

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT ASHBY PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fort Ashby Primary School, a K-2 school, in Mineral County was conducted on March 15, 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), the Informal Math Inventory (IMI), and WESTEST scores from the 3rd grade school results at the receiving school.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Judy Pomeroy, Regional Mentor Teacher, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Scott Albright	Elementary School Principal	Bunker Hill Elementary Berkeley County
Larry Dalesio	Elementary School Principal	Cameron Elementary Marshall County
Steve Higgins	Junior High School Principal	Miller Junior High Marion County
Patricia Lucas	Director of Special Education	Morgan County

SCHOOL PERFORMANCE

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

53-202 FORT ASHBY PRIMARY SCHOOL

MINERAL COUNTY
William R. Pratt, Principal
Grades K - 02
Enrollment 255

Passed

Attendance Rate = 95.2%

Informal Math Assessment and Informal Reading Assessment results compiled by the school.

INFORMAL MATH ASSESSMENT

2003-2004 DATA

Grade One Mastery or Above	98.6%
Grade One Below Mastery	1.4%
Grade Two Mastery or Above	94.6%
Grade Two Below Mastery	5.4%

INFORMAL READING ASSESSMENT

2003-2004 DATA

Grade One Mastery or Above	99.0%
Grade One Below Mastery	1.0%
Grade Two Mastery or Above	93.6%
Grade Two Below Mastery	6.4%

Grade 3 results are combined from Fort Ashby Primary School and Wiley Ford Primary School students.

**WESTEST RESULTS FOR FEEDER SCHOOL
FRANKFORT INTERMEDIATE 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	117	112	117	112	100.00	3.57	22.32	58.04	13.39	2.68	74.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	117	112	117	112	100.00	7.14	19.64	47.32	24.11	1.79	73.21

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

Other Performance Assessments.

1. Accelerated Reader.
2. Vocabulary recognition tests.
3. Sight Word tests.
4. Compass computer summary reports.
5. Classroom progress reports.
6. Student performance objectives derived from developmental checklists.

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
43.93%	2003-04
43.87%	2002-03
42.187%	2001-02

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.

6.1.3. Learning environment. The educators applied vertical teaming from Head Start through Grade 4. The school did an excellent job of collaborating with the Head Start program and the intermediate school. The vertical teaming and collaboration were used to promote higher levels of student achievement. Central office and school staffs also identified the students' strengths and weaknesses for efficient curriculum alignment. Additionally, the staffs analyzed the Grade 3 WESTEST results of Fort Ashby's individual students at Frankfort Intermediate School (the receiving school) and used the results to reteach skills and realign the curriculum.

The principal, teachers, and support staff contributed to the caring and nurturing school atmosphere. The faculty, staff, and administration demonstrated mutual respect for each other and for their students.

6.1.4. Instruction. The Title I program staff prepared packets for Grades 1 and 2 students to take home weekly. This program was both a scaffold and a bridge to reading. As a scaffold, the missing structural components were put in place to build achievement. As a bridge, the students were moved from their current skill levels to new pathways of understanding and skill.

6.1.7. Library/educational technology access and technology application. Each student was provided extensive access to technology and its application within the regular instructional day. A schedule for the computer laboratory was developed to assure that students received at least 30 minutes per day using technology for learning activities.

6.5.1. Parents and the community are provided information. The Title I parent coordinator program was excellent. The parents involved were responsible for promoting volunteerism, training programs, and maintaining the school Website with home/school information. A monthly newsletter was published to inform parents about school activities and events.

RECOMMENDATION

6.1.7. Library/educational technology access and technology application. Team observations and teacher/administrator interviews indicated that students would benefit from a centralized library. Each classroom had a small area devoted to library needs. The Team determined that student needs were not fully met by this system; therefore, the Team recommended that Mineral County and Fort Ashby Primary School work toward establishing a centralized library.

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.

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.

- 17.1.4. Counselor's office.** A counselor's office was not available.
- 17.1.5. Library/media and technology center.** A library was not available.
- 17.1.8. Grades 1-12 classrooms.** Room Number 7 (kindergarten) academic area was not of adequate size.
- 17.1.10. Specialized instructional areas.** The Art Room did not have two deep sinks or counter space available. The music facilities did not have music stands, a podium, or acoustical treatment. The physical education facilities did not have a display case or a ceiling height of at least 24 feet.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided and a locker/dressing room was not provided.

- 17.1.15. Health service units.** A health services unit of adequate size was not provided. The following items were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, and 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
53-202 Fort Ashby Primary	Full Accreditation		Not Applicable	

Education Performance Audit Summary

The Team identified one (1) recommendation.