	42.86	28.57	14.29	14.29	0.00	28.57

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	29	28	29	28	100.00	67.86	21.43	7.14	0.00	3.57	10.71
04	40	39	40	39	100.00	43.59	28.21	20.51	7.69	0.00	28.21
05	16	14	16	14	100.00	64.29	28.57	0.00	7.14	0.00	7.14

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### 5.1.1. Achievement.

Tunnelton-Denver Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics for two consecutive years. Tunnelton-Denver Elementary School failed to achieve AYP in the AS, the W, the economically disadvantaged (SES) subgroup in reading/language arts, and the SES subgroup in mathematics for the 2011-2012 school year. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are shown below.

#### Mathematics

AS (+1.23 percent)  
W (+1.24 percent)  
SES (-0.91 percent)

#### Reading/Language Arts

AS (-13.54 percent)  
W (-13.71 percent)  
SES (-15.00 percent)

Overall achievement in all grades was lacking. Less than 30 percent of students were proficient in mathematics and reading/language arts, except for Grade 4 mathematics where 41.03 percent were proficient. Grade 5 reading scores were dismally low with 7.41 percent of the students proficient.

**EDUCATION PERFORMANCE AUDIT**  
**HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

**7.6. Personnel**

**7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

Four new teachers were employed at Tunnelton-Denver Elementary School. These teachers did not have a mentor assigned; however, the mentor selection process was in progress.

**RECOMMENDATION**

**7.2.1. County and School electronic strategic improvement plans.** While the principal could articulate the revisions to the schools 2012-2013 Five-Year Strategic Plan, teachers were generally unaware of these revisions. The due date for these revisions has not arrived and the Team believed that the revisions would be in place and known by the staff before this date.



## 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 Tunnelton-Denver Elementary School in providing a thorough and efficient system of education. Preston 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 Preston 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.**

Student achievement declines in reading/language arts were alarming. Overall student achievement was deficient and programs and practices must be put into place immediately to increase student achievement. The Preston County Central Office must monitor the progress at the school and provide any and all assistance needed. Minimal staff development was reported for the school. RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be instrumental in bringing about changes to ensure greater student achievement.

### **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 Tunnelton-Denver 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.**

Capacity building needs to be developed for educators at the school. Student achievement was dismal and this trend must be reversed. Continual and sustained staff development in the areas of instruction, instructional strategies, high expectations, data analysis, and the Five-Year Strategic Plan must be implemented and this implementation must be reviewed by the Preston County Central Office.

### **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.**

Low levels of student performance will continue unless continuous and sustained interventions are implemented.