



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT ASHBY PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

JUNE 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fort Ashby Primary School in Mineral County was conducted on April 21, 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. The review was limited in scope and concentrated on a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Elizabeth Judy, Assistant Director, Office of Assessment/Accountability

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

TEAM MEMBERS

Name	Title	School/County
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Joanne I. Hines	Middle School Principal	Cheat Lake Middle School Monongalia County

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Tilden L. Hackworth, Superintendent

202 FORT ASHBY PRIMARY SCHOOL

William R. Pratt, Principal

Grades K - 02

Enrollment 246 (2nd month 2007-2008 enrollment report)

2008-2009

INFORMAL MATH ASSESSMENT DATA

PARTIAL MASTERY	MASTERY	ABOVE MASTERY
NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS
25	162	48

INFORMAL READING ASSESSMENT DATA

PARTIAL MASTERY	MASTERY	ABOVE MASTERY
NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS
13	115	103

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

1. TechSteps.
2. Mineral County K-05 Teacher Academy.
3. Needs Assessment.
4. Framework for High Performing Elementary Classrooms.
5. Whiteboard Training.
6. Individual Training on Creating Assessment Groups.
7. Three Tier Model Literacy Stations.
8. Technology, Assessment, and Curriculum Enforcement.
9. Parents as Partners in Learning.
10. Discovery Health.
11. 21st Century Content Standards and Objectives (CSOs).
12. Test Analysis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The principal and teachers provided an environment that was safe and conducive to student learning. The faculty members understood their community of learners and made every attempt to involve parents and community in the educational process. The facility was bright and cheerful and the students and staff were polite, mannerly, and represented the school in a positive fashion.

HIGH QUALITY STANDARDS

RECOMMENDATION

- 7.1.6. Instruction in writing.** Through teacher interviews the Team found that the school did not have a writing rubric to address instruction in writing. The Team recommended that a standards based writing program be implemented across grade levels to improve writing skills.

Best Practice

7.1.5. Instructional strategies.

Title: "Froggie and I Read" SSR program and "Parents as Partners" reading program.

Description of Program

"Froggie and I Read" and "Parents as Partners" provide literacy experiences and literacy support for students.

"Froggie and I Read" is a research-based silent, sustained reading program.

Through this program, large presentation bookcases are provided for each classroom, with extensive amounts of new books. Classroom sets of books are also provided for reading and discussing. Each classroom has a froggie puppet mascot and a theme song. Children are encouraged to read books of their choice during the school day, to discuss books with each other and with the teacher, and to take books home. The reading teacher goes into the classrooms weekly to read aloud and discuss books, thus providing children positive literary experiences.

"Parents as Partners" provides a packet of individualized materials to every student needing additional help in the first and second grade classrooms. The packet contains: A phonics reader coordinated with the week's textbook story, one or more library books, and a set of sight-word flashcards from the kindergarten, first grade, or second grade lists.

Every Wednesday, the reading teacher tests the children needing additional support. Each child is tested individually on the sight-word list from the textbook series. A record is kept of each word the child misses. This one-on-one time is also used to give individual help with specific problems. The packets are collected from the children as they are tested. The parent coordinator removes the previous week's flashcards and books from the packets. Using the record sheets, she pulls the new sight-word cards and puts them in the packet. She also puts the new phonics reader and library books into the packets. After the packets are emptied and repacked, they are returned to the students. Students are instructed to bring their packets to school every day and to take them home each night.

Students use their packets in school and at home. In school, students work on their sight words three days a week in small groups with the reading teacher. At home, students work on their sight words daily, or as often as possible, with their parents. They also read the books. Letters sent home in the packets tell parents the importance of the materials and how to use them. Parents receive information and training in using the packets during biannual parent meetings.

Summary of Results

Data supporting the "Froggie and I Read" program include: Five out of six teachers reported that students were taking home more library books, by percentages, ranging from 30 percent to 60 percent. All six teachers indicated that students were spending

more time on in-class independent reading, by percentages, ranging from 20 percent to 50 percent. Three teachers reported spending 10 percent more time reading aloud to their classes. Three teachers reported spending more time discussing books with their classes, by percentages, ranging from 20 percent to 25 percent.

Data supporting the “Parents as Partners” sight-word packet program include increases in the number of students who learn all of their sight words. All six of the first-grade and second-grade teachers reported that fewer students leave their classrooms without knowing all their sight words, by an average factor of four.

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Exemplary Program & Practice

7.5.4. Physical assessment.

Title: Mileage Club

Description of Program

Mileage Club is a schoolwide initiative created in 2000-2001 to increase the students’ awareness of the benefits of physical activity. All classes have a dedicated Mileage Club time during which the students’ walk or run the 1/5 mile track. Students receive a link for each lap completed. When 25 links are earned (5 miles), the student receives a foot charm for a charm necklace. For every 25 miles logged on the track, the student receives a double foot. At 100 miles, the student receives a “100” charm.

Summary of Results

This program has introduced students to the benefits of physical fitness. All students participate in the program during the designated class time with many choosing to log extra miles during their free time on the playground. Some students’ have logged more than 300 miles during a school year.

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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 or a ceramic kiln. The music facility did not have acoustical treatment. The physical education facility did not have a display case. (Did not adversely impact program and student performance)
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots, a toilet, a lavatory, or a work counter.

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

The Team presented one commendation and one recommendation, identified one best practice and one exemplary program & practice, and the school met all standards. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.