



EDUCATION PERFORMANCE AUDIT REPORT

FOR

DINGESS ELEMENTARY SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	7
Initiatives for Achieving Adequate Yearly Progress	7
High Quality Standards	8
Indicators of Efficiency.....	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	9
Early Detection and Intervention	10

INTRODUCTION

An announced Education Performance Audit of Dingess Elementary School in Mingo County was conducted March 20, 2013. 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.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Dr. William E. Chapman	Director Federal Programs	Roane County
Gregory R. Furrow	Elementary School Principal	Whitethorn Elementary School Mercer County
Kyre-Anna Minney	Elementary School Principal	Little Burch Elementary School Braxton County

SCHOOL PERFORMANCE

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

54 MINGO COUNTY

Randy Keathley, Superintendent

207 DINGESS ELEMENTARY SCHOOL – Passed

Donald Spence, Principal

Grades K-04, Enrollment 186 (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	55	60	60	100.00	58.18	Yes	Yes	✓
White	55	60	60	100.00	58.18	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	40	45	45	100.00	60.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	55	60	60	100.00	54.54	Yes	Yes	✓
White	55	60	60	100.00	54.54	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	40	45	45	100.00	55.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Attendance Rate = 98.7%

54 MINGO COUNTY
 Randy Keathley, Superintendent
207 DINGESS ELEMENTARY SCHOOL – Passed
 Donald Spence, Principal
 Grades K-04, Enrollment 181 (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	58	61	61	100.00	44.82	Yes	Averaging	✓
White	58	61	61	100.00	44.82	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	44	47	47	100.00	36.36	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	58	61	61	100.00	43.10	Yes	Averaging	✓
White	58	61	61	100.00	43.10	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	44	47	47	100.00	34.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.2%

DINGESS 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	23	23	23	23	100.00	21.74	30.43	30.43	17.39	0.00	47.83
04	38	35	38	35	100.00	22.86	34.29	17.14	17.14	8.57	42.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	23	23	23	100.00	43.48	13.04	21.74	17.39	4.35	43.48
04	38	35	38	35	100.00	28.57	28.57	20.00	14.29	8.57	42.86

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Dingess Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by averaging. The county curriculum staff and school staff are urged to address all subgroups with low percent proficient and apply interventions to improve achievement of all students. Student achievement declined dramatically from the 2010-2011 school year to the 2011-2012 school year based on WESTEST2 data in mathematics and reading/language arts.

Adequate Yearly Progress (AYP) Information by Class indicated that neither Grade 3 nor Grade 4 had at least 50 percent proficient in mathematics or reading/language arts.

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

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	58.18	44.82	-13.36
Racial/Ethnicity White (W)	58.18	44.82	-13.36
Economically Disadvantaged (SES)	60.00	36.36	-23.64
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	54.54	43.10	-11.44
Racial/Ethnicity White (W)	54.54	43.10	-11.44
Economically Disadvantaged (SES)	55.00	34.09	-20.91

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

1. Walkthrough Training.
2. WESTEST2 Training.
3. Technology Assistance.
4. Next Generation Standards.
5. Writing Assessment Training.
6. Safe Schools/School Security.
7. Kindergarten Assessment.
8. Acuity.
9. Growth Model.
10. Gold Seal Lesson.
11. Depth of Knowledge.
12. Balanced Calendar.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

7.1.1. Curriculum based on content standards and objectives. There was a significant focus on the Next Generation Standards and current West Virginia 21st Century content standards and objectives (CSOs) in curriculum and instruction. Teachers were emphasizing a greater depth of knowledge for each student in preparation for the next testing cycle. The staff had analyzed the decline in student achievement and determined that a greater focus was needed to improve student performance. The Team observed a strong focus on a curriculum based on the content standards and objectives and a great deal of work by the staff to ensure that the Next Generation Standards were a driving force in the classroom curriculum.

7.1.2. High expectations. The school's Support for Personalized Learning (SPL) program was well developed and consistently applied to all students. Students' collective and individual needs were carefully considered and the staff was dedicated to providing the appropriate curriculum delivery for each individual student. Teachers sequenced learning by applying students' prior knowledge in thoughtful and deliberate curriculum delivery. Teachers were using formal and informal assessments as well as observations to evaluate the effect of instruction on student learning and adjusting teaching as necessary. Staff reported progress in student achievement shown by informal data analysis.

7.1.3. Learning environment. The Safe School program was excellent and all students could discuss the components of the Safe School Plan. The learning environment was nurturing and students expressed that they felt safe and that teachers were genuinely concerned about their well-being. All students reported positive classroom and school experiences.

Although the building was older, it was clean, provided a positive climate, and was conducive to the learning environment. Teaching practices; safety practices; and relationships among the principal, teachers, and parents promoted a positive school culture. The Team observed a multitude of student work posted throughout the building which exhibited a high level of Depth of Knowledge.

7.8.1. Leadership. The Team commended the principal for establishing high standards for student learning, fostering a strong staff consensus for high expectations, and being highly organized and knowledgeable of the school's needs. Student learning was viewed as the fundamental purpose of the school

and the principal provided the leadership necessary to guide the school toward improved student achievement.

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (6.1.6 Instruction in writing; 6.1.7 Library/educational technology access and technology application; 6.1.12 Multicultural activities; 6.2.3 Lesson plans and principal feedback; 6.4.1 Regulatory agency reviews; 6.8.1 Leadership) presented in the February 2005 report had been corrected.

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 Dingess Elementary School in providing a thorough and efficient system of education. Mingo 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 Mingo 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.

All staff members were aware of the decline in student achievement and were articulate about the programs and practices in place to improve student performance. The principal was monitoring classroom curriculum and the school staff, as a team, was implementing the professional development that had been

provided. The Team observed excellent instruction throughout the building and believed that the student achievement will improve.

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 Dingess 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.**

Although student achievement had declined, the Team observed that the administration and staff had identified the issues for the decline and had implemented procedures to improve student and school performance. Therefore, the Team believed that Dingess Elementary has the capacity to increase student achievement. The principal is strongly urged to continue to monitor curriculum and instruction throughout the building and to provide the necessary guidance, materials, and professional development to aid teachers in delivering the curriculum to ensure that all students have the opportunity to learn.

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*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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.

Given the decline in student achievement in mathematics and reading/language arts, the principal and staff determined the areas of need and implemented high quality professional development to counteract the decline. The Team observed high staff expectations, excellent instruction, quality school and classroom leadership, and student engagement during the day of the Education Performance Audit. The principal and staff reported that the Mingo County Central Office had provided excellent support.