



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HENRY J. KAISER ELEMENTARY SCHOOL**

**JACKSON COUNTY SCHOOL SYSTEM**

**JUNE 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Henry J. Kaiser Elementary School in Jackson County was conducted on April 2, 2009. 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. The review was limited in scope and concentrated on a review of assessment data.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Vickie Baker, Coordinator,  
Office of Assessment/Accountability

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Denver E. Drake	Middle School Principal	Braxton County Middle Braxton County
Lori H. Gibson	Elementary School Principal	Reedy Elementary School Roane County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion County
Christie M. Willis	Elementary School Assistant Principal	Jefferson Elementary School Wood County

## SCHOOL PERFORMANCE

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

### 35 JACKSON COUNTY

Blaine C. Hess, Superintendent

### 207 HENRY J. KAISER ELEMENTARY SCHOOL

Jim Frazier, Principal

Grades K - 02

Enrollment 367 (2<sup>nd</sup> month 2006-2007 enrollment report)

## 2006

Informal Mathematics Assessment		May 2006				
Grade Level and Total School Results						
Score	100%	90-99%	80-89%		Below 80%	
Kindergarten 100 students	70 70%	14 14%	6 6%		10 10%	
First 90 students	63 70%	13 14.40%	6 6.70%		8 8.90%	
Second 90 students	33 36.70%	20 22.20%	14 15.60%		23 25.70%	
Total School 280 students	166 59.30%	47 16.80%	26 9.20%		41 14.60%	
<b>85.4%</b> (239 students) scored at Mastery, Above Mastery, or Distinguished levels on 80-100% of the CSOs measured.						
<b>14.6%</b> (41 students) scored at Partial Mastery or Novice levels.						

Weakest areas on IMA	
Kindergarten	place value
First Grade	place value; rounding to nearest 10
Second Grade	conversion within system of measurement; elapsed time to 1/2 hour

All of the Content Standard Objectives (CSOs) on the Informal Mathematics Assessment (IMA) are not assessed at the same degree of mastery. The levels are Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. The highest levels possible vary depending on the CSOs and are designated differently as Mastery or Above Mastery or Distinguished.

Highest levels possible on # of Content Standard Objectives (CSOs)					
	Total # of CSOs	# of CSOs at Mastery Level	# of CSOs at Above Mastery Level	# of CSOs at Distinguished Level	
Kindergarten	27	4	10	13	
First Grade	47	20	14	13	
Second Grade	41	23	13	5	

Total School DIBELS Report May 2006					
	Boys		Girls		School Totals
	High SES	Low SES	High SES	Low SES	
<b>Intensive</b> % students	0%	4.30%	0%	2.50%	<b>6.80%</b>
<b>Strategic</b> % students	1.80%	3.90%	1.10%	2.50%	<b>9.30%</b>
<b>Benchmark</b> % students	20.00%	17.20%	22.10%	24.60%	<b>83.90%</b>

2007

Informal Mathematics Assessment		May 2007			
Grade Level and Total School Results					
Score	100%	90-99%	80-89%		Below 80%
Kindergarten 124 students	50.8%	22.6%	11.3%		15.3%
First 103 students	66.0%	17.5%	2.9%		13.6%
Second 84 students	23.8%	39.3%	17.9%		19.0%
Total School 311 students	48.6%	25.4%	10.3%		15.7%
<b>84.3%</b> (262 students) scored at Mastery, Above Mastery, or Distinguished levels on 80-100% of the CSOs measured.					
<b>15.7%</b> (49 students) scored at Partial Mastery or Novice levels.					
Based on 311 of 314 students, Did not count 3 who moved in during the year.					

Weakest areas on IMA	
Kindergarten	coin names and values; names of days and seasons
First Grade	place value; elapsed time to the hour
Second Grade	conversion within system of measurement

All of the Content Standard Objectives (CSOs) on the Informal Mathematics Assessment (IMA) are not assessed at the same degree of mastery. The levels are Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. The highest levels possible vary depending on the CSOs and are designated differently as Mastery or Above Mastery or Distinguished.

