



EDUCATION PERFORMANCE AUDIT REPORT

FOR

HENRY J. KAISER ELEMENTARY SCHOOL

JACKSON COUNTY SCHOOL SYSTEM

JUNE 2013

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 April 18, 2013. 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.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Gloria Burdette, eLearning Program Assistant, Office of Instructional Technology

West Virginia Department of Education Team Leader – Dr. Fran Warsing, Superintendent, Office of Adult Institutional Education Programs

TEAM MEMBERS

Name	Title	School/County
Kimberly A. Frum	Elementary School Principal	Reedy Elementary School Roane County
Natalie D. Garner	Elementary/Middle School Principal	Walton Elementary/Middle School Roane County
Jennifer D. Knopp	Elementary School Assistant Principal	Mineral Wells 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

Janet Hall, Principal

Grades K-02, Enrollment 353 (2nd month 2011-2012 enrollment report)

DIBELS RESULTS

READING

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2011-2012	74	69	76	2%
2012-2013	57	65	NA	NA

The percentage of students who achieved at benchmark in 2011-2012 increased from 74 percent at the beginning of year (BOY) to 76 percent at the end of year (EOY) for 2 percent growth. In 2012-2013, the percentage of students who achieved at benchmark increased from 57 percent at the (BOY) to 65 percent at the middle of year (MOY), which revealed 8 percent growth.

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2011-2012	73	76	81	8%
2012-2013	47	59	NA	NA

The percentage of Kindergarten students who achieved at benchmark in 2011-2012 increased from 73 percent at the beginning of year (BOY) to 81 percent at the end of year (EOY) for 8 percent growth. In 2012-2013, the percentage of students who achieved at benchmark increased from 47 percent at the (BOY) to 59 percent at the middle of year (MOY), which revealed 19 percent growth.

GRADE 1 (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2011-2012	71	78	73	2%
2012-2013	54	71	NA	NA

The percentage of Grade 1 students who achieved at benchmark in 2011-2012 increased from 71 percent at the beginning of year (BOY) to 73 percent at the end of year (EOY) for 2 percent growth. In 2012-2013, the percentage of students who achieved at benchmark increased from 54 percent at the (BOY) to 71 percent at the middle of year (MOY), which revealed 17 percent growth.

GRADE 2 (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2011-2012	79	53	73	-6%
2012-2013	71	65	NA	NA

The percentage of Grade 2 students who achieved at benchmark in 2011-2012 decreased from 79 percent at the beginning of year (BOY) to 73 percent at the end of year (EOY) for a 6 percent decrease. In 2012-2013, the percentage of students who achieved at benchmark decreased from 71 percent at the (BOY) to 65 percent at the middle of year (MOY), which revealed a 6 percent decrease. The school has implemented professional development sessions to address this decline.

MAP RESULTS

Mathematics

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2011-2012	33	41	42	9%
2012-2013	33	32	NA	NA

The percentage of students who achieved at benchmark in 2011-2012 increased from 33 percent at the beginning of year (BOY) to 42 percent at the end of year (EOY) for 9 percent growth. In 2012-2013, the percentage of students who achieved benchmark decreased from 33 percent at the (BOY) to 32 percent at the middle of year (MOY) for a 1 percent decrease.

KINDERGARTEN				
	BOY	MOY	EOY	% GROWTH
2011-2012	NA	40	48	8%
2012-2013	NA	36	NA	NA

The percentage of Kindergarten students who achieved at benchmark in 2011-2012 increased from 40 percent at the middle of year (MOY) to 48 percent at the end of year (EOY) for 8 percent growth. In 2012-2013, the test was given only for the (MOY); however, the assessment will provide valuable information for curriculum and instruction that will address student needs as they move to Grade 1.

GRADE 1				
	BOY	MOY	EOY	% GROWTH
2011-2012	32	36	35	3%
2012-2013	41	34	NA	NA

The percentage of Grade 1 students who achieved at benchmark in 2011-2012 increased from 32 percent at the beginning of year (BOY) to 35 percent at the end of year (EOY) for 3 percent growth. In 2012-2013, the percent of students who achieved at benchmark decreased from 41 percent at the (BOY) to 34 percent at the middle of year (MOY), which revealed a 7 percent decrease. The school has implemented professional development sessions to address this decline.

