



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**KIMBALL ELEMENTARY SCHOOL**

**MCDOWELL COUNTY SCHOOL SYSTEM**

**MAY 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Kimball Elementary School in McDowell County was conducted January 30, 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

West Virginia Department of Education Team Leader – Janet Bock, Coordinator, Office of Early Learning

## TEAM MEMBERS

Name	Title	School/County
Denver E. Drake	Middle School Principal	Braxton County Middle Braxton County
Amy N. Pritt	Elementary School Principal	Van Elementary Boone County
Timothy M. Via	Elementary School Principal	Davis Elementary Braxton County

## SCHOOL PERFORMANCE

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

### 60 MCDOWELL COUNTY

James Brown, Superintendent

### 217 KIMBALL ELEMENTARY SCHOOL – Passed

April Hedinger, Principal

Grades K-05

Enrollment 289 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	111	120	119	99.16	44.14	Yes	Confidence Interval	✓
White	68	76	75	98.68	42.64	Yes	Confidence Interval	✓
Black	42	42	42	100.00	47.61	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	16	15	93.75	46.15	NA	NA	NA
Low SES	102	110	109	99.09	42.15	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	111	120	119	99.16	54.05	Yes	Yes	✓
White	68	76	75	98.68	52.94	Yes	Yes	✓
Black	42	42	42	100.00	57.14	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	16	15	93.75	46.15	NA	NA	NA
Low SES	102	110	109	99.09	52.94	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.1%**

**60 MCDOWELL COUNTY**  
 James Brown, Superintendent  
**217 KIMBALL ELEMENTARY SCHOOL – Passed**  
 April Hedinger, Principal  
 Grades K-05  
 Enrollment 264 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	97	103	103	100.00	42.26	Yes	Confidence Interval	✓
White	68	71	71	100.00	35.29	Yes	Confidence Interval - Averaging	✓
Black	29	32	32	100.00	58.62	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	19	19	100.00	5.55	NA	NA	NA
Low SES	83	89	89	100.00	39.75	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	97	103	103	100.00	43.29	Yes	Confidence Interval	✓
White	68	71	71	100.00	36.76	Yes	Confidence Interval	✓
Black	29	32	32	100.00	58.62	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	19	19	100.00	11.11	NA	NA	NA
Low SES	83	89	89	100.00	39.75	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.5%**

## KIMBALL 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	41	40	41	40	100.00	22.50	27.50	32.50	10.00	7.50	50.00
04	29	26	29	26	100.00	26.92	30.77	30.77	7.69	3.85	42.31
05	33	31	33	31	100.00	35.48	32.26	22.58	6.45	3.23	32.26

## Reading

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	41	40	41	40	100.00	27.50	20.00	32.50	15.00	5.00	52.50
04	29	26	29	26	100.00	26.92	30.77	23.08	19.23	0.00	42.31
05	33	31	33	31	100.00	35.48	32.26	16.13	16.13	0.00	32.26

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Kimball Elementary School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability, the special education subgroup (SE) needs attention and plans for improved performance. The racial/ethnicity black (B) subgroup performed measurably higher in both reading and mathematics than the AS and W subgroups. The WESTEST2 school proficiency rate declined from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 in all subgroups except the racial/ethnicity black (B) subgroup which showed substantial improvement in mathematics.

Adequate Yearly Progress (AYP) Information by Class indicated that students in Grade 3 performed at the highest level with 50.00 percent proficient in mathematics and 52.50 percent proficient in reading/language arts. Students in Grade 4 performed at 42.31 percent proficient in mathematics and 42.31 percent in reading/language arts. Grade 5 students performed at 32.26 percent proficient in mathematics and 32.26 percent proficient in 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)	44.14	42.26	-1.88
Racial/Ethnicity White (W)	42.64	35.29	-7.35
Racial/Ethnicity Black (B)	47.61	58.62	+11.01
Special Education (SE)	46.15	5.55	-40.60
Economically Disadvantaged (SES)	42.15	39.75	-2.40
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	54.05	43.29	-10.76
Racial/Ethnicity White (W)	52.94	36.76	-16.18
Racial/Ethnicity Black (B)	57.14	58.62	+1.48
Special Education (SE)	46.15	11.11	-35.04
Economically Disadvantaged (SES)	52.94	39.75	-13.19

