



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DUVAL PK-8

LINCOLN COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Duval PK-8 in Lincoln County was conducted October 23, 2012. 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
L. Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Maria S. Miller	Elementary School Principal	Flinn Elementary School Kanawha County
Martina S. Mills	Retired Middle School Assistant Principal	Chapmanville Middle School Logan County

SCHOOL PERFORMANCE

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

43 LINCOLN COUNTY

Patricia Lucas, Superintendent

101 DUVAL PK-8 – Needs Improvement

Kim Lovejoy-Clayton, Principal

Grades PK-08, Enrollment 607 (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	388	423	420	99.29	41.23	Yes	No	X
White	382	413	410	99.27	41.09	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	74	79	78	98.73	17.56	Yes	No	X
Low SES	249	278	277	99.64	34.53	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	388	423	420	99.29	40.72	Yes	Safe Harbors	✓
White	382	413	410	99.27	40.83	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	74	79	78	98.73	12.16	Yes	No	X
Low SES	249	278	277	99.64	34.53	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.2%

43 LINCOLN COUNTY
Patricia Lucas, Superintendent
101 DUVAL PK-8 – Needs Improvement
Kim Lovejoy-Clayton, Principal
Grades PK-08, Enrollment 589 (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	386	413	412	99.75	45.45	Yes	Confidence Interval	✓
White	377	403	402	99.75	45.21	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	69	71	70	98.59	11.76	Yes	No	✗
Low SES	236	257	257	100.00	39.40	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	386	413	412	99.75	42.07	Yes	No	✗
White	377	403	402	99.75	41.75	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	69	71	70	98.59	10.29	Yes	No	✗
Low SES	236	257	257	100.00	35.16	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.1%

DUVAL PK-8

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	46	46	45	45	97.83	13.33	33.33	24.44	11.11	17.78	53.33
04	55	51	55	51	100.00	23.53	35.29	27.45	11.76	1.96	41.18
05	51	50	51	50	100.00	32.00	32.00	12.00	16.00	8.00	36.00
06	85	75	85	75	100.00	28.00	25.33	29.33	13.33	4.00	46.67
07	81	77	81	77	100.00	31.17	14.29	20.78	22.08	11.69	54.55
08	95	87	95	87	100.00	39.08	20.69	12.64	26.44	1.15	40.23

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	46	46	45	45	97.83	15.56	20.00	33.33	20.00	11.11	64.44
04	55	51	55	51	100.00	41.18	27.45	27.45	3.92	0.00	31.37
05	51	50	51	50	100.00	30.00	22.00	30.00	16.00	2.00	48.00
06	85	75	85	75	100.00	36.00	28.00	22.67	6.67	6.67	36.00
07	81	77	81	77	100.00	22.08	35.06	31.17	10.39	1.30	42.86
08	95	87	95	87	100.00	21.84	40.23	20.69	11.49	5.75	37.93

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Duval PK-8 failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), the special education (SE), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the SE and SES subgroups in mathematics for two consecutive years. The county curriculum staff and school staff are urged to address these subgroups and apply interventions to improve achievement of all students.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 were as follows.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (+4.22 percent)	AS (+1.35 percent)
W (+4.12 percent)	W (+0.92 percent)
SE (-5.80 percent)	SE (-1.87 percent)
SES (+4.87 percent)	SES (+0.63 percent)

Only Grade 3 Reading had over 60 percent of students above 60 percent proficient. The remaining classes ranged from a low of 31.37 percent proficient in Reading for Grade 4 to 54.55 percent proficient in mathematics for Grade 7.

The following professional development and/or training opportunities were provided.

1. Student Personalized Learning Training.
2. SAS Teacher Leadership Institute.
3. Lincoln County 4th/5th Grade Summer Academy.
4. Worksheets Don't Grow Dendrites.
5. Acuity.
6. Crisis Prevention Intervention.
7. Social Studies Standards Workshop.
8. Autism Training.
9. Ninth Grade Summer Academy.
10. Middle School Math Training.
11. High School Curriculum Development.
12. Kindergarten Academy.
13. Project Tier for Math.
14. Beginning Teacher Academy.
15. Early Learning Standards.
16. Sensory Integration Training.
17. Wilson Language.
18. Lincoln County Technology Team Meetings.

19. Curriculum Loft.
20. Administrators Summer Institute.
21. Testmate Clarity.
22. Learning Focus.
23. Next Generation Standards.
24. Teaching Science in the 21st Century Classroom.
25. Teaching Mathematics in the 21st Century Classroom.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

Two teacher's classroom schedules did not have the required number of instructional minutes per day for students, as required in West Virginia Board of Education Policy 2510.

7.6. Personnel

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

One teacher did not have an approved mentor. The mentor assigned to this teacher had not attended the mentor training as of the day of the Education Performance Audit.

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 Duval PK-8 in providing a thorough and efficient system of education. Lincoln 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 Lincoln 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.

Through the interview process and classroom observations it was found that all teachers were aware of the needs of the school and students and were working to increase student achievement. A wide variety of professional development had been provided to aid teachers in delivering a high quality curriculum. While achievement was lagging, there had been improvements in a majority of the individual subgroups. The Team believed that the principal and staff had the ability and desire to provide a curriculum that will lead to greater 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 Duval PK-8 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 Duval PK-8 has the ability to correct the deficiencies found at the school. The Team also determined that the staff had the ability to increase student achievement as indicated on the WESTEST2; however, greater increases are needed to ensure that the school meets adequate yearly progress (AYP). All students were kept on task throughout the observations of the Education Performance Audit and it was evident through teacher and students interviews that this was the normal operations at the school. The principal must continue to monitor classroom instruction and ensure that the resources and materials are available to ensure students success.

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.

Although gains had been made in a majority of subgroups, greater increases are needed. The principal must continue to solicit assistance from the Lincoln County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide a curriculum that is data-driven and instruction that is relevant to the curriculum and provide all students the opportunity to learn.