



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

POINT PLEASANT PRIMARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

JANUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Point Pleasant Primary School in Mason County was conducted on December 11, 2008. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader – Rick D. Deem, Coordinator,
RESA V

TEAM MEMBERS

Name	Title	School/County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Stephen Higgins	Elementary School Principal	White Hall Elementary School Marion County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County

SCHOOL PERFORMANCE

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

49 MASON COUNTY

Dr. Larry E. Parsons, Superintendent

217 POINT PLEASANT PRIMARY SCHOOL

Tim Click, Principal

Grades PK - 02

Enrollment 422 (2nd month 2007-2008 enrollment report)

DIBELS SCORES

Beginning of Year Benchmark Scores 2008-2009			
	Benchmark	Strategic	Intensive
K	39%	38%	23%
1	88%	8%	4%
2	74%	13%	13%
Total School	68%	19%	13%

End of Year Benchmark Scores 2007-2008			
	Benchmark	Strategic	Intensive
K	89%	6%	5%
1	75%	20%	6%
2	72%	14%	15%
Total School	78%	13%	8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

**WESTEST RESULTS FOR FEEDER SCHOOL
POINT PLEASANT INTERMEDIATE 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	99	93	99	93	100.00	4.30	18.28	43.01	27.96	6.45	77.42

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	99	93	99	93	100.00	4.30	18.28	46.24	27.96	3.23	77.42

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

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

1. 3D Reading Training.
2. Technology Integration: Harcourt CD and Smartboards.
3. Blueprint for Intervention.
4. DIBELS.
5. Blueprint for Reading.
6. West Virginia Department of Education Reading First Conference.
7. Differentiated Reading Instruction.
8. Book Study: RLA Worksheets Won't Grow Dendrites.
9. West Virginia Department of Education Strategic Plan for Reading First.
10. Ashlock Training.
11. National Reading First Conference.
12. Thinkfinity.
13. Vocabulary and Comprehension Study.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Point Pleasant Primary School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.3. Learning environment.** The student body exhibited excellent behavior and impeccable manners throughout the Team's visit.

The building was clean and educationally stimulating. Decorations that emphasized student work were displayed throughout the building. A great deal of attention to the building was evident and supported student pride and enthusiasm.

A paid parent served onsite as a resource person who coordinated the school's parent volunteers and directed parent events. This provided excellent and coordinated school support.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Little evidence was shown that technology was being used at the school. The Team observed minimal numbers of computers on and being used throughout the day of the Education Performance Audit. Additionally, a computer laboratory was not available for student use.

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

There was no evidence that health instruction was connected to the Content Standards and Objectives (CSOs).

7.2. Student and School Performance

- 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 guidance counselor was meeting with students only 50 percent of the time. When asked why the level of student contact was less than 75 percent, the counselor stated that he works a great deal with the Student Assistance Team (SAT) and the paperwork took a great deal of time.

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)**

The doors to the student rest rooms were propped open and the urinals in the boys' rest rooms were visible from the hallway. The reason given for this was so teachers could monitor student discipline in the rest rooms. The Team recommended that other means of management be implemented as this method was intrusive and had the potential for forms of harassment.

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 Point Pleasant Primary School in providing a thorough and efficient system of education. Mason 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 Mason 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.

Programs and practices that lead to a greater emphasis on technology integration needed to be implemented at the school. Students must be exposed to 21st Century technology to a higher extent.

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 Point Pleasant Primary School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Point Pleasant Primary School and Mason County have the capacity to correct the identified deficiencies.

The Team recommended that the Mason County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent’s Center for 21st Century Schools at 304-558-7010 ext. 53319 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 five acres plus one acre for each 100 students over 240. Sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility was not provided.
- 19.1.10. Specialized instructional areas.** Dedicated art or music facilities were not available and these classes were taught in the individual general education classrooms. Therefore, the materials for these areas were not provided. The physical education facilities did not have forced ventilation, provisions for two or more teaching stations, a display case, seating, electrical outlets, recording devices, or a ceiling height of 24 feet.

- 19.1.14. Food service.** A teachers' dining area of adequate size and a toilet were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. A bulletin board, toilet, scales, medicine chest, and refrigerator with locked storage were 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.

None identified.

Education Performance Audit Summary

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

They include the following:

- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.2.2. Counseling services.
- 7.7.2. Policy implementation.

The Team submits this draft report to guide Point Pleasant Primary School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

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 Point Pleasant Primary School and Mason 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.