



EDUCATION PERFORMANCE AUDIT REPORT

FOR

DUNBAR PRIMARY CENTER

KANAWHA COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Dunbar Primary Center in Kanawha County was conducted March 13, 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 – Rachel Hull, Lead Coordinator,
Office of Early Learning

West Virginia Department of Education Team Leader and Technology – Lori Whitt,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Ross David Boggs	Elementary School Principal	Spencer Elementary School Roane County
James E. Frazier	Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Keri W. Starcher	Elementary School Principal	Fairplain Elementary School Jackson County

SCHOOL PERFORMANCE

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

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Dr. Ronald E. Duerring, Superintendent

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Jodie Hypes, Principal

Grades PK-02, Enrollment 368 (2nd month 2011-2012 enrollment report)

DIBELS Results

BOY-Beginning of Year; **MOY**-Middle of Year; **EOY**-End of Year; **NA**-Not Available

School Level (% Benchmark)				
	BOY	MOY	EOY	% GROWTH
2009-2010	64	65	67	3
2010-2011	66	64	67	1
2011-2012	64	67	68	4
2012-2013	58	65	NA	7

Beginning of Year (BOY) scores have decreased schoolwide, however, this may be attributed to loss of skills over summer break or lack of preschool. End of Year (EOY) scores showed growth and should continue growth for EOY scores this year (2012-2013) based on the relatively large increased benchmark scores from BOY to MOY.

Kindergarten (% Benchmark)				
	BOY	MOY	EOY	% GROWTH
2009-2010	47	59	74	27
2010-2011	48	81	88	40
2011-2012	33	40	77	44
2012-2013	51	64	NA	13

Kindergarten scores improved from BOY to EOY. The school continued to address weaker skills in intervention groups using SMART goals and formative assessment data.

Grade 1 (% Benchmark)				
	BOY	MOY	EOY	% GROWTH
2009-2010	85	65	64	- 21
2010-2011	80	52	60	-20
2011-2012	58	75	79	21
2012-2013	53	62	NA	9

After two years of negative growth, Grade 1 scores have begun to increase. This may be attributed to intervention groups, SMART goal setting, and new formative assessments, as well as, student data notebooks. Growth is predicted to continue to increase this year for EOY 2013.

Grade 2 (% Benchmark)				
	BOY	MOY	EOY	% GROWTH
2009-2010	60	70	62	2
2010-2011	66	62	57	-9
2011-2012	85	70	67	-18
2012-2013	69	69	NA	

Grade 2 showed a decline in growth from BOY to EOY. This may be attributed to the increase in the benchmark goal at EOY and the fact that EOY scores are based solely on one subtest (Oral Reading Fluency) as opposed to two subtests (Nonsense Words and Oral Reading Fluency) at BOY. Grade 2 and Title I teachers continue to address skill deficits in intervention groups and by establishing SMART goals, as well as, using formative assessments and student data notebooks.

Overall, schoolwide growth is increasing. The scores reflected in these tables show the number of students who are at or above the benchmark goal. This does not show individual student growth. Individual student scores, schoolwide, have increased from BOY to MOY (2012-13). All students have improved their individual scores whether they met benchmark or not.

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

1. Next Generation Standards: English Language Arts and Mathematics.
2. Policies, Procedures, and Common Core.
3. DIBELS Next.
4. Five-Year Strategic Plan.
5. WESTEST 2 and DIBELS Data Analysis.
6. Setting SMART Goals Using Data and Next Gen Standards.
7. Dealing with Difficult Parents.
8. Number Talks.

9. Professional Learning Communities – Review SMART Goals, Next Gen Standards, and Engaged Learning.
10. Student Engagement.
11. WVEIS on the Web.
12. Title I Strategic Plan.
13. PLC – Celebration of Accomplishments.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Dunbar Primary Center had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The school showed a positive learning environment. The facility has been well maintained and the students and staff exhibited pride in the school. The staff was cohesive and exhibited high expectations in classrooms and throughout the building. Students reported to the Team that they felt safe and that all teachers were caring and compassionate toward their needs.
- 7.1.7. Library/educational technology access and technology application.** The school had a multitude of technology that was being used by the students. They had a computer laboratory, a mobile laptop laboratory, iPads, iPods, Elmos, Smartboards, etc. Teachers are required to receive training from the principal to receive the iPads. Students were fluent in using technology.
- 7.2.4. Data analysis.** The students maintained student data notebooks. These are an excellent motivating factor and gives student ownership of the student's academic skills. Students work with the formal and informal data, progress monitoring, benchmarking to aid them in seeing their individual progress.
- 7.8.1. Leadership.** The principal provided excellent leadership. She is in her third year at the school and was extremely organized and knowledgeable of the school's needs. She gave excellent feedback to teachers during the evaluation process and monitored the implementation of the high quality professional development that was provided teachers.

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 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.

The principal and staff were working diligently to provide a high quality learning atmosphere that was conducive to the learning process. All staff was provided professional development to target areas of deficiency as indicated in the data analysis conducted at the school. Student engagement, high expectations, and student safety and nurturing were paramount in the daily routine. Teachers were adjusting the classroom curriculum to assure student mastery based on student data and Next Generation Standards.

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 staff demonstrated the capacity to provide an excellent learning environment and to ensure that all students feel valued, safe, and important. The capacity to not only increase student achievement was shown, but also discern areas of weakness and apply corrective actions to overcome those weaknesses.

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 five usable acres, plus one acre for each 100 students over 240. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.5. Library/media and technology center.** On-line periodical indexes and copying equipment were not available. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have music chairs with folding arms, music stands, or a podium. The physical education facility did not have a drinking fountain. (Does not adversely impact or impair the delivery of a high quality educational program.)

- 19.1.14. Food service.** The food service area did not have a seating area of the recommended 8-14 square feet per student. (Does not adversely impact or impair the delivery of a high quality educational program.)
- 19.1.15. Health service units.** The health services area did not have a bulletin board or a refrigerator with locked storage. (Does not 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.

Dunbar Primary School provided a curriculum geared toward the needs of all students based on formal and informal data, Next Generation Content Standards, and the school's Five-Year Strategic Plan. Areas of weakness were identified and the principal provided professional development, guidance, and leadership to overcome these areas of weakness to ensure a high quality education for all students.

Education Performance Audit Summary

Dunbar Primary Center's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team presented four commendations (7.1.3. Learning environment, 7.1.7. Library/educational technology access and technology application, 7.2.4. Data analysis, and 7.8.1. Leadership), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

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 Dunbar Primary Center.