



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT  
FOR**

**DUNBAR PRIMARY CENTER**

**KANAWHA COUNTY SCHOOL SYSTEM**

**AUGUST 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Dunbar Primary Center in Kanawha County was conducted November 5, 2008.

A Follow-up Education Performance Audit of Dunbar Primary Center in Kanawha County was conducted April 30, 2010. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

## 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 – Passed

Kay Lee, Principal

Grades PK - 02

Enrollment 359 (2<sup>nd</sup> month 2006-07 enrollment report)

### WESTEST RESULTS FOR FEEDER SCHOOL DUNBAR INTERMEDIATE SCHOOL

#### Adequate Yearly Progress (AYP) Information by Class 2007-2008

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	96	91	96	91	100.00	12.09	18.68	49.45	14.29	5.49	69.23

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	96	91	96	91	100.00	6.59	19.78	42.86	29.67	1.10	73.63

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

#### Adequate Yearly Progress (AYP) Information by Class 2008-2009

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	121	115	121	115	100.00	0.87	39.13	31.30	25.22	3.48	60.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	121	115	121	115	100.00	6.09	33.04	49.57	10.43	0.87	60.87

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

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

Data provided by the principal was a chart showing the most recent DIBELS Benchmark results. The chart showed that of all students at the school, 11 percent were at the Intensive level, 30 percent were at the Strategic level, and 59 percent were at the Benchmark level.

Grade 3 Adequate Yearly Progress (AYP) Information by Class data at the feeder school for Dunbar Primary indicate that students scored lower on the WESTEST than the Grades 4 and 5. The Grade 3 mathematics score was 69.23 percent proficient, compared to 74.44 percent proficient for Grade 4 and 84.27 percent proficient for Grade 5. The Grade 3 reading score was 73.63 percent proficient, compared to 84.44 percent proficient for Grade 4 and 78.65 percent proficient for Grade 5.

### **FOLLOW-UP REVIEW**

**The most recent DIBELS results (January 2010) showed that 334 students were tested with 65 percent at or above benchmark level, 25 percent at strategic level, and 10 percent at intensive level. This showed improvement at all levels.**

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

- 1. Reading Summer Academy.**
- 2. "Walk to Intervention" Implemented.**
- 3. Progress Monitoring for Intervention.**
- 4. Professional Learning Communities (PLCs).**
- 5. Differentiated Instruction.**
- 6. Teach First Ideals and Practices.**
- 7. "Having Productive Conversations: Resolving Conflict: Discussion Behavior".**
- 8. Tech Steps.**
- 9. 21st Century Learning Tools.**
- 10. Thinking Math.**
- 11. Using Technology.**

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

One teacher corrected student work and announced to the students what their problems were in front of the whole class. She appeared to be negative in disciplinary matters by scolding the students in front of their peers. She then gave an assignment and did not check for understanding before having the students begin work and seemed aggravated when a child had a question.

One teacher had a disorganized classroom where several students were talking about non-educational items during work time. These students were not redirected by the teacher.

Several students were off task in another teacher's class. The teacher attempted to redirect the students, but was successful with only a few students and the rest continued to remain off task.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team visited all core classrooms to observe instruction, classroom management, and lesson plans with particular attention given to the classrooms cited. During the time the Team spent in classrooms, the teachers' classroom management procedures appeared to be working and students were on task.

- 7.1.9. 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)**

Not all of the classes were providing 90 uninterrupted minutes of reading instruction.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed the daily schedule for core classroom teachers which all showed a 90 minute uninterrupted time for reading instruction. Signs posted on the classroom doors announced the uninterrupted reading schedule.

**7.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Three of the four Grade 2 classes did not have the required 315 instructional minutes. None of the five Kindergarten classes had at least 315 instructional minutes.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed classroom schedules which showed a lesson on wellness had been added to the schedules to ensure all classes included the required 315 minute instructional day.

