



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WILEY FORD PRIMARY SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**JUNE 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Wiley Ford 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 – Brenda Morris, Coordinator,  
Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Kimberly D. Agee	Intermediate School Principal	Mill Creek Intermediate School Berkeley County
Michelle L. Fleming	High School Principal	Paw Paw High School Morgan County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison 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

### 208 WILEY FORD PRIMARY SCHOOL

Paula Athey, Principal

Grades K - 02

Enrollment 177 (2<sup>nd</sup> month 2007-2008 enrollment report)

## DIBELS RESULTS

### School Level (% Benchmark)

	BOY	MOY	EOY	% Growth
2006-2007	52	61	68	16
2007-2008	50	62	73	23
2008-2009	57	67	NA	NA

### Kindergarten (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	53	64	74	21
2007-2008	58	58	71	13
2008-2009	58	62	NA	NA

### First Grade (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	52	56	62	10
2007-2008	44	63	81	37
2008-2009	57	67	NA	NA

### Second Grade (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	52	63	67	15
2007-2008	49	65	67	18
2008-2009	57	72	NA	NA

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

NA - Not Available

### **Informal Math Assessment Data (IMA)**

#### **School Level % scoring mastery and above**

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2006- 2007	85%
2007- 2008	86%
2000-2009	not yet finished

#### **Kindergarten % scoring mastery and above**

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2006- 2007	89%
2007- 2008	90%
2008-2009	not yet finished

#### **First Grade % scoring mastery and above**

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2006- 2007	86%
2007- 2008	87%
2008-2009	not yet finished

#### **Second Grade % scoring mastery and above**

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2006- 2007	80 %
2007- 2008	82%
2008-2009	not yet finished

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

1. Mineral County Reading Academy.
2. TechSteps.
3. Data and Test Analysis.
4. 21<sup>st</sup> Century Content Standards and Objectives.
5. Code of Conduct/Bullying and Harassment.
6. Discovery Health.
7. Microsoft Word/Excel/Odyssey/Success Net.
8. Tiered Instruction.
9. Response to Intervention (RTI) and Mathematics Standards.
10. Handwriting.
11. Depth of Knowledge.
12. E-Walks.
13. Improving Career Knowledge.
14. Autism.
15. Positive Behavior Support (PBS).

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. High expectations.** While all students buildingwide were working at high levels, the students in one Pre-Kindergarten class were being challenged to a commendable level. The students in the pre-K class were given a question each week and then were asked to provide their answers on a graph using various graphing strategies. The information was used to support knowledge based instruction and integration of math concepts across the curriculum. The Team believed that this strategy, as well as others, was providing an excellent foundation for students' future education.
- 7.8.1. Leadership.** The principal created a positive, nurturing school climate to enhance the academic achievement of all students. She maintained high expectations for students, staff, and self. Collaborative efforts with staff were in placed to establish school goals and monitor progress toward achieving those goals.

### Exemplary Program & Practice

- 7.5.1. Parents and the community are provided information.

Title: Parent Involvement.

#### Description of Program

Parent involvement is encouraged through numerous activities and strategies at Wiley Ford Primary School. These activities include: Helping a child with homework, volunteering at the school library or the accelerated reading program, helping in the classrooms, participating in the evening family activities and workshops, and planning with teachers at parent-teacher conferences. All of these activities promote parents as partners in their child's education and impact student learning. One of the parent involvement activities is Reading Counts, the accelerated reading program. Parents read to or with their child and talk about the book. Then the child takes a short quiz on the computer at school and earns points for each book. Prizes and other incentives are part of the program. Parent-child Activities are offered in the evenings. Math Fun nights are held regularly. One of the Math nights was called "Pigs will be Pigs." A bank gave each child a new piggy bank, and parents and children counted money, practiced trading money, and giving change. Read Aloud sessions are held on a regular basis.

The school also has a Suessabration for Dr Seuss' Birthday. Each family chooses a new hardback Dr. Seuss book. Families then play numerous reading games and also play games on the computers in the laboratory.

Parents learned how to help their child with reading at the "Turkey for Thanksgiving" and "A Starry Night" events. When parents and children come to the Transition workshops, they learn about the 21st Century Content Standards and Objectives (CSOs) and what the reading and mathematics programs look like. The school also has a school website for parents.

A Lunch Time Reading Club is active in the school. Taking turns, parents and their children read a book and then have lunch together at school on Thursday. A small group of parents and students talk about the book that they read together while they eat.

### Summary of Results

Students, including kindergarten students, are reading more books or having books read to them, through the Reading Counts program. The End-of-Year Dynamic Indicators of Beginning Early Literacy Skills (DIBELS) scores have increased each year since the school has started using DIBELS.

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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.

- 19.1.1. School location.** The sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope.
- 19.1.4. Counselor's office.** The counselors' office did not have adequate space or privacy.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art, music, and physical education classes were all held in the cafeteria. Therefore, numerous items from the equipment and materials list were not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size, a locker/dressing room, and chairs were not provided.
- 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, lavatory, refrigerator with locked storage, 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 two commendations, identified one exemplary program and practice, and the school met all standards. Under the leadership of the principal and the staff dedication, Wiley Ford Primary School may attain Exemplary Status in the future. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.