



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRINCETON PRIMARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

MARCH 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Princeton Primary School in Mercer County was conducted on February 12, 2009. 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 – Linda Bragg, Coordinator, Office of Title II - School and School System Improvement

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator, Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Jeanie Ayers	Elementary School Principal	Fayetteville Elementary School Fayette County
Gary Hough	Elementary School Principal	Gauley Bridge Elementary School Fayette County
Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Ann Smith	Elementary School Principal	White Sulphur Elementary School Greenbrier County
Leatha Williams	Elementary School Principal	Rupert Elementary School Greenbrier County

SCHOOL PERFORMANCE

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

51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

245 PRINCETON PRIMARY SCHOOL

John Corbitt, Principal

Grades K - 02

Enrollment 555 (2nd month 2007-2008 enrollment report)

DIBELS RESULTS

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	51	50	60	9
2006-2007	44	52	69	25
2007-2008	46	60	72	26
2008-2009	49	65	NA	NA

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	43	35	55	12
2006-2007	31	36	67	36
2007-2008	32	56	82	50
2008-2009	38	68	NA	NA

FIRST GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	54	51	67	13
2006-2007	52	53	70	18
2007-2008	59	53	64	5
2008-2009	62	60	NA	NA

SECOND GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	55	66	60	5
2006-2007	52	72	72	20
2007-2008	49	71	68	19
2008-2009	46	66	NA	NA

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

NA - Not Available

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

1. Reading First.
2. DIBELS and Literacy.
3. Differentiated Instruction.
4. Explicit Phonics Instruction.
5. WV Reading Association.
6. Basic Reading Inventory.
7. Ashlock Strategies.
8. Phonemic Awareness.
9. Vocabulary.
10. Reading Research Symposium.
11. Vocabulary and Comprehension.
12. Oral Language Development.
13. Six Syllable Patterns.
14. Response to Intervention (RTI).

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.

None identified.

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.

- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, display facilities, mechanical ventilation, a ceramic kiln, or black-out areas (Did not affect curriculum and instruction).
- 19.1.15. Health service units.** A bulletin board was not available (Did not affect curriculum and instruction).

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

Princeton Primary School's Education Performance Audit revealed that the staff and administration were meeting the needs of the students and were providing the high quality programs and practices to increase student achievement and met all standards.