



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MCNINCH PRIMARY SCHOOL**

**MARSHALL COUNTY SCHOOL SYSTEM**

**JANUARY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>5</b>
<b>Education Performance Audit.....</b>	<b>6</b>
<b>High Quality Standards .....</b>	<b>6</b>
<b>Indicators of Efficiency .....</b>	<b>8</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>8</b>
<b>Identification of Resource Needs .....</b>	<b>9</b>
<b>Early Detection and Intervention .....</b>	<b>10</b>
<b>Education Performance Audit Summary .....</b>	<b>10</b>

## INTRODUCTION

An announced Education Performance Audit of McNinch Primary School in Marshall County was conducted on November 18, 2010. 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 – Dr. Beth Cipoletti, Assistant Director, Office of Assessment and Accountability

West Virginia Department of Education Team Leader and Technology – Bodie Fulford, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Dora L. Stutler	Elementary School Principal	Norwood Elementary School Harrison County

## SCHOOL PERFORMANCE

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

### 48 MARSHALL COUNTY

Alfred N. Renzella, Superintendent

### 207 MCNINCH PRIMARY SCHOOL

Jane Duffy, Principal

Grades PK - 02

Enrollment 421 (2<sup>nd</sup> month 2009-2010 enrollment report)

## DIBELS RESULTS

### Grade K

Year	Grade	LNF (Letter Naming Fluency)			ISF (Initial Sound Fluency)	
		Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 1	Benchmark 2
2008 - 2009	K	61% Low Risk 17% Some Risk 22% At Risk	55% Low Risk 24% Some Risk 21% At Risk	56% Low Risk 22% SomeRisk 22% At Risk	58% Low Risk 26% Some Risk 16% At Risk	44% Low Risk 42% Some Risk 14% At Risk
2009 - 2010	K	52% Low Risk 25% Some Risk 23% At Risk	58% Low Risk 23% Some Risk 19% At Risk	64% Low Risk 18% SomeRisk 18% At Risk	57% Low Risk 20% Some Risk 2 3% At Risk	35% Low Risk 54% Some Risk 11% At Risk

Year	Grade	PSF (Phoneme Segmentation Fluency)		NWF (Nonsense Word Fluency)	
		Benchmark 2	Benchmark 3	Benchmark 2	Benchmark 3
2008 - 2009	K	46% Low Risk 28% SomeRisk 26% At Risk	43% Low Risk 47% SomeRisk 10% At Risk	54% Low Risk 21% Some Risk 25% At Risk	47% Low Risk 30% SomeRisk 23% At Risk
2009 - 2010	K	40% Low Risk 38% SomeRisk 22% At Risk	50% Low Risk 38% SomeRisk 12% At Risk	53% Low Risk 27% Some Risk 20% At Risk	44% Low Risk 31% SomeRisk 25% At Risk

### Grade 1

Year	Grade	LNF (Letter Naming Fluency)	PSF (Phoneme Segmentation Fluency)		
		Benchmark 1	Benchmark 1	Benchmark 2	Benchmark 3
2008 - 2009	1	58% Low Risk 35% Some Risk 7% At Risk	42% Low Risk 50% Some Risk 8% At Risk	90% Low Risk 10% Some Risk 0% At Risk	71% Low Risk 29% Some Risk 0% At Risk
2009 - 2010	1	58% Low Risk 24% Some Risk 18% At Risk	37% Low Risk 49% Some Risk 14% At Risk	85% Low Risk 14% SomeRisk 1% At Risk	73% Low Risk 27% SomeRisk 0% At Risk

Year	Grade	NWF (Nonsense Word Fluency)		
		Benchmark 1	Benchmark 2	Benchmark 3
2008 - 2009	1	Benchmark 1	Benchmark 2	Benchmark 3
		44% Low Risk 40% Some Risk 16% At Risk	36% Low Risk 57% Some Risk 0% At Risk	56% Low Risk 44% Some Risk 21% At Risk
2009 - 2010	1	48% Low Risk 29% SomeRisk 23% At Risk	49% Low Risk 43% SomeRisk 8% At Risk	62% Low Risk 33% SomeRisk 5% At Risk

Year	Grade	ORF (Oral Reading Fluency)		RTF (Retell Fluency)	
		Benchmark 2	Benchmark 3	Benchmark 2	Benchmark 3
2008 - 2009	1	Benchmark 2	Benchmark 3	Benchmark 2	Benchmark 3
		38% Low Risk 52% Some Risk 10% At Risk	48% Low Risk 41% SomeRisk 11% At Risk	34% LowRisk 51% Some Risk 15% At Risk	57% Low Risk 36% Some Risk 7% At Risk
2009 - 2010	1	56% Low Risk 31% Some Risk 13% At Risk	52% Low Risk 30% SomeRisk 18% At Risk	47% LowRisk 50% Some Risk 3% At Risk	15% Low Risk 60% Some Risk 25% At Risk

