

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRINCETON PRIMARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Princeton Primary School in Mercer County on May 10, 2005.

A Follow-up Education Performance Audit of Princeton Primary School in Mercer County was conducted March 7, 2006. 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
2003-2004**

This section presents the assessment data and the Education Performance Audit Team's findings.

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
245 PRINCETON PRIMARY SCHOOL
Jo Anna Fredeking, Principal
Grades K - 02
Enrollment 553

INFORMAL MATH ASSESSMENT DATA
2003-2004

	Partial Mastery	Mastery	Above Mastery
	Number of Students	Number of Students	Number of Students
Kindergarten	0	141	34
Grade 1	9	107	43
Grade 2	56	58	43
Special Education	*	13	*

* - Less than 10.

INFORMAL READING ASSESSMENT DATA
2003-2004

COMPREHENSION

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	49	93	19	14
Grade 1	57	61	10	*

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Grade 1	105	13	15	*
Grade 2	140	10	21	*

* - Less than 10.

FLUENCY

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Kindergarten	55	59	24	11
Grade 1	53	70	14	*
Grade 2	58	74	*	*

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Kindergarten	99	15	32	*
Grade 1	108	15	19	*
Grade 2	123	*	18	*

* - Less than 10.

Passed

Attendance Rate = 96.9%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
72.18%	2003-04
70.29%	2002-03
71.18%	2001-02

**SCHOOL PERFORMANCE
2004-2005**

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
245 PRINCETON PRIMARY SCHOOL
Steve Bailey, Principal
Grades K - 02
Enrollment 555

INFORMAL MATH ASSESSMENT DATA
2004-2005

	Partial Mastery	Mastery	Above Mastery
	Number of Students	Number of Students	Number of Students
Kindergarten	20	145	*
Grade 1	35	102	21
Grade 2	45	59	64
Special Education	16	*	*

* - Less than 10.

INFORMAL READING ASSESSMENT DATA
2004-2005

COMPREHENSION

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	62	59	18	18
Grade 1	50	62	24	17

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Grade 1	102	*	35	*
Grade 2	118	17	27	*

* - Less than 10.

FLUENCY

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Kindergarten	65	74	14	*
Grade 1	43	51	33	31
Grade 2	63	73	20	13

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Kindergarten	123	16	16	*
Grade 1	87	*	47	*
Grade 2	120	18	26	*

* - Less than 10.

Passed

Attendance Rate = 92.9%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
	2004-05
72.18%	2003-04
70.29%	2002-03

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

The Team calculated instructional minutes from teachers' daily schedules and found that several classes did not have the minimum 315 minutes. The Team also observed varying starting and ending times throughout the daily schedules.

FOLLOW-UP REVIEW

COMPLIANCE. All classes had the required number of instructional minutes.

6.2. Student and School Performance

- 6.2.3. 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)**

The Team found that 27 out of 36 lesson plans were not thorough enough to be followed by a substitute teacher. It is important that instruction be continuous and sequential and a substitute teacher be able to continue the excellent lessons and instruction of the classroom teacher.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teachers' lesson plans and found them to be detailed, organized, and could be followed by a substitute teacher.

RECOMMENDATIONS

6.1.7. Library/educational technology access and technology application. The Team noticed that technology was being utilized throughout the day at an acceptable level. The Team also noted that several computers were in disrepair. The technology lessons were not correlated with classroom instruction. The Team recommended that the computers be repaired in a timely fashion and the technology lessons be correlated with classroom instruction and the Content Standards and Objectives (CSOs).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Interviews with the principal and teachers indicated that computers were being repaired in a timely manner. The Team observed students utilizing the computers with instruction software that was correlated to their classroom lessons.

6.1.12. Multicultural activities. The Grade 2 class had a strong multicultural program and support from the guidance counselor with character education; however, Kindergarten and Grade 1 classes seemed disconnected from these programs. The Team recommended that a schoolwide program be implemented that provides multicultural instruction and character education more uniformly. The school should explore efficient and effective use of the guidance counselor at all grade levels that is evident at Grade 2.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A countywide Multicultural Plan had been approved by the Mercer County Board of Education.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Princeton Primary School and Mercer County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

The Team determined that the identified deficiencies had been corrected.

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.

17.1. 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 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.

17.1.5. Library/media and technology center. The library/resource/media center did not have newspapers for student use. (Did not affect student learning).

17.1.10. Specialized instructional areas. The physical education facilities did not have forced ventilation.

17.1.14. Food service. A teachers' dining area of adequate size was not provided and a chalkboard and bulletin board were not available.

17.1.15. Health service units. The health services unit did not have curtained or small rooms with cots, a bulletin board, and a refrigerator with locked storage.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the July 2005 Draft Report.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
51-245 Princeton Primary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Mercer County School System and continue the Full Accreditation status of Princeton Primary School.