

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

HENRY J. KAISER ELEMENTARY SCHOOL

JACKSON COUNTY SCHOOL SYSTEM

MAY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Henry J. Kaiser Elementary School, a K-2 school in Jackson County, was conducted on March 16, 2006. 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-year period.”

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Informal Reading Inventory (IRI), the Informal Math Inventory (IMI), and WESTEST scores from the Grade 3 school results at the receiving school.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Dr. Jack Kaufman	Professor of Education	Mercer County
Mary Alice Kaufman	Board Member	Mercer County
Anne Monterosso	Elementary School Assistant Principal	Jefferson Elementary Wood County
Dr. Yvonne Santin	Director of Special Education	Wood County
Margaret Fay Shank	Principal	New Martinsville School Wetzel County

**SCHOOL PERFORMANCE
2005-2006**

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

35 JACKSON COUNTY
Ronald E. Ray, Superintendent
207 HENRY J. KAISER ELEMENTARY SCHOOL
James Frazier, Principal
Grades K - 02
Enrollment 369

DIBELS®

Dynamic Indicators of Basic Early Literacy Skills

Kindergarten				
	Middle Benchmark Dec. 2005		Progress Monitoring March 2006	
	103 students		106 students	
Intensive	(36)	34.9%	(21)	19.8%
Strategic	(38)	36.9%	(24)	22.6%
Benchmark	(29)	28.2%	(61)	57.6%

First Grade				
	Middle Benchmark Dec. 2005		Progress Monitoring Mar. 2006	
	89 students		89 students	
Intensive	(26)	29.2%	(7)	7.9%
Strategic	(19)	21.4%	(21)	23.6%
Benchmark	(44)	49.4%	(61)	68.5%

Second Grade				
	Middle Benchmark Dec. 2005		Progress Monitoring Mar. 2006	
	92 students		90 students	
Intensive	(21)	22.8%	(11)	12.2%
Strategic	(10)	10.9%	(9)	10%
Benchmark	(61)	66.3%	(70)	77.8%

The charts indicated that the students' achievement improved each year from Kindergarten to Grade 2.

Total School Informal Math Assessment May 2005

Grade Level	Total # Students		100%	95-99%	90-94%	80-89%	Below 80%
Kindergarten	92	# Students	38	15	17	5	17
		% Students	41%	16.30%	18.50%	5.40%	18.50%
First	100	# Students	50	19	8	7	16
		% Students	50%	19%	8%	7.00%	16.00%
Second	103	# Students	31	17	10	13	32
		% Students	30%	16.50%	9.70%	12.70%	31.10%
Total K-2	295	# Students	119	51	35	25	65
		% Students	40%	17.20%	11.90%	8.50%	22.00%

How Students Scored on 100% of Informal Reading Assessment May 2005

Grade Level	# Students	# Test Categories		100%	90-99%	80-89%	Below 80%
Kindergarten	90	10	# Students	52	17	12	9
			% Students	58%	19%	13%	10%
First	100	13	# Students	76	10	2	12
			% Students	76%	10%	2%	12%
Second	103	9	# Students	70	11	9	13
			% Students	68%	11%	9%	12%
Total K-2	293		# Students	198	38	23	34
			% Students	68%	13%	8.00%	11%

Passed
Attendance Rate = 98.2%

**WESTEST RESULTS FOR FEEDER SCHOOL
RAVENSWOOD GRADE 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	102	98	101	97	99.02	1.03	18.56	46.39	27.84	6.19	80.41

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	102	98	101	97	99.02	6.19	11.34	41.24	35.05	6.19	82.47

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

Note: The Team noted that the Grade 3 Class scores were quite good at Ravenswood Grade School with over 80 percent of students proficient in both mathematics and reading/language arts.

A high percentage (over 90 percent) of Henry J. Kaiser's students feed into Ravenswood Grade School and students continued to demonstrate high performance.

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

Percentage of Students	School Year
53.67%	2003-04
56.81%	2002-03
65.294%	2001-02

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA V, county and/or school.

1. Brain Gym.
2. Summer Teachers' Academy.
3. Learning Focused Instructional Strategies Implementation.
4. DIBELS.
5. Prioritization of Grade Level Curriculum.
6. Pacing Guides.
7. COMPASS Basic Skills Computer.
8. Saxon Phonics and Phonemic Awareness.
9. High Scope Special Education.
10. K-03 Reading Academy.
11. Kansas Writing.
12. Batelle Developmental Inventory.
13. I Know Website.
14. Developing Writing Rubrics.
15. Continuous School Improvement.
16. Saxon Mathematics Orientation.
17. Everyday Mathematics Implementation.
18. Grade Level Unit Development.
19. Five-Year Strategic Plan.
20. Reading Comprehension.
21. Vocabulary Development.
22. Computerized Individualized Education Plan (IEP).
23. Functional Behavioral Assessment Development.
24. Scaffolding and Preview/Acceleration.
25. WVEIS.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Henry J. Kaiser Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. The school secretary was extremely organized, helpful, and demonstrated exemplary interpersonal relationship skills. She presented visitors to the school with a warm and welcoming personality and represented the school in a positive manner.

A great deal of pride in the building was evident and supported by the enthusiasm of the staff and students. The school's atmosphere was conducive to teaching and learning.

6.1.5. Instructional strategies. The Team commended a teacher for utilizing the Every Day Math pilot program. This was a program to increase mathematics achievement and to transition the skills of students from Grade 2 into the intermediate school. This program used ongoing assessment of skills taught daily to monitor progress.

6.1.6. Instruction in writing. The Team observed a variety of strategies used in the writing instruction program across grade levels. Strategies included: Writing rubrics, development of word banks, graphic organizers, letter writing, and writing across content areas.

6.6.3. Evaluation. Teacher observations and evaluations completed by the principal were immaculate. The principal's attention to detail as well as the suggestions to improve instruction could serve as excellent examples of how the evaluation process should be completed. The attention to personnel observations and evaluations showed that the principal placed a high priority on instruction and learning.

6.8.1. Leadership. The principal was organized and clearly dedicated to the students and staff. He was a positive role model and exhibited great pride, enthusiasm, and ownership in the school. He had meticulous records, including schedules for all staff. He could readily respond in detail to any Team request for information. The teaching staff demonstrated classroom leadership as well as school leadership in all aspects of education.

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.

Henry J. Kaiser utilized resources to the maximum extent to deliver an effective and efficient educational program. The Team noted that all aspects of the school concentrated on students and the specific needs of individual 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 Henry J. Kaiser Elementary School in achieving capacity, the following resources are recommended.

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.

- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The music facility was not located away from quiet areas of the building. There was no podium or acoustical treatment available. The physical education facility did not have a display case. **(Did not adversely impact education)**
- 17.1.14. Food service.** The food service area did not have a locker/dressing room.
- 17.1.15. Health service units.** A health services unit of adequate size was not available. A toilet and lavatory were not available.

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 of Henry J. Kaiser and the principal of Ravenswood Grade School work closely together and collaborate to link the schools and provide a seamless transition for students as they move to Ravenswood Grade School. This articulation between the schools connects programs and builds on student successes. Assessment results support this form of sustained intervention incorporated by staffs at the two schools.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
35-207 Henry J. Kaiser Elementary	Full Accreditation		Not Applicable	

Education Performance Audit Summary

Henry J. Kaiser Elementary School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team recommended that this school be considered for Exemplary Accreditation status during the 2006-2007 cycle of reporting school district and school ratings if the final assessment documents 80 percent of students at mastery or above.