



EDUCATION PERFORMANCE AUDIT REPORT

FOR

DORCAS ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Dorcas Elementary School in Grant County was conducted September 13, 2012. The review was conducted at the specific direction of the West Virginia Board of Education.

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. The review was limited in scope due to the beginning of the 2012-2013 school term.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Terrence C. Beam	Director of Federal Programs	Pocahontas County Schools
Deborah L. Hinkle	Coordinator of Middle Schools	Jefferson County Schools
Kenneth L. Pack, III	Administrative Assistant	Berkeley County Schools

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Lundeen Bolton, Superintendent

201 DORCAS ELEMENTARY SCHOOL – Passed

Shelly Crites, Principal

Grades 01 – 06

Enrollment 80 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	49	50	49	98.00	40.81	Yes	Confidence Interval	✓
White	47	48	47	97.91	40.42	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	27	27	100.00	29.62	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	49	50	49	98.00	34.69	Yes	Confidence Interval	✓
White	47	48	47	97.91	34.04	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	27	27	100.00	25.92	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.2%

24 GRANT COUNTY
 DeEdra Lundeen Bolton, Superintendent
201 DORCAS ELEMENTARY SCHOOL – Passed
 Shelly Crites, Principal
 Grades 01 – 06
 Enrollment 67 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	50	50	50	100.00	34.00	Yes	Confidence Interval	✓
White	49	49	49	100.00	34.69	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	27	27	100.00	22.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	50	50	50	100.00	36.00	Yes	Confidence Interval	✓
White	49	49	49	100.00	36.73	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	27	27	27	100.00	25.92	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.9%

DORCAS ELEMENTARY 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	14	14	14	14	100.00	7.14	50.00	35.71	0.00	7.14	42.86
04	9	9	9	9	100.00	66.67	11.11	22.22	0.00	0.00	22.22
05	16	16	16	16	100.00	31.25	31.25	25.00	12.50	0.00	37.50
06	11	11	11	11	100.00	54.55	18.18	27.27	0.00	0.00	27.27

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	14	14	14	14	100.00	21.43	28.57	35.71	7.14	7.14	50.00
04	9	9	9	9	100.00	77.78	11.11	11.11	0.00	0.00	11.11
05	16	16	16	16	100.00	18.75	31.25	25.00	18.75	6.25	50.00
06	11	11	11	11	100.00	27.27	54.55	9.09	9.09	0.00	18.18

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Dorcas Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) and the economically disadvantaged (SES) subgroups need attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Grade 4 lagged behind the other grades in the percent proficient. Programs and practices must be investigated to increase the percent proficient in all areas.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are shown below.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (-6.81 percent)	AS (+1.31 percent)
W (-5.73 percent)	W (+2.69 percent)
SES (-7.40 percent)	SES (unchanged)

According to the 2011-2012 WESTEST 2, no students in Grades 3, 4, and 6 in mathematics and in Grade 4 reading scored above mastery. No students in Grades 4, 5, and 6 in mathematics and in Grades 4 and 6 reading scored as distinguished. Overall, achievement levels revealed 50 percent or less of the students scored proficient in mathematics and reading.

The following professional development and/or training opportunities were provided.

1. Project Wild.
2. TechSteps.
3. Acuity.
4. eInstruction.
5. Co-teaching.
6. Classroom Management.
7. Introduction to Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs).
8. Special Education Academy.
9. Differentiated Instruction Strategies.
10. Test Data Analysis.
11. Bullying Prevention.

12. DIBELS Next.
13. West Virginia Early Learning Standards.
14. Curriculum Pacing Guides.
15. Five-Year Strategic Plan Review.
16. Positive School Culture.

EDUCATION PERFORMANCE AUDIT

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 Dorcas Elementary School in providing a thorough and efficient system of education. Grant 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 Grant 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.

This is the last year for the existence of Dorcas Elementary School; however, the principal and all staff must continue to implement high quality instruction and maintain high expectations for all students. There was a concern that there were very few students at the above mastery and distinguished levels at the school. Efforts must continue to afford all students the opportunity to learn and to excel.

Attention must be given to each grade level; however, special attention must be given to Grades 4 and 6 as the WESTEST 2 data indicated lower achievement in these classes.

The principal was extremely organized and knowledgeable of the needs of all students and provided an excellent model for all teachers and students. This is the second year for the principal at this school and she was eliciting assistance from the Grant County Central Office and RESA 8 for programs and practices to increase student achievement and was holding the staff to very high levels of expectations.

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 Dorcas Elementary 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 is in her second year at the school and has provided high quality leadership and was very knowledgeable. The Team believed that the school would have seen dramatic increases in student achievement had this not been the last year for the school's existence. Staff is strongly urged to continue to prepare all students to attain higher levels of achievement and to also prepare students for the transition to Petersburg Elementary School.

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 students of Dorcas Elementary School will be consolidated into Petersburg Elementary School at the beginning of the 2013-2014 school year. It is imperative that the principal continue to elicit assistance from the Grant County central office and RESA 8 to continue to provide a curriculum that is data-driven and relevant to the needs of all students to provide all students the opportunity to learn.