

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

DUNBAR PRIMARY CENTER

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Dunbar Primary Center, a K-2 school in Kanawha County was conducted on May 2, 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 grade 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 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 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

West Virginia Department of Education Team Leader – Terry Reale, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
Barbara Allen	Elementary School Principal	Flatwoods Elementary Braxton County
Gary Cook	Middle School Principal	Beverly Hills Middle Cabell County
Dr. Karen Oldham	High School Principal	Cabell Midland High Cabell County

SCHOOL PERFORMANCE

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

39 KANAWHA COUNTY

Dr. Ronald E. Duerring, Superintendent

222 DUNBAR PRIMARY CENTER – Needs Improvement

Kay F. Lee, Principal

Grades Pre-K - 02

Enrollment 347

2005-2006

3rd Nine Weeks Reading/Language Arts Benchmarks

Gender Disaggregated Scores (Number of Students)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Kindergarten	21	31	16	13
Grade 1	12	15	16	13
Grade 2	3	11	18	18

Ethnic Disaggregated Scores (Number of Students)

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Kindergarten	37	15	19	9
Grade 1	12	15	16	12
Grade 2	9	5	20	16

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

Percentage of Students	School Year
64.23%	2003-04
74.64%	2002-03
98.378%	2001-02

**WESTEST RESULTS FOR FEEDER SCHOOL
DUNBAR 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	116	101	114	101	98.28	4.95	26.73	44.55	22.77	0.99	68.32

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	116	101	114	101	98.28	8.91	23.76	42.57	22.77	1.98	67.33

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

A review of the third nine weeks Reading/Language Arts benchmark results revealed a dramatic decline in the number of students attaining mastery from Kindergarten to Grade 2 in both male and female students. In Kindergarten, 64.2 percent of the students, both male and female, attained mastery. That number dropped to 48.2 percent in Grade 1 and further dropped to 28 percent in Grade 2. Dunbar Primary School and Kanawha County must aggressively address this issue to ensure that this downward trend is eliminated.

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

1. Parent Fair – Leave No Parent Behind.
2. Title I Mathematics.
3. Using Music to Improve Achievement.
4. Guided Reading.
5. Comparing Traditional and Differentiated Classrooms.
6. Structured Teaching Strategies.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The staff of the school functioned as a team to productively collaborate and address student and parent concerns and needs. The Team consisted of Title I, special needs teachers, pre-service teachers, parent volunteers, aides, and administrators. Through classroom observations and teacher interviews, the Team noted that the staff worked well together and demonstrated high expectations for all students.
- 6.1.3. Learning environment.** The educational facility was well maintained and attractive. Student work was posted throughout the building. The students and staff worked hard to develop an atmosphere that was safe, nurturing, warm, and inviting to the public.
- 6.5.1. Parents and the community are provided information.** The Team commended the high level of communication among the school, parents, and community in establishing a positive learning environment. Examples of this included: Weekly newsletters, school website, regular telephone calls, reteach and reinforcement materials, Title I monthly newsletter, higher education opportunities for parents, and summer school information.
- 6.8.1. Leadership.** The Team commended the principal for setting high expectations for self, students, and staff. Operational procedures were designed and managed to maximize opportunities for successful learning. A process for resolving conflict due to consolidation and a diverse population was established and implemented.

RECOMMENDATION

- 6.1.8. Instructional materials.** The Team reported that students in the music classroom had to sit on the floor during instruction and that the numbers and types of instruments and materials for the class were sparse. The Team recommended that an appropriate room with chairs and equipment be provided to enhance the learning environment.

Exemplary Programs & Practices

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

Title: Safe School Plan

Description of Program

Dunbar Primary was extremely concerned about student safety during arrival/dismissal procedures that were taking place. Upon consolidation of the area schools to Dunbar Primary, a new addition was added to the school that change the entrance of the school. Students were entering/exiting the school in three or more areas. The staff did not feel that this was a safe situation for K-2 students. This plan was developed to improve safety of all students during both times.

The Dunbar Primary Safe School Plan included both the Risk Reduction Plan and Incident Response Plan. The Risk Reduction Plan detailed school policies, intervention programs, and physical security measures. The Incident Response Plan outlined procedures and individuals responsible during emergency situations. The main concern was to prevent situations during students morning arrival and evening dismissal.

Dunbar Primary's safety plan included new procedures for morning arrival and student dismissal. All students enter the building through the main entrance and all other doors remain locked. Staff members are stationed outside to greet car riders. A staff member greets students and presents visitor passes to all adults that enter the building. This ensures safety and a quick departure for students exiting cars/buses. This has allowed the staff to maintain control of visitors in the building and boosted parent morale. Parents feel very comfortable with dropping students off in the car line now that staff is visible.

Dunbar Primary evening dismissal was reportedly very chaotic due to students being dismissed from several areas of the building. These procedures were unsafe for young students. This plan addressed these concerns. All grade level students are escorted to the buses by staff members and all walkers and car riders are taken to the Commons Area and dismissed by staff. After all buses and vans have departed, cars are directed to enter the pickup line. A staff member stationed at the entrance of this line calls names via radio. Each parent has been given a car tag with their child's name on the tag which allows quick calling of students. All cars enter the car line and stop and students are taken to cars by Kindergarten staff. After students are securely loaded in the cars, the cars exit the school lane and a new line is directed to enter. Four staff members are stationed outside to ensure that students do not go between cars. This procedure ensures that cars do not exit around cars in front of them. All cars proceed in the line to exit the school lot.

Summary of Results

Dunbar Primary has worked diligently to ensure the safety of students. Staff and parents have been receptive and cooperated in implementing this plan. This plan has been successful due to staff being more visible during the critical times when safety is of the utmost concern. It has also

allowed for dismissal in a timely fashion, from 40 minutes to 15 minutes to dismiss every student.

Contact: Pam Arnold or Jennifer Marinacci, Safety Representatives

Phone: 304-766-0367 or 304 766-0368

Email: parnold@kcs.kana.k12.wv.us or jmarinacci@kcs.kana.k12.wv.us

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 Dunbar Primary Center in providing a thorough and efficient system of education. Kanawha 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 Kanawha County or the accreditation status of the schools.

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.

Dunbar Primary School and Kanawha County must continue to monitor student data and aggressively pursue high yield instructional practices to overcome the downward trend in the number of students attaining mastery in the reading/language arts benchmark testing process.

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 Dunbar Primary Center 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 two deep sinks. The music facility was enclosed by shelves and did not have chairs for students. They were sitting on the floor during music class. Storage was inadequate and equipment and materials appeared sparse.

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 and staff work well together toward the common goal of providing high quality education for all students. The staff was aware of the decline in the number of students attaining mastery on the third nine weeks Reading/Language Arts Benchmark test. The Team believed that the staff was implementing programs and practices to reverse this trend. It is imperative that this data analysis and program improvement initiative continue in order to ensure student success.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-222 Dunbar Primary Center	Full Accreditation		Not Applicable	

Education Performance Audit Summary

The Team presented one recommendation and one exemplary program. The Team also suggested an indicator of efficiency and offered an early detection and intervention issue.

Dunbar Primary Center'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.