GRADE 2				
	BOY	MOY	EOY	% GROWTH
2011-2012	34	46	42	8%
2012-2013	24	27	NA	NA

The percentage of Grade 2 students who achieved at benchmark in 2011-2012 increased from 34 percent at the beginning of year (BOY) to 42 percent at the end of year (EOY) for 8 percent growth. In 2012-2013, the percentage of students who achieved at benchmark increased from 24 percent at the (BOY) to 27 percent at the middle of year (MOY) for 3 percent growth.

Measures of Academic Progress (MAP) is a norm-referenced test by NWEA (Northwest Evaluation Association).

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

1. Time to Teach.
2. TechSteps.
3. DIBELS.
4. Measures of Academic Progress (MAP).
5. A. B. Combs Self-Monitoring Data Assessment.
6. Covey's 7 Habits of Highly Effective People for Educators.
7. Language and Literacy (Pre-K).
8. Early Learning Scale.
9. Kindergarten Early Learning Scale Pilot.
10. Number Talks.
11. Next Generation Standards/Common Core State Standards.
12. Five-Year Strategic Plan.
13. West Virginia Board of Education Policy 4373.
14. Therapeutic Crisis Intervention for Schools.
15. Support for Personalized Learning Framework.
16. APL Strategies.
17. Technology Academy.
18. Collaboration Data Analysis.
19. Differentiated Instruction.
20. Book Study - *How Full Is Your Bucket?*
21. Getting it Right From the Start.
22. Special Education/Individualized Education Plan 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.

7.1.2. High expectations. Communication among the teachers was excellent and effective. The teachers held weekly collaborative team meetings in which data analysis, proper student scheduling, expected behaviors, and other curricular issues were discussed.

All teachers held high expectations for all students. The Team observed classrooms and interviewed teachers and found that all teachers were organized and knowledgeable of student data and non-curricular student needs. It was evident that student achievement and student welfare were the guiding factors of the staff. These were evident in all aspects of the school, the enthusiasm of staff and students, enriching curriculum, and engaging and meaningful instructional strategies.

7.1.3. Learning environment. The learning environment was safe, secure, and conducive to student learning. Student work was displayed throughout the building and students were treated respectfully and encouraged to excel academically and socially. Henry J. Kaiser Elementary School was inviting and promoted good work habits.

7.1.6. Instruction in writing. The writing component of education was being thoroughly implemented in every classroom. The Team observed high quality student writing in Kindergarten through Grade 2. Students were challenged to continue to improve their writing abilities through excellent instruction in writing and staff encouragement.

7.2.4. Data analysis. The Team commended the school staff for the data notebooks maintained in all classrooms to monitor student progress and give students ownership of their achievement.

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 Henry J. Kaiser Elementary School in providing a thorough and efficient system of education. Jackson 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 Jackson 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.

The principal and staff conducted analysis of student progress continually through formal and informal testing. Teachers collaborated across grade levels regularly to identify strengths and weaknesses in each class and target those areas with appropriate professional development and additional instructional emphasis.

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.

- 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 had elicited high quality professional development to aid teachers in delivering the classroom curriculum in an effective and thorough manner. Assistance had been received from the Jackson County Central Office, RESA 5, and the West Virginia Department of Education. The Team recommended that this assistance continue to ensure that teachers continue to develop the skills to increase student achievement.

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 did not have five usable acres, plus one acre for each 100 students over 240. The site was not large enough for future expansion. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.3. Teachers' workroom.** The teachers' work area did not have access to communication technology. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.7. K classrooms.** The Kindergarten classroom areas did not have adequate size. (May adversely impact or impair the delivery of a high quality educational program.)
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The music facility did not have music stands, a podium, or acoustical treatment. The physical education facility did not have a data projector or a 50 inch screen monitor. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.14. Food service.** A locker/dressing room was not available. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a toilet, a lavatory, or a work counter. (May adversely impact or impair the delivery of a high quality educational program.)

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.

Henry J. Kaiser Elementary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target staff concerns regarding curriculum and student behavior.

Education Performance Audit Summary

The Team presented four commendations (7.1.2. High expectations, 7.1.3. Learning environment, 7.1.6. Instruction in writing, and 7.2.4. Data analysis), and the school met all standards.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Henry J. Kaiser Elementary School.