



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ASHTON ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Ashton Elementary School in Mason County was conducted October 27, 2010.

A Follow-up Education Performance Audit of Ashton Elementary School was conducted December 6, 2011. The purpose of the follow-up review 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

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

49 MASON COUNTY

Dr. William Capehart, Superintendent

216 ASHTON ELEMENTARY SCHOOL – Passed

Alesia Green, Principal

Grades PK - 06

Enrollment 429 (2nd month 2008-2009 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
Mathematics								
All	192	205	205	100.00	54.68	Yes	Confidence Interval	✓
White	192	205	205	100.00	54.68	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	32	38	38	100.00	50.00	NA	NA	NA
Low SES	120	130	130	100.00	46.66	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	192	205	205	100.00	52.60	Yes	Confidence Interval	✓
White	192	205	205	100.00	52.60	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	32	38	38	100.00	18.75	NA	NA	NA
Low SES	120	130	130	100.00	44.16	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.1%

49 MASON COUNTY
Suzanne Dickens, Superintendent
216 ASHTON ELEMENTARY SCHOOL – Passed
Alesia Green, Principal
Grades PK - 06
Enrollment 420 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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
Mathematics								
All	197	215	215	100.00	42.63	Yes	Yes	✓
White	197	214	214	100.00	42.63	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	35	100.00	16.12	NA	NA	NA
Low SES	110	121	121	100.00	31.81	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	197	215	215	100.00	33.50	Yes	Yes	✓
White	197	214	214	100.00	33.50	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	35	100.00	16.12	NA	NA	NA
Low SES	110	121	121	100.00	27.27	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.2%

49 MASON COUNTY
Suzanne Dickens, Superintendent
216 ASHTON ELEMENTARY SCHOOL – Needs Improvement

Alesia Green, Principal
Grades PK - 06
Enrollment 444 (2nd 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
Mathematics								
All	213	220	218	99.09	38.20	Yes	No	X
White	213	220	218	99.09	38.20	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	37	37	100.00	20.00	NA	NA	NA
Low SES	136	140	138	98.57	34.07	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	213	220	218	99.09	32.54	Yes	No	X
White	213	220	218	99.09	32.54	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	37	37	100.00	17.14	NA	NA	NA
Low SES	136	140	138	98.57	25.18	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Ashton Elementary School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. All subgroups declined in percent proficient in both subjects. 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 and novice in both mathematics and reading: Grade 3 – 52.17 percent in mathematics and 60.87 percent in reading; Grade 4 – 66.04 percent in mathematics and 77.36 percent in reading; Grade 5 – 47.92 percent in mathematics and 54.17 percent in reading; Grade 6 – 62.00 percent in mathematics and 72 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Effective Practices – Expectations/Procedures.
2. Odyssey.
3. Acuity.
4. TechSteps.
5. Deconstruction of the West Virginia 21st Century Content Standards and Objectives (CSOs).
6. Depth of Knowledge.
7. Writing Roadmap.
8. Test Analysis.
9. Professional Learning Communities.
10. Mission, Vision, Value.
11. Geek Week – Technology Training.
12. Ten Things You Need to Know About Kids.

FOLLOW-UP REVIEW

MET STANDARD. Ashton Elementary School failed to achieve adequate yearly progress for the 1st year in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts. Student achievement declined in all areas except for the special education (SE) and the SES subgroups in mathematics and in the SE subgroup in reading/language arts. The principal provided high quality staff development for teachers and was monitoring the implementation of the staff development.

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)**

One Kindergarten teacher was not using the West Virginia 21st Century content standards and objectives (CSOs) appropriately. The teacher could not explain how the CSOs were to be directing instruction and the Team did not see a method of verifying the CSOs were being covered. This teacher was out of the classroom for 15 minutes while the Team was observing the class. During this time one student hit another student on the head and the Team member conducting the observation intervened to stop the altercation. The Team observed other classroom discipline issues during this time.

