



EDUCATION PERFORMANCE AUDIT REPORT

FOR

WILEY FORD PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

MAY 2013

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 February 21, 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 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

53 MINERAL COUNTY
Robert E. Woy, Superintendent
208 WILEY FORD PRIMARY SCHOOL
Paula Athey, Principal
Grades PK-02, Enrollment 161 (2nd month 2011-2012 enrollment report)

School Performance Narrative

All students in Kindergarten, Grade 1, and Grade 2 are given the DIBELS NEXT Assessment during the first weeks of school. At the Beginning of Year (BOY), Kindergarten students are tested on first sound fluency (FSF), Grade 1 students are tested on phoneme segmentation fluency (PSF) and nonsense word fluency (NWF), and Grade 2 students are tested on nonsense word fluency and DIBELS Oral Reading Fluency (DORF). In the Middle of the Year, the Kindergarten students are given four tests, Grade 1 students are given the DORF and NWF, and the Grade 2 students are given the DORF, which includes retelling the story.

The Percent Growth on the School Performance Report shows the percent growth from the Middle of the Year (MOY) to the End of the Year (EOY). Last year (2011-2012), 52 percent of students achieved Benchmark on the Middle of the Year (MOY) test. At the End of the Year (EOY), 70 percent of students achieved Benchmark (18 percent more than at MOY). This 70 percent is the average of Kindergarten (67) percent, Grade 1 (71) percent, and Grade 2 (73) percent.

All students made progress on the DIBELS NEXT assessment.

Stars Math

Grade 2

Spring Assessment

20 students performed at or above 2.0 grade level.
4 students performed at 1.9 grade level or below.

Winter Assessment

15 students performed at or above 2.0 grade level.
7 students performed at 1.9 grade level or below.

Staff and students are still in the process of learning this program. The school is not yet ready to utilize this data as final information on student achievement in mathematics.

DIBELS RESULTS

School Level (% Benchmark)

	BOY	MOY	EOY	% Growth*
2010-2011	63	67	74	+11
2011-2012	64	52	70	+18
2012-2013	61	64		

Kindergarten (% Benchmark)

	BOY	MOY	EOY	% Growth*
2010-2011	77	76	85	+8
2011-2012	70	50	67	+17
2012-2013	51	65		

Grade 1 (% Benchmark)

	BOY	MOY	EOY	% Growth*
2010-2011	57	50	76	+19
2011-2012	73	56	71	+15
2012-2013	60	55		

Grade 2 (% Benchmark)

	BOY	MOY	EOY	% Growth*
2010-2011	53	76	61	+8
2011-2012	50	51	73	+22
2012-2013	72	72		

BOY

MOY

EOY

*From BOY to MOY

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

1. Mineral County Summer Academy.
2. 21st Century Content Standards.
3. Math Strategies and Everyday Math.
4. Data Analysis and Needs Assessment.
5. Star Mathematics.
6. Support for Personalized Learning.
7. West Virginia Board of Education Policy 4373.
8. Differentiated Instruction.
9. Title I Planning – Strategic Plan, Data Analysis, School Achievement.
10. Reading Achievement (9 sessions and ongoing).
11. Overview of Autism.
12. Responsible Student Program.
13. Character Education.
14. Multicultural and Diversity.
15. Instructional Strategies.
16. Homeless Students.
17. iPad Training.
18. 6 + 1 Traits of Writing Book Study.
19. Mathematics and Reading Learning Centers.
20. Integration of Programs of Study – Reading, Mathematics, Physical Education, Science, and Social Studies.
21. Using Technology to Enhance Reading and Mathematics Skills.
22. Depth of Knowledge.

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.

- 7.1.3. Learning environment.** The principal and staff fostered an excellent learning environment. Although the building was somewhat aged, the facility was bright, well-decorated, and conducive to the learning environment. All students interviewed reported that they felt safe and valued. It was evident that all staff was caring, nurturing, and attuned to the needs of all students.
- 7.1.7. Library/educational technology access and technology application.** Wiley Ford Primary School provided various educational technology equipment, such as, Elmos, iPads, laptop computers, and LCD projectors. Computer workstations were provided for teachers as a resource for supporting classroom technology instruction. Each student was provided extensive access to technology and its application within the regular instructional day. A county Technology Integration Specialist (TIS) was available and assisted teachers in delivering lessons that integrated technology into the curriculum. The principal supported teachers in the integration of technology and students benefited from these practices.
- 7.8.1. Leadership.** The principal and teacher leadership at the school was excellent. The principal was organized and exhibited a high level of professionalism and a genuine concern for the welfare of every student. She was knowledgeable of the academic and nonacademic needs of the school. All teachers exhibited exceptional classroom management and treated students with the highest regard.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

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 Wiley Ford 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 and staff of Wiley Ford Primary School demonstrated knowledge of student needs and care and compassion for all students. Curricular decisions were well-grounded in a thorough and concise data analysis followed by ongoing monitoring of assessments. Classroom management was excellent. High quality professional development was provided specific to the school's needs and it was evident that this professional development was beneficial to students.

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.

- 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 principal and staff demonstrated the capacity to provide an atmosphere that encouraged students to do their best work in a caring and safe environment. There was an excellent working relationship between staff members, the administration, and the Mineral County Central Office staff.

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.** All sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. (Adversely impacted health and safety.)
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space, privacy, and easy access to student records. (Adversely impaired student privacy.)
- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available. (Did not adversely impair or impact 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, a ceramic kiln, or black-out areas. The

music facility was not located away from quiet area of the building and did not have music chairs with folding arms, music stands, a podium, or an instructor's station. The physical education facility was not located away from quiet areas of the building, was not acoustically treated with direct access to outdoor activities or recreational areas, and did not have provisions for two or more teaching stations and a ceiling height of 20-24 feet. (Did not adversely impair or impact the delivery of a high quality educational program.)

19.1.14. Food service. Equipment space and equipment were not adequate. A teachers' dining area of adequate size was not provided and a locker/dressing room was not available. (Did not adversely impair or impact the delivery of a high quality educational program.)

19.1.15. Health service units. A health service unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a bulletin board, toilet, lavatory, or refrigerator with locked storage. (Adversely impaired the health and safety of students.)

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.

Wiley Ford staff had a clear and concise method of collecting and analyzing student and school data, and making curricular decisions based on the data. The school's Five-Year Strategic Plan was the foundation for the daily operation of the school. The staff had been provided high quality professional development to target any areas of deficit.

Education Performance Audit Summary

The Team presented three commendations (7.1.3. Learning environment, 7.1.7. Library/educational technology access and technology application, and 7.8.1. Leadership) and the school met all standards. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Wiley Ford Primary School.