## Grade 2

Year	Grade	NWF (Nonsense Word Fluency)	ORF (Oral Reading Fluency)		
			Benchmark 1	Benchmark 2	Benchmark 3
2008 - 2009	2	Benchmark 1	Benchmark 1	Benchmark 2	Benchmark 3
		44% Low Risk 40% Some Risk 16% At Risk	46% Low Risk 25% Some Risk 29% At Risk	56% Low Risk 21% Some Risk 23% At Risk	40% Low Risk 23% Some Risk 27% At Risk
2009 - 2010	2	41% Low Risk 45% Some Risk 14% At Risk	29% Low Risk 40% Some Risk 31% At Risk	49% Low Risk 18% Some Risk 33% At Risk	33% Low Risk 28% SomeRisk 39% At Risk

Year	Grade	RTF (Retell Fluency)		
		Benchmark 1	Benchmark 2	Benchmark 3
2008 - 2009	2	Benchmark 1	Benchmark 2	Benchmark 3
		54% Low Risk 36% Some Risk 10% At Risk	26% Low Risk 62% Some Risk 12% At Risk	42% Low Risk 52% Some Risk 6% At Risk
2009 - 2010	2	25% Low Risk 63% Some Risk 12% At Risk	25% Low Risk 63% Some Risk 12% At Risk	31% Low Risk 56% SomeRisk 13% At Risk

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

1. Gross Motor Skills.
2. DIBELS.
3. Everyday Mathematics.
4. SAT Referral Process.
5. Response to Intervention Boxes.
6. TechSteps.
7. Pre-K Symposium.
8. Whiteboard Training.
9. "New Directions for Effective Family & Community Involvement Programs for Student Success".
10. Bullying Prevention.
11. "Setting Up Classrooms Routines That Really Work for Kindergarten".
12. Learning Centers.
13. "Building Successful Partnerships" and "Creating Parent and Family Involvement".
14. Health Issues.

DIBELS (reading) benchmark results showed the following for the 2009-2010 school year.

- Kindergarten The percentage of students at risk decreased on all reading areas except Nonsense Word Fluency which increased from 20 percent on the mid-year Benchmark 2 to 25 percent on the final Benchmark 3.
- Grade 1 The percentage of students at risk decreased on all reading areas except Oral Reading Fluency which increased from 13 percent on the mid-year Benchmark 2 to 18 percent on the final Benchmark 3 and Retell Fluency which increased from 3 percent on Benchmark 2 to 25 percent on Benchmark 3.
- Grade 2 The percentage of students at risk increased in Oral Reading Fluency from 31 percent on the Benchmark 1 to 39 percent on Benchmark 3. The percentage of students at risk on the Retell Fluency increased slightly from 12 percent on the Benchmark 1 to 13 percent on the Benchmark 3.

The school did not administer a mathematics assessment for the 2009-2010 school year.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

- 7.1.13. 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 minimum 315 instructional minutes was not provided on Wednesdays. Marshall County Schools held Professional Learning Communities for one hour each Wednesday morning countywide. This resulted in 60 instructional minutes lost each week.

The Team found that the school had an inordinate amount of movies and parties. This combined with the hour lost weekly was detrimental to the educational process and did not maximize instructional time.

##### 7.2. Student and School Performance

- 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)

At least half of the lesson plans could not be followed by a substitute teacher. These plans failed to include enough material and information to instruct the classes. Three teachers had lesson plans generated by the mathematics textbook company. In these classes the textbook was guiding the curriculum rather than the students' needs as based on data. The principal signed these lesson plans and comments were overall positive with no feedback to the teachers to improve instruction.

##### 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)

An AIDS Education Policy was not in place at the school.

## RECOMMENDATIONS

**7.1.2. High expectations.** Individualized Education Programs (IEPs) were inside lesson plan books of the two pre-kindergarten special needs classes. One of these teachers had one IEP on the desk in preparation of a parent meeting later in the day. The Team recommended that the IEPs be kept in a secured location.

The Team also recommended that McNinch Primary School administer mathematics assessments to determine students' mastery of the mathematics West Virginia 21st Century content standards and objectives (CSOs).

**7.1.7. Library/educational technology access and technology application.** The school did not have a computer laboratory sign-in sheet to document laboratory usage. The Team recommended that a sign-in sheet that includes the number of students actually using the laboratory be developed and 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 McNinch Primary School in providing a thorough and efficient system of education. Marshall 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 Marshall 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.**

The principal must ensure that all lesson plans include enough information so that a substitute teacher could follow the lesson plans.

## 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 McNinch 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 believed that the principal possessed the capacity to correct the deficiencies found at the school.

## 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.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Computer work stations and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facilities did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have music chairs with folding arms, a podium, or acoustical treatment.
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** A bulletin board 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.**

Student progress in mathematics will need to be monitored to ensure instruction is based on student mastery of skills instead of the textbook being the single determinant of instruction.

## **Education Performance Audit Summary**

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

They include the following:

- 7.1.13. Instructional day.
- 7.2.3. Lesson plans and principal feedback.
- 7.7.2. Policy implementation.

The Team presented two recommendations (7.1.2. High expectations and 7.1.7. Library/educational technology access and technology application), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

McNinch Primary 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 McNinch Primary 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 McNinch Primary School and Marshall 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.