



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
POINT PLEASANT PRIMARY SCHOOL
MASON COUNTY SCHOOL SYSTEM**

AUGUST 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Point Pleasant Primary School in Mason County was conducted December 11, 2008.

A Follow-up Education Performance Audit of Point Pleasant Primary School in Mason County was conducted April 27, 2010. 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

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

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%

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%

FOLLOW-UP REVIEW

DIBELS SCORES RECAP

End of Year Benchmark Scores 2008-2009			
	Benchmark	Strategic	Intensive
K	83%	10%	7%
1	83%	11%	6%
2	73%	10%	17%
Total School	80%	10%	10%

Beginning of Year Benchmark Scores 2009-2010			
	Benchmark	Strategic	Intensive
K	41%	42%	17%
1	90%	9%	1%
2	56%	29%	15%
Total School	59%	29%	12%

Middle of Year Benchmark Scores 2009-2010			
	Benchmark	Strategic	Intensive
K	69%	21%	10%
1	81%	14%	5%
2	70%	16%	14%
Total School	73%	17%	10%

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 2007-2008

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
 * - Less than 10 Cell Size

Adequate Yearly Progress (AYP) Information by Class 2008-2009

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	106	100	106	100	100.00	*	50.00	23.00	20.00	*	49.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	106	100	106	100	100.00	*	38.00	47.00	10.00	*	57.00

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation
 * - Less than 10 Cell Size

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 Whiteboards.
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.

FOLLOW-UP REVIEW

There was not a significant difference in the percent of students who scored at Benchmark, Strategic, and Intensive on the DIBELS assessment in mid-year in 2008-2009 and mid-year in 2009-2010.

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

1. **Training on Google Webtops and the 21st Century West Virginia Department of Education Website.**
2. **Training and Learning Initiative (TLI) Team Members Attended 21st Century Learning Centered Webinars.**
3. **Training on Benchmarking with Odyssey Program.**
4. **Integrating Technology into Instruction.**
5. **21st Century Teaching and Learning Module.**
6. **Training on Classroom Performance System Databases, Student Responders, Game Templates, and Photostory.**
7. **Training in Using the Intelliboard.**
8. **Thinkfinity.**
9. **"Geek Week" Technology Training.**
10. **Response to Intervention (RTI) Training.**
11. **Five-Year Strategic Plan.**
12. **Mathematics Workshop.**

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.

FOLLOW-UP REVIEW

COMPLIANCE. The school had ordered and received a new 25-station mobile computer laboratory which was being installed when the Team was at the school. Additional new computers had been added in classrooms to bring the total number of computers in each classroom to three or four. The Team visited several classrooms to observe instruction and witnessed computers being used in all classrooms. Interviews with teachers confirmed that they were excited about the new computers and the new whiteboards and projectors that had been placed in the classrooms and were using them in their instruction. Some teachers indicated they were anxious to get the new mobile computer laboratory in operation.

- 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).

FOLLOW-UP REVIEW

COMPLIANCE.

The West Virginia 21st Century content standards and objectives (CSOs) for health had been provided to all classroom teachers and the health/physical education teacher. These CSOs were shown in lesson plans and were guiding health instruction in the classrooms and in the health classes.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed a detailed time usage chart kept by the counselor and determined the counselor was spending at least 75 percent of his time in a direct counseling relationship with students.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The county maintenance department had installed modesty panels in the boys' rest rooms. Teachers had taught and re-taught expected rest room behaviors. The doors to the student rest rooms were no longer propped open and urinals were no longer visible from the hallways. The doors were heavy for many of the small students to open, but appeared to be working adequately.

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.

FOLLOW-UP CONCLUSION

Teachers had received additional training in 21st Century technology and methods of integrating technology into classroom instruction. The school had received additional computers in classrooms, a new 25-station mobile computer laboratory, and enough new whiteboards and projectors to permit each classroom teacher to have this equipment installed in his/her classroom. As the Team visited classrooms and observed lesson plans and instruction, technology was integrated into just about all the instruction observed. Teachers were excited about being able to use the technology to enhance their instruction.

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.

FOLLOW-UP CONCLUSION

Michelle Blatt of the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, provided assistance to the principal in preparing the required revisions to the School Electronic Strategic Plan to address the areas "necessary to improve" in the Education Performance Audit report. This plan was implemented by the staff of Point Pleasant Primary School and resulted in the corrections of all the identified deficiencies.

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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

19.1.15. The health service unit had a bulletin board, locking refrigerator, scales, medicine chest, and toilet.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-217 Point Pleasant Primary	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 Point Pleasant Primary School.