Highest levels possible on # of Content Standard Objectives (CSOs)				
	Total # of CSOs	# of CSOs at Mastery Level	# of CSOs at Above Mastery Level	# of CSOs at Distinguished Level
Kindergarten	27	4	10	13
First Grade	47	20	14	13
Second Grade	41	23	13	5

## DIBELS

	High SES Male	Low SES Male	High SES Female	Low SES Female	Total Grade
	% of grade level	% of grade level	% of grade level	% of grade level	% of grade level
<b>Kindergarten</b>					
Intensive	2.6%	6.9%	1.7%	0.0%	11.2%
Strategic	1.7%	3.4%	0.0%	3.4%	8.6%
Benchmark	22.4%	19.0%	21.6%	17.2%	<b>80.2%</b>
<b>First grade</b>					
Intensive	1.0%	6.0%	1.0%	2.0%	10.0%
Strategic	3.0%	2.0%	0.0%	2.0%	7.0%
Benchmark	23.0%	16.0%	21.0%	23.0%	<b>83.0%</b>
<b>Second grade</b>					
Intensive	1.2%	2.4%	1.2%	2.4%	7.2%
Strategic	2.4%	7.2%	2.4%	2.4%	14.4%
Benchmark	12.1%	16.9%	24.1%	25.3%	<b>78.4%</b>
<b>Total school averages</b>					
Intensive	Strategic		Benchmark		
9.5%	10.0%		<b>80.5%</b>		

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Jim Frazier, Principal  
Grades K - 02  
Enrollment 325 (2<sup>nd</sup> month 2007-2008 enrollment report)

**2008**

Informal Mathematics Assessment <span style="float: right;">May 2008</span>					
Grade Level and Total School Results					
Score	100%	90-99%	80-89%		Below 80%
Kindergarten 84 students	73.0%	9.0%	4.0%		14.0%
First 109 students	68.0%	17.0%	3.0%		12.0%
Second 100 students	19.0%	56.0%	11.0%		14.0%
Total School 293 students	53.0%	28.0%	6.0%		13.0%
<b>87%</b> (253 students) scored at Mastery, Above Mastery, or Distinguished levels on 80-100% of the CSOs measured.					
13% (39 students) scored at Partial Mastery or Novice levels.					
<b>Weakest areas on IMA</b>					
Kindergarten	group items by ones, fives, tens; place value; value of coins				
First Grade	place value; identify number patterns by using words				
Second Grade	conversion within system of measurement; order of events in relation to time; making change				



<b>DIBELS</b>					
<b>Full grade level enrollment</b>	High SES Male	Low SES Male	High SES Female	Low SES Female	Total Grade
	% of grade level	% of grade level	% of grade level	% of grade level	% of grade level
	Kindergarten 84				
Intensive	1.2%	2.4%	0.0%	3.6%	7.2%
Strategic	1.2%	4.7%	2.4%	1.2%	9.5%
Benchmark	16.7%	30.9%	15.5%	20.2%	<b>83.3%</b>
First grade 109					
Intensive	0.9%	2.8%	0.0%	1.8%	5.5%
Strategic	4.6%	11.9%	1.8%	6.4%	24.7%
Benchmark	23.0%	11.0%	22.0%	13.8%	<b>69.8%</b>
Second grade 100					
Intensive	3.0%	11.0%	1.0%	6.0%	21.0%
Strategic	6.0%	3.0%	1.0%	7.0%	17.0%
Benchmark	18.0%	8.0%	18.0%	18.0%	<b>62.0%</b>
Total school averages					
Intensive	Strategic		Benchmark		
11.3%	17.7%		<b>71.0%</b>		

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

1. *Time To Teach* Book Study.
2. DIBELS Test Analysis.
3. IMA Test Analysis.
4. Universal Preschool Workshop.
5. Early Childhood Environmental Ratings Scale (ECERS) Training.
6. Measuring and Proper Preparation of Food Items.
7. TechSteps.
8. Instructional Technology Seminar.
9. 21<sup>st</sup> Century Training Seminar.
10. Wikki Development.

11. Everyday Mathematics Implementation.
12. *Making the Most of Small Groups* Book Study and Training.
13. A. B. Combs Self Monitoring Data Assessment.
14. A. B. Combs *Seven Habits of Happy Kids* Book Study and Training.
15. Read Aloud.
16. Writing Rubrics.
17. PATCH 21.
18. Brain Gym.
19. RESA V Leadership Series – Elementary Response to Intervention (RTI) Implementation and Instructional Technology.
20. Reading Symposium Seminar.
21. Title I.
22. Five-Year Strategic Plan Training and Development.
23. Special Education Continuous Improvement and Focused Monitoring System.
24. School Building Authority Team Trainings.
25. School Assistance Team.
26. County Teacher Academy Training.
27. Launching Literacy Stations.
28. Learning Focused Instructional Practices.
29. Multicultural School Plan Development.
30. DIBELS Palm Pilot.
31. TIER Development and Instructional Practices.
32. Individualized Education Plan (IEP) Training.
33. WVEIS Training.
34. English as a Second Language (ESL) Curriculum and Testing.
35. Diabetic Training.