#### **7.2. Student and School Performance**

**7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

All four Grade 2 classes had insufficient lesson plans. Three of the six Grade 1 classes also had insufficient lesson plans. One Grade 1 teacher, while teaching on a higher level of Bloom's taxonomy, did not have lesson plans through the remainder of the week and the lesson plans for the day did not match the lessons being taught for the day. It would be difficult for a substitute teacher to instruct from the lesson plans provided in these classes. A standard lesson plan format was used, but with very sketchy information for each class in them.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal monitored lesson plans to ensure plans were complete and could be followed by a substitute teacher. The principal reviewed and commented on lesson plans once each

quarter and reviewed plans frequently during classroom walkthroughs. The Team reviewed lesson plans, visited classrooms, and talked with teachers to ensure the lesson plans were complete and current.

#### **RECOMMENDATION**

**7.1.7. Library/educational technology access and technology application.** Teachers reported that the technology in the building was antiquated and needed to be repaired and/or upgraded. The Team recommended that the school and county investigate means to upgrade the technology to acceptable standards.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The school had added a new 25-station computer laboratory and the older computers had been moved to classrooms. Teachers were provided laptop computers and a projector to be used in classroom instruction. Teachers had also received ELMOs and flip cameras.

## **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.

**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.**

It is imperative that the principal ensure that all teachers exhibit high expectations for all students and provide a positive role model for students. All students must be kept on task with high quality instruction for the entire class period.

The 90 minute uninterrupted reading instruction must be preserved and occur daily.

Lesson plans must be of high quality and show the steps for instruction for the day. The principal must monitor all lesson plans and provide corrective feedback for all lesson plans that are insufficient.

### **FOLLOW-UP CONCLUSION**

**The school staff was organized into Professional Learning Communities (PLCs) and teachers worked within these communities by consulting and generally assisting one another with teaching strategies, classroom management ideas, etc. Teachers interviewed reported that this system helped all staff be more effective with quality instruction.**

**The 90 minute uninterrupted reading period was being enforced and occurred daily. Signs showing the time of the uninterrupted reading period were posted on the outside of classroom doors to remind everyone of this activity and to preserve its integrity.**



**The faculty had worked together in the PLCs to improve lesson plans. The lesson plans had improved.**

## **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.

- 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 Team determined that capacity must be developed at Dunbar Primary Center in the classes identified in this report to provide high quality instruction for all students throughout the entire class periods.

The Team recommended that the Kanawha County School System Superintendent and the school administrator contact Dr. Karen Huffman, Division of Special Projects - Superintendent's Center for 21st Century Schools, West Virginia Department of Education at (304) 558-7010 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## **FOLLOW-UP CONCLUSION**

**The school system provided a support team to assist the school principal that was made up of an assistant superintendent, director of instruction, and Title I coordinators. This team helped construct a plan to address the criteria listed as "Necessary to Improve Performance and Progress" in this document. The school staff worked in its Professional Learning Communities (PLCs) to study the problems and devise ways to address them. The school had shown improvement in all the criteria listed as necessary to improve. The percent of students reaching benchmark on the DIBELS progress reports had increased. The Grade 3 scores at Dunbar Intermediate School had become more comparable to the Grades 4 and 5 scores on the WESTEST 2.**

## 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

**19.1.10. Specialized instructional areas.** The art facility did not have adequate storage. The music facility was not located away from quiet areas of the building.

### **FOLLOW-UP CONCLUSION**

**The facility resource needs remained as identified in the original Education Performance Audit report.**

## 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 must monitor classroom instruction and ensure that all teachers are providing high quality instruction to all students throughout the entire class periods. The principal must also monitor lesson plans and provide corrective action plans to increase the quality of the lesson plans.

### **FOLLOW-UP TEAM SUMMARY**

**The Team reviewed reports which verified the principal monitored classroom instruction by reviewing and commenting on lesson plans and performing classroom walkthroughs. Interviews with teachers confirmed the principal was in classrooms discussing instruction and ways to improve student achievement on a regular basis. The principal reviewed lesson plans and provided teachers feedback on ways to improve their lesson plans. Lesson plans reviewed by the Team were complete and would be adequate for a substitute teacher to continue the instruction.**

## SCHOOL ACCREDITATION STATUS

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
39-222 Dunbar Primary Center	Full Accreditation			

### **Education Performance Audit Summary**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Dunbar Primary Center.