

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

DUNBAR INTERMEDIATE SCHOOL

KANAWHA COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance.....	3
Annual Performance Measures For Accountability.....	5
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 Dunbar Intermediate 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. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 the subgroup that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Larry Lamb, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	School/County
James Frazier	Elementary School Principal	Henry J. Kaiser Elementary Jackson County
Dr. Sue Hollandsworth	Marshall University Graduate Student	Marshall University
Jean Mewshaw	Junior High School Principal	Edison Junior High Wood 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

283 DUNBAR INTERMEDIATE SCHOOL – Needs Improvement

Betty C. Spencer, Principal

Grades 03 - 05

Enrollment 332

WESTEST 2004-2005

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	301	341	337	98.82	72.42	Yes	Yes	✓
White	199	231	228	98.70	74.87	Yes	Yes	✓
Black	97	105	104	99.04	67.01	Yes	Yes	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	189	221	217	98.19	66.13	Yes	Confidence Interval	✓
Spec. Ed.	60	68	66	97.05	45.00	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	301	341	336	98.53	73.00	Yes	Yes	✓
White	199	231	227	98.26	75.25	Yes	Yes	✓
Black	97	105	104	99.04	67.01	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	189	221	216	97.73	65.95	Yes	Confidence Interval	✓
Spec. Ed.	60	68	65	95.58	40.67	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 99.1%**

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
04	108	95	108	95	100.00	9.47	17.89	38.95	27.37	6.32	72.63
05	117	105	115	105	98.29	4.76	19.05	60.00	13.33	2.86	76.19

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
04	108	95	108	95	100.00	10.53	13.68	46.32	22.11	7.37	75.79
05	117	105	114	104	97.44	1.92	22.12	55.77	19.23	0.96	75.96

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

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	20498	4%	19%	49%	18%	5%	24%	74%
KANAWHA COUNTY	2133	5%	21%	48%	16%	5%	26%	71%
DUNBAR INTERMEDIATE	98	3%	17%	55%	15%	3%	21%	75%

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
50.85%	2003-04
48.97%	2002-03
46.133%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Dunbar Intermediate School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in reading/language arts and mathematics. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education upgraded the school to Conditional Accreditation status at the February 2006 State Board meeting.

Dunbar Intermediate School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts and the racial/ethnicity black (B) subgroup in reading/language arts only by application of the confidence interval. Furthermore, the achievement of the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups lagged behind the all students (AS) and racial ethnicity white (W) subgroups in both mathematics and reading/language arts.

The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students and decrease the achievement gap.

NOTE: While the special education (SE) subgroup did not achieve adequate yearly progress (AYP), the Team noted that the percent proficient in both mathematics (45 percent) and reading/language arts (40.67 percent) showed promise. The likelihood of the school achieving AYP during the next assessment cycle is good.

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

1. Creating a Robust Vocabulary.
2. Thinking Math.
3. Understanding Test Scores.
4. Marzano Strategies.
5. 6+1 Writing.
6. Understanding Special Education.
7. Using Test Data for Curriculum Planning.
8. Graphing, Journaling, and Angles.
9. Thinking Math II.
10. Guided Reading.
11. WESTEST.
12. Math Journaling.
13. Conceptual Development of Multiplication.
14. Arrays, Data, and Probability.
15. Estimating and Mental Calculations.
16. Analyzing Test Scores.
17. Alternate Assessment.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Dunbar Intermediate 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 parent and community involvement in the school was excellent. Approximately 150-200 people regularly attend PTO meetings. The school had a grandparent program in which grandparents worked with the students by reading in the classrooms, helping in the classrooms, etc. The school's business partnership with West Virginia State University was unique, productive, and effective. Professors visited classrooms, implemented a nutrition program, and clinical students offered extra tutoring for students. The 21st Century after-school program encompassed 65 - 70 targeted students and included others who wished to attend. Transportation home was provided. Assistance was provided with homework and school work and motivational programs and computer instruction were included as part of the after-school program.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 - SE).

6.1. Curriculum

- 6.1.5. Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Although the Grade 3 classrooms showed evidence of varying instructional strategies, little evidence of varied instructional strategies was observed in Grades 4 and 5 classrooms.

- 6.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

All Grade 3 classes did not have 60 minutes of daily mathematics instruction.

Students were not permitted to go to physical education class because they had not completed their homework. This method of student management was inappropriate as it caused students to miss instruction in physical education.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan.** A Unified County Improvement Plan and a Unified School Improvement Plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

A Five-Year Strategic Plan was in place; however, the majority of the teaching staff was not able to articulate the goals, objectives, and activities that were in the plan. It is imperative that all staff be aware of the plan and implement the plan into the daily instruction.

6.8. Leadership

- 6.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The leadership of this school was distributed among the staff so much that the principal referred to the teachers for answers to questions on a regular basis during the administrative interview session. Although the school runs efficiently and students were extremely well-behaved and well-mannered, the school lacked a central focus.

RECOMMENDATIONS

- 6.1.7 Library/educational technology access and technology application.** Although students were scheduled into the computer laboratory once a week for one-half hour, the computer laboratory schedule showed many empty slots that could accommodate more frequent visits. Very few computers in the classroom were turned on and few students were using computers on the day of the Education Performance Audit. During the visit there was no evidence of student use of the library. The Team recommended that students and teachers use the library and the computer laboratory on a more consistent basis. Teachers may need professional development in the integration of technology across the curriculum.
- 6.1.12. Multicultural activities.** Multicultural activities were of a high quality; however, the school did not have a schoolwide Multicultural Plan and could not apply a county plan. The Team recommended that the teachers and principal incorporate all of their excellent multicultural activities into a schoolwide Multicultural Plan.

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 Intermediate School 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.

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

The students and staff of the school exhibited a great deal of respect for the abilities of the principal and the leadership provided. The Team believed that the principal is a strong academic leader; however, it is imperative that the principal convey to the Follow-up Team an extensive knowledge of the high yield programs and practices that are being conducted throughout the building.

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 Intermediate School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805 West Virginia Department of Education Office of Technical and Secondary Program Improvement (304) 558-2389
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.1. Unified County and School Improvement Plan.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

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 Dunbar Intermediate School and Kanawha County have the capacity to correct the identified deficiencies. However, the capacity must continue to be developed in the special education department and throughout the school to decrease the achievement of the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups. The Team recommended that the Kanawha County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA III in developing the school's capacity to improve the school's achievement of the special education students.

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.

- 17.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have newspapers.
- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have access to natural and artificial light. The music facility did not have adequate storage. The physical education facility did not have a display case or bulletin board.

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.

Given the achievement levels of students in the special education (SE) subgroup and the achievement gap of the racial/ethnicity black (B) and economically disadvantaged (SES) subgroups, Dunbar Intermediate School and Kanawha County must implement high yield instructional practices and instruction that will improve students' achievement. Kanawha County must actively pursue assistance from RESA III, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
39-283 Dunbar Intermediate	Conditional Accreditation	6.1.5; 6.1.9; 6.2.1; 6.8.1		
			5.1.1 (SE)	May 31, 2008

Education Performance Audit Summary

The Team identified four high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team also presented one school initiative for achieving adequate yearly progress (AYP) and two recommendations. Additionally, the Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Dunbar Intermediate School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Dunbar Intermediate School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2008 Date Certain to achieve adequate yearly progress (AYP).