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

1. Framing Your Success.
2. Everyday Mathematics Classroom Support.
3. Core Reading Classroom Support.
4. Core Mathematics Classroom Support.
5. Integrating Technology into the Curriculum.
6. Working on Writing.
7. Core Instruction/Small Groups.
8. Read Well and Language Training.
9. Art and Music in the 21<sup>st</sup> Century.
10. Language and Literacy Modules.
11. What is 21<sup>st</sup> Century Learning?
12. Proportional Reasoning 4 and 5 Grade Mathematics.
13. Carnegie Mathematics Academies.
14. Language Program.
15. Common Core Standards for Kindergarten.
16. IPAP Training.
17. Early Learning Scale – PK.
18. Common Core Formative Assessment and Curriculum Alignment.
19. Writing in Science.
20. Headsprout “Beyond the Basics.”
21. Lexia.
22. 6+1 Writing.
23. iPad Integration.
24. Number Talks.
25. Utilizing Informational Text.
26. Writing in K-05.
27. Phonemic Awareness.
28. Next Generation Standards.
29. Instructional Practices Inventory.
30. Mathematics Content Academies.
31. Writing in Mathematics.
32. Best Practices for Novice Teachers.
33. T.L.I. Review.
34. Acuity and Instruction.
35. Principal Leadership Academy.



## **EDUCATION PERFORMANCE AUDIT**

### **INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS**

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

**7.2.4. Data analysis.** Kimball Elementary School maintained Student Data Notebooks for each student as a means to stay aware of the needs of all students based on student achievement data. Students meet with a teacher and the principal to examine data from previous years, including WESTEST results. The teacher, principal, and students then create three goals for improvement. A notebook for each was created where data are kept as assessments are taken and the student's attendance is also tracked. Students are conferenced often and more frequently if the student is potentially at-risk. Students become extremely familiar with their individual data and growth. On February 4, 2013, parents were invited to an after school event, "Data and Dessert", where students presented their data notebook to their parents/guardians.

### **HIGH QUALITY STANDARDS**

**The Education Performance findings of noncompliance (7.1.7 Library/educational technology access and technology application; 7.2.1 County and School electronic strategic plans) presented in the January 2010 report had been corrected.**

#### **Necessary to Improve Performance and Progress.**

At the time of the January 2013 Education Performance Audit, no findings of noncompliance were reported.

## 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 Kimball Elementary School in providing a thorough and efficient system of education. McDowell 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 McDowell 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.**

While student achievement declined measurably from the 2010-2011 school year to the 2011-2012 school year, the principal and staff showed evidence of excellent data analysis and high quality professional development that had been instituted to address student achievement. The principal was knowledgeable of the school and student needs and all staff exhibited enthusiasm about the direction that the school was taking. The decline in the special education (SE) scores in mathematics and reading/language arts was alarming. Immediate action must be taken in these areas to correct this issue and increase student achievement.

### **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 Kimball 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.**

With the assistance received from local and State educational agencies and the knowledge and cooperation among the staff, the Team believed that the school has the capacity to increase student achievement. Teachers spoke highly of the professional development that had been implemented at the school and showed a genuine enthusiasm toward teaching and learning. It was evident to Team members that the excellent teaching observed on the day of the Education Performance Audit was the typical daily instruction. Student data guided the curriculum, along with the common core standards and the school's Five-Year Strategic Plan goals.

### **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 McDowell 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.**

Data showed a dramatic decline in student achievement from 2010-2011 to 2011-2012; however, the principal and staff had embraced the professional development provided by local and State education agencies and were providing high quality instruction and exhibited high expectations for all students. It is imperative that the principal continue to monitor classroom instruction and student achievement and make any changes necessary to ensure that teaching targets increased learning.