



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**DUVAL PK-8**

**LINCOLN COUNTY SCHOOL SYSTEM**

**APRIL 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Duval PK-8 in Lincoln County was conducted October 23, 2012.

A Follow-Up Audit was conducted February 12, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the follow-up review 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.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

## 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 SCHOOL – FOCUS

Kim Clayton, Principal

Grades PK-08, Enrollment 544

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Duval PK-8 School a Focus school. Focus schools are those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia’s methodology for identifying Focus schools differs by programmatic level. Elementary and middle schools will use the achievement gap component of the WVAI while high schools will use graduation rate gaps.

An **Elementary/Middle** school designated as a Focus school can exit this status when the school meets its academic achievement goals on the WESTEST2 student subgroups and an elementary/middle school no longer has the largest academic achievement gaps.

To exit status a **High School** designated as a Focus school must meet the following criteria for the two most recent years. When the school is no longer among the 10% of Title I schools with the largest subgroup gaps as a result of sufficient subgroup improvement. The school meets the proficiency goals for those subgroups that contributed to a school’s achievement gap.

### Designation Status for Duval PK-8 School.

Designation:	FOCUS	Next Year’s Target:	46.7608
Index Score:	45.9393	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	43.7201	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

**Supporting Data**

Proficiency (40% of the index score)	13.22
Achievement Gaps Closed (20% of the index score)	11.21
Observed Growth (15% of the index score)	9.06
Adequate Growth (20% of the index score)	7.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.94</u>
Total Accountability Index (out of 100)	45.94

The West Virginia Accountability Index targets are set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above are set with a goal of all middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Duval PK-8 School achieved the Accountability Index Target. However, considering the achievement target, a significant gap exists between the current performance of the special education subgroup and the target of 75 percent.

## 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.

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

**COMPLIANCE.** The Team verified all teachers in Grades K-5 met the required number of instructional minutes per day for students outlined 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.

### FOLLOW-UP REVIEW

**PARTIAL COMPLIANCE/PROGRESSING.** The principal indicated one new teacher was hired approximately one month prior to the follow-up visit. A mentor position was posted, however, a qualified applicant had not applied. The principal reported the county had difficulty finding teachers who were willing to be trained as mentors, and those who had the training did not want the jobs.

## 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.

**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.

## **FOLLOW-UP REVIEW**

The Team found teachers were prepared and providing effective instruction. Students were interested and actively engaged in the instruction. The principal reviewed the WESTEST2 scores from 2012-2013 and noted that Grade 3 scores were above the state average in all subjects; Grade 4 scores were above the state average in mathematics, science, and social studies. Grades 6, 7, and 8 scores were above or close to the state average in all areas assessed. The special education subgroup demonstrated a seven percent gain in mathematics.

A variety of professional development opportunities were provided to the staff. The principal and staff worked diligently to improve the curriculum and classroom instruction and anticipate increases in student achievement as a result.

### **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.

### **FOLLOW-UP REVIEW**

**The majority of deficiencies identified in the initial Education Performance Audit Report had been addressed by the school staff. The instructional minutes were corrected immediately. Assigning mentor teachers continued to be a problem. The county and school personnel were working to find a solution but were having difficulty finding interested teachers willing to become trained and serve as mentor teachers.**

**Classroom instruction continued to be well planned and implemented and actively engaged students in learning. Instruction was continually monitored by the principal. County office staff provided assistance with walkthroughs. Instructional resources were readily available.**

### **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.

### **FOLLOW-UP REVIEW**

**The principal reported that the school received all supports requested from the Lincoln County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education. Duval Pk-8 staff remained committed to improving student achievement and were actively involved in professional development opportunities such as, training and participating in the Instructional Practices Inventory, training in implementation of the Common Core State Standards, and leadership training designed to improve instruction and student achievement.**

### **Education Performance Audit Summary**

Based upon the results of the Education Performance Audit, it is recommended and a motion is requested to approve the report.