

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRINCETON PRIMARY SCHOOL

MERCER COUNTY SCHOOL SYSTEM

JULY 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	5
Initiatives for Achieving Adequate Yearly Progress	5
High Quality Standards.....	5
Indicators of Efficiency.....	7
Building Capacity to Correct Deficiencies.....	8
Identification of Resource Needs	9
Early Detection and Intervention	10
School Accreditation Status	11

INTRODUCTION

An announced Education Performance Audit of Princeton Primary School in Mercer County was conducted on May 10, 2005. 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 Unified School Improvement Plan (USIP), interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on student performance on the Informal Reading Inventory (IRI) and the Informal Math Inventory (IMI).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Michael Kees, Coordinator, Office of Instructional Services

West Virginia Department of Education Team Leader – Catherine Thompson, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Dr. Mary Harris-John	Assistant Professor	Marshall University
Don Johnson	Elementary School Principal	Sutton Elementary Braxton County
Gary Nichols	Middle School Principal	Park Middle Raleigh County
Rhonda Shaver	Elementary School Principal	Talcott Elementary Summers County
Karen Talbert	Assistant Middle School Principal	Spencer Middle Roane County

SCHOOL PERFORMANCE

This section presents the assessment data and the Education Performance Audit Team's findings.

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
245 PRINCETON PRIMARY SCHOOL - Needs Improvement
Jo Anna Fredeking, Principal
Grades K - 02
Enrollment 553

INFORMAL MATH ASSESSMENT DATA
2003-2004

	Partial Mastery	Mastery	Above Mastery
	Number of Students	Number of Students	Number of Students
Kindergarten	0	141	34
Grade 1	9	107	43
Grade 2	56	58	43
Special Education	*	13	*

* - Less than 10.

INFORMAL READING ASSESSMENT DATA
2003-2004

COMPREHENSION

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	49	93	19	14
Grade 1	57	61	10	*

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Grade 1	105	13	15	*
Grade 2	140	10	21	*

* - Less than 10.

FLUENCY

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Kindergarten	55	59	24	11
Grade 1	53	70	14	*
Grade 2	58	74	*	*

* - Less than 10.

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Non-White	White	Non-White
Kindergarten	99	15	32	*
Grade 1	108	15	19	*
Grade 2	123	*	18	*

* - Less than 10.

Passed

Attendance Rate = 96.9%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
72.18%	2003-04
70.29%	2002-03
71.18%	2001-02

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Princeton Primary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. The learning environment of Princeton Primary School was positive, calm, and comfortable. The school was clean and provided a safe and nurturing environment that was child-centered and conducive to learning. The staff was caring and focused on students' needs.

6.1.4. Instruction. The school focused on reading, writing, and mathematics instruction that was seamlessly integrated with the other content areas. Writing was emphasized in all subjects. The Team observed evidence of this in numerous classrooms.

The Team commended the special education teachers for developing and implementing excellent programs to increase student achievement. Students were given challenging material and teachers exhibited high expectations for all students. Evidence of the high quality education given to special education students was further demonstrated by the Informal Math Assessment data.

Music was an important component of the school with over 100 Grade 2 students involved in the show choir as an after-school program. The music teacher, along with other volunteers, prepared the students for presentations that were presented to the school and community. Another example of music was the Grade 1 rhythm band that practiced outside the school day and marched in community functions.

6.8.1. Leadership. The Team commended the leadership at Princeton Primary School. A clear vision was evident with a focus on core academics; quality instruction; and a safe, inviting school culture.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.1. Curriculum

6.1.13. 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 Team calculated instructional minutes from teachers' daily schedules and found that several classes did not have the minimum 315 minutes. The Team also observed varying starting and ending times throughout the daily schedules.

6.2. Student and School Performance

- 6.2.3. 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)**

The Team found that 27 out of 36 lesson plans were not thorough enough to be followed by a substitute teacher. It is important that instruction be continuous and sequential and a substitute teacher be able to continue the excellent lessons and instruction of the classroom teacher.

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** The Team noticed that technology was being utilized throughout the day at an acceptable level. The Team also noted that several computers were in disrepair. The technology lessons were not correlated with classroom instruction. The Team recommended that the computers be repaired in a timely fashion and the technology lessons be correlated with classroom instruction and the Content Standards and Objectives (CSOs).
- 6.1.12. Multicultural activities.** The Grade 2 class had a strong multicultural program and support from the guidance counselor with character education; however, Kindergarten and Grade 1 classes seemed disconnected from these programs. The Team recommended that a schoolwide program be implemented that provides multicultural instruction and character education more uniformly. The school should explore efficient and effective use of the guidance counselor at all grade levels that is evident at Grade 2.

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.

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 Princeton Primary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.13. Instructional day.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Princeton Primary School and Mercer County have the capacity to correct 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.

- 17.1. 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 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.

- 17.1.5. Library/media and technology center.** The library/resource/media center did not have newspapers for student use. (Did not affect student learning).
- 17.1.10. Specialized instructional areas.** The physical education facilities did not have forced ventilation.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided and a chalkboard and bulletin board were not available.
- 17.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots, a bulletin board, and a refrigerator with locked 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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
51-245 Princeton Primary	Full Accreditation	6.1.13; 6.2.3		

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and presented two (2) recommendations.

Princeton Primary School’s Education Performance Audit was limited in scope to the performance and process standards and progress 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 draft report to guide Princeton Primary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.