FOLLOW-UP REVIEW

COMPLIANCE. This teacher was no longer at the school. The principal was monitoring the implementation of the West Virginia 21st Century content standards and objectives (CSOs) buildingwide.

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.**

Approximately 20 percent of the teachers could not articulate the goals and action steps of the school's Five-Year Strategic Plan or how they were to be used to guide improved school and student performance.

FOLLOW-UP REVIEW

COMPLIANCE. All staff could discuss the goals and action steps of the school's Five-Year Strategic Plan and the various activities occurring in their classrooms to achieve these goals.

- 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 indicated that she was not spending 75 percent of the work day in a student counseling relationship. The counselor reported that paperwork and other duties consumed more than 25 percent of the work day.

FOLLOW-UP REVIEW

COMPLIANCE. The guidance counselor was now working with students at least 75-80 percent of the time. The counselor has no duties and the school has an additional secretary that takes care of a major portion of the paperwork.

RECOMMENDATION

- 7.1.7. Library/educational technology access and technology application.** A computer laboratory log was not available to indicate laboratory usage. The Team recommended that a computer laboratory log be developed to verify how often students use the laboratory.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A thorough and complete computer laboratory log was in place that clearly showed the laboratory usage.

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 Ashton Elementary 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.

The school's Five-Year Strategic Plan must address the performance measures below standard and provide the action steps for classroom curriculum delivery. The principal must ensure that the goals and action steps of the plan are a cornerstone of the school's improvement strategies.

The principal had initiated extensive WESTEST2 data analysis and aligned the West Virginia 21st Century content standards and objectives (CSOs) to the weak areas. Professional Learning Community (PLC) weekly meetings were held to analyze data. The Team observed high quality instruction and all students were on-task. Efficient and effective implementation of the Five-Year Strategic Plan will provide a sound connection for the initiatives.

FOLLOW-UP CONCLUSION

The goals and action steps of the school's Five-Year Strategic Plan were driving the classroom curriculum delivery. Students were kept on task with high quality instruction and the principal was monitoring the activities in the building and the implementation of the 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 Ashton 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.**

Through teacher and principal interviews and classroom observations the Team determined that the school has the capacity to increase student achievement. It is imperative that all staff continue to challenge students with high quality, research-based instruction and utilize student data and the goals and action steps of the school's Five-Year Strategic Plan to guide student and school improvement.

FOLLOW-UP CONCLUSION

Although the school had corrected the deficiencies found in the original Education Performance Audit, overall student achievement had declined. The school is strongly recommended to continue investigating programs and procedure to increase student achievement. Assistance must be sought from the Mason County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

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.

- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not provided.
- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms; therefore, the equipment/materials on the facilities checklist were not available. The physical education facilities did not have a data projector or 50 inch screen monitor or provisions for two or more teaching stations.

19.1.11. Grades 6-12 science facilities. All science classrooms did not have adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and materials were not available: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, adequate laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, main gas shut-off, and adequate storage.

FOLLOW-UP CONCLUSION

19.1.3. Communication technology was provided.

19.1.10. The physical education facility had a data projector with a 50 inch screen monitor and provisions for two or more teaching stations.

19.1.11. The science facilities had a sink, hot and cold water, AC and DC current, a first aid kit, and main gas shut-off.

All other facility resource needs remained as previously identified.

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's Five-Year Strategic Plan must be the cornerstone of the school and the goals and action steps must drive the improvement efforts buildingwide. The Team noted that corrective actions and staff development appeared to be effective. The Team recommended that the principal continue to monitor implementation of the staff development and the data analysis to ensure that the needs of all students are being met.

FOLLOW-UP TEAM SUMMARY

The goals and action steps were well known by the staff and all students were kept on task. The principal was monitoring all aspects of the building and high quality staff development was in place.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-216 Ashton Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Ashton Elementary School.