



EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT ASHBY PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

MAY 2013

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 February 20, 2013. 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 – Rachel Hull, Coordinator, Office of Early Learning

West Virginia Department of Education Team Leader and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Susan N. Braithwaite	Middle School Assistant Principal	Capon Bridge Middle School Hampshire County
Ronald G. Hall	Elementary School Principal	Marlinton Elementary School Pocahontas County

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Robert E. Woy, Superintendent

202 FORT ASHBY PRIMARY SCHOOL

William Pratt, Principal

Grades PK-02, Enrollment 210 (2nd month 2011-2012 enrollment report)

School Performance Narrative 2012-2013

The Terra Nova 3 testing provides a general measure of achievement with a minimum amount of testing time. The test generates norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance-level information.

The school administered Terra Nova 3 the past two years and plans to use it again this year (2012-2013). The assessment provides the opportunity to track students' progress from Grade 1 through Grade 2 to ensure students are advancing academically. This assessment enables the school to make appropriate decisions concerning curriculum delivery and sequence of instruction.

According to the principal's report, Grade 1 displayed significant improvement in both reading and mathematics and Grade 2 displayed slight improvement in both areas.

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

1. iPad/DIBELS NEXT Training.
2. 6 + 1 Traits of Writing.
3. Data Analysis.
4. Teacher Leader Institute.
5. Number Talks.
6. Improving Sight Word Recognition and Vocabulary.
7. Pathways to Common Core.
8. West Virginia 21st Century Content Standards and Objectives (CSOs) and Instructional Minutes.
9. Next Generation Standards.
10. Helping Parents Succeed.
11. Differentiated Instruction.
12. Five-Year Strategic Plan.
13. Bullying and Harassment.
14. BrainPopJr.com

15. Various Policy Reviews.
16. Safe School Operations and Emergency Plan.
17. Multicultural Activities.
18. Specific and Emergency Procedures for Special Health Needs Students.

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 learning environment was positive and conducive to the learning process. It was evident that all teachers and the principal were knowledgeable of the needs of the school and individual students and were making decisions based on student needs. All students interviewed reported feeling safe, secure, and nurtured.
- 7.8.1. Leadership.** The principal was organized, knowledgeable, and provided high quality leadership. The principal was prepared for the audit and was fluent in all areas of the school's operation and management.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

Instruction in one Grade 1 classroom was severely lacking and was at extremely low Depth of Knowledge levels. The classroom organization was minimal and the teacher had very limited knowledge of the expectations of West Virginia Board of Education Policy 2320. The principal had addressed this issue and was currently working on the situation. Subsequent to the Education Performance Audit and the release of this report, the situation was resolved.

One Grade 1 teacher left four students in the care of a high school mentoring student for 10 to 15 minutes. All students must be supervised at all times by a Mineral County Board of Education employee who is certified to supervise students.

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

A majority of instruction observed by the Team was teacher-directed instruction. While all students were engaged in the learning process, it is imperative that all teachers vary instruction frequently to ensure a greater level of student interaction and interest.

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 Fort Ashby Primary School in providing a thorough and efficient system of education. Mineral 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 Mineral 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.

The principal must ensure that a variety of instructional practices are implemented in all classes and that all teachers provide high quality instruction that is challenging to students. The principal needs to elicit assistance through the Mineral County Board of Education, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to improve the application of various instructional strategies throughout the school.

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 Fort Ashby 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 the principal and staff have the capacity to correct the deficiencies identified in this report. Additional assistance may be needed from outside education agencies and the superintendent of Mineral County Schools to correct the high quality standards identified in this report. However, the Team believed that the capacity of staff can be developed to improve the teaching and learning process.

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 did not have five usable acres. (Did not adversely impact and impair the delivery of a high quality educational program).
- 19.1.3. Teachers' workroom.** A teachers' workroom of adequate size was not provided. (Did not adversely impact and impair the delivery of a high quality educational program).
- 19.1.5. Library/media and technology center.** Fort Ashby Primary School did not have a centralized library; therefore, there were no computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, copying equipment, other material for

general reading and reference, and space for technology. (Adversely impacted and impaired the delivery of a high quality educational program).

- 19.1.9. Grades K-12 remedial.** All remedial areas were not adjacent to general instructional areas. (Did not adversely impact and impair the delivery of a high quality educational program).
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, counter space, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have music chairs with folding arms, music stands, a podium, or acoustical treatment. The physical education facility did not have a drinking fountain. (Did not adversely impact and impair the delivery of a high quality educational program).
- 19.1.14. Food service.** A teachers' dining area of adequate size was not available. A locker/dressing room was not available. (Did not adversely impact and impair the delivery of a high quality educational program).
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a toilet, a lavatory, refrigerator with locked storage, and a work counter. (Adversely impacted and impaired the delivery of a high quality educational program regarding student health and safety).

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.

The principal had instituted high quality professional development to aid classroom teachers in implementing the classroom curriculum. A majority of teachers were challenging students.

Education Performance Audit Summary

Fort Ashby Primary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified two high quality standards necessary to improve performance and progress.

7.1.2. High expectations.

7.1.5. Instructional strategies.

The Team presented two commendations (7.1.3. Learning environment and 7.8.1.Leadership), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Fort Ashby Primary School and Mineral County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.