## **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.**

**7.1.4. Instruction.** The implementation of the Response to Intervention (RTI) program was commendable. All classes were incorporated in the RTI model across the entire grade levels. The teachers were well versed on implementing Tier I and Tier II.

The staff was participating in a professional book study with books focused on student achievement and fostering a high quality learning environment. They were applying the information from the book studies in daily teaching activities.

- 7.1.5. Instructional strategies.** The Team commended the variety of instructional strategies and the smooth transitions from one instructional method to another. It was evident that the variety of instructional strategies and the effective transitions were buildingwide and students embraced this process.
- 7.8.1. Leadership.** The principal exemplified high quality leadership. It was evident through the administrative interview and teacher interviews that decisions were based on what was in the best student interest. The principal provided a positive role model for students and staff. He was well prepared and extremely knowledgeable of the school's needs and the individual students' needs.

### Exemplary Programs & Practices

#### 7.1.4. Instruction.

Title: Annual Book-a-thon

#### Description of Program

Henry J. Kaiser Elementary holds a Book-a-thon annually. The goals of the Book-a-thon are to encourage the love of reading and motivate students to read more during the school day. Each Book-a-thon lasts approximately two weeks and is based on a theme (Rainforest, Space, or the United States). The Book-a-thon is kicked off by a show performed by the teachers and staff. During the show a character challenges the students to read as many books as they can during the next few weeks. The reading challenge may involve helping a character travel across the nation, shrinking a meteor, or causing a staff member to kiss a live snake. During the following weeks students keep records of each book they read. They also complete a teaching unit on the Book-a-thon theme. Guest speakers, special Read Aloud readers, and hands on experiences such as the Star Lab, National Guard helicopters, and Snakes Alive visit the school. A finale show and celebration conclude the Book-a-thon. Each student receives a book purchased by the Parent Teacher Organization (PTO). The PTO also pledges \$1,000.00 each year to support the Book-a-thon.

#### Summary of Results

Students used tallying skills learned from the mathematics program to keep a daily record of books they read. The children learned specific information about each selected Book-a-thon thematic unit.

The total number of books read increased yearly.

<b>Number of Books Read</b>	
2006-2007	9,526
2007-2008	14,206
2008-2009	15,126

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#### 7.2.4. Data analysis.

Title: Assessment Notebook

#### Description of Program

The Henry J. Kaiser Elementary Assessment Notebook was designed to provide a timeline and to keep track of the assessment tools used by the teacher. It is a way for all teachers to utilize the same testing and apply comparable data throughout the school. The ongoing evaluation provides data for flexible student placement. Testing reports/recording form examples are contained in each section to guide the teachers with assessment.

The assessment notebook includes: Progress monitoring, IMA (Informal Math Assessment), Running Records, Dolch Words, PASI (Phonological Awareness for Intervention), PSI (Phonics Screener for Intervention), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and the Lights Retention Scale.

#### Summary of Results

Through the assessment notebook, Henry J. Kaiser's teachers have extensive data available to make sure their children are successful. The assessments allow reports to be generated as soon as the data is entered allowing for flexible placement. From these assessments, teachers identify areas that the children need help. The teachers also use the test data to help define their classes and what to teach during Tiered (RTI) intervention reading times. The assessment notebook helps to guide classroom instruction and improve student achievement.

Contact: Jim Frazier, Principal      Phone: 304-273-2692      Email: jefrazie@access.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.

**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.

**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.** The school site was not large enough for future expansion.
- 19.1.5. Library/media and technology center.** Periodicals and pamphlets were not available for student use. (Does not adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks or a ceramic kiln. The music facility did not have a podium or acoustical treatment. The physical education facilities did not have a display case. (Does not adversely impact program and student performance.)
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. A toilet, lavatory, and work counter was not provided.

### **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.

**None identified.**

### **Education Performance Audit Summary**

The Team presented three commendations, identified two exemplary programs and practices, and the school met all standards. Under the leadership of the principal and the staff dedication, Henry J. Kaiser Elementary School may attain Exemplary Status in the future. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.