



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ASHTON ELEMENTARY SCHOOL

MASON COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ashton Elementary School in Mason County was conducted October 27, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to conduct a performance audit in each school as part of a systemwide education performance audit.

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 concentrated on the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – John Ford, Coordinator, Office of Title I

West Virginia Department of Education Team Leader and Technology – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
David W. Decker	Elementary School Teacher	Lumberport Elementary School Harrison County
Michael F. DeRose	Elementary School Principal	Kanawha Elementary School Wood County
William Scott Donohew	Primary School Principal	Franklin Primary School Brooke County
Gary Hough	Transportation Director	Fayette County Schools

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%

ASHTON ELEMENTARY 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	49	46	49	46	100.00	23.91	28.26	26.09	19.57	2.17	47.83
04	59	53	59	53	100.00	39.62	26.42	20.75	11.32	1.89	33.96
05	55	48	55	48	100.00	18.75	29.17	39.58	12.50	0.00	52.08
06	52	50	52	50	100.00	40.00	22.00	28.00	8.00	2.00	38.00

Reading

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	49	46	49	46	100.00	36.96	23.91	17.39	19.57	2.17	39.13
04	59	53	59	53	100.00	49.06	28.30	13.21	9.43	0.00	22.64
05	55	48	55	48	100.00	33.33	20.83	18.75	20.83	6.25	45.83
06	52	50	52	50	100.00	30.00	42.00	18.00	10.00	0.00	28.00

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

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.5.1. Parents and the community are provided information.** The Team commended the extensive parental involvement with the school. The principal and staff indicated that the school encourages the parents and community to be involved in the school and related numerous examples of parent involvement.

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.

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.

- 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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.

The Team presented one commendation and one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Ashton Elementary School's Education Performance Audit concentrated on 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 Ashton Elementary 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 Ashton Elementary 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.