

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

WILEY FORD PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	6
Initiatives for Achieving Adequate Yearly Progress	6
High Quality Standards.....	6
Indicators of Efficiency.....	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	11
School Accreditation Status	12

INTRODUCTION

An announced Education Performance Audit of Wiley Ford 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 – Vicky Mohnacky, Medicaid Specialist,
Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
L. Kay Carpenter	Superintendent	Webster County
Michelle Martin	Elementary School Principal	Winchester Avenue Elementary Berkeley County
David Neff	Elementary School Principal	Philippi Elementary Barbour County
Judy Woods	Coordinator of Educational Programs	Webster County

SCHOOL PERFORMANCE

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

53-208 WILEY FORD PRIMARY SCHOOL

MINERAL COUNTY

Paula Jo Athey, Principal

Grades K - 02

Enrollment 175

Passed

Attendance Rate = 95.8%

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

INFORMAL MATH ASSESSMENT

2003-2004

	Partial Mastery	Mastery	Above Mastery
	Number of Students	Number of Students	Number of Students
Kindergarten	11	41	2
Grade 1	24	16	0
Grade 2	17	23	1
Special Education	7	0	0

INFORMAL READING ASSESSMENT DATA

2003-2004

COMPREHENSION

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	100%	93%	0%	7%
Grade 1	92%	93%	8%	7%

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2	93%	100%	5%	0%
Grade 1	N/A	N/A	N/A	N/A

FLUENCY

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	92%	85%	8%	15%
Grade 1	85%	86%	15%	14%

Ethnic Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2	87%	100%	13%	0%
Grade 1	N/A	N/A	N/A	N/A

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. Metropolitan Early Childhood Program.
2. Compass results.
3. Classroom progress reports.
4. Developmental checklists.

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

Percentage of Students	School Year
44.06%	2003-04
42.96%	2002-03
43.07%	2001-02

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.

- 6.5.1. Parents and the community are provided information.** The school has a well-developed parent involvement program. The parent coordinator provided various learning games and reading activities to parents and guided parents in experiencing hands-on activities that they may continue with their child at home. The parent coordinator organized parent involvement in after-school activities and facilitated a school newsletter.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

6.1. Curriculum

- 6.1.2. 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Through classroom observation, one classroom teacher did not meet high expectations for the achieving of all students. Team members observed the following incidents in the classroom: Several students were flipping rubber bands and parts of pencils across the room; several children were roaming the classroom “in groups” without direction; the teacher was giving directions and none of the students was listening for at least 15 minutes.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** While Team members saw evidence that teachers were using different instructional strategies, classroom observations revealed that more of a variety of instructional strategies needed to be implemented. The Team recommended that on-going professional development be provided and implemented that focuses on scientifically researched-based practices in reading and math (i.e., Professional Learning Communities/ mentor teachers, modeling and demonstration, etc.).
- 6.2.4. Data analysis.** A review of the 2003-2004 Informal Math Assessment results indicated that a high number of students only achieved partial mastery. The Team recommended that the Mineral County Central Office curriculum staff and the school staff review the

items and concepts that students failed to master and provide intensive reteaching and instruction that equip students with the necessary skills to move to each succeeding level.

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.

7.1.1. 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.

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Wiley Ford Primary School had an abundance of test data from which to build stimulating curriculum that meets the individual and collective student needs. Mineral County curriculum staff and the principal are strongly urged to ensure that all classrooms are concentrated on curriculum delivery that is effective and efficient.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	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 Wiley Ford Primary School and Mineral County have the capacity to correct the identified deficiency.

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 of adequate size, privacy, and easy access to student records was not available.
- 17.1.5. Library/media and technology center.** Periodicals and pamphlets were not available.
- 17.1.10. Specialized instructional areas.** Art and music rooms were not available. These subjects were taught in the regular classrooms. The physical education facilities were not of adequate size and were not located away from quiet areas of the building and close to lockers and showers. The following were not available in the physical education facilities: Forced ventilation, provisions for two or more teaching stations, display case, seating, record player, and a ceiling height of 24 ft.
- 17.1.15 Health service units.** A health services unit was not available with all of the required materials.

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
53-208 Wiley Ford Primary	Full Accreditation	6.1.2	Not Applicable	

Education Performance Audit Summary

The Team identified one (1) high quality standard – necessary to improve performance and progress and presented two (2) recommendations.

Wiley Ford 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 Wiley Ford Primary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.