



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HAMLIN PK-8**

**LINCOLN COUNTY SCHOOL SYSTEM**

**DECEMBER 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Hamlin PK-8 in Lincoln County was conducted October 25, 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

West Virginia Department of Education Team Leader – Dr. Fran Warsing,  
Superintendent, Office of Adult Institutional Education Programs

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
E. Kelly Haynes	Elementary School Principal	Lakewood Elementary School Kanawha County
Barbara G. Lewis	Elementary School Principal	Alban Elementary School Kanawha County
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh 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  
**102 HAMLIN PK-8 - Need Improvement**  
Rebecca Ferguson, Principal  
Grades PK-08

Enrollment 557 (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	304	342	337	98.53	33.99	Yes	No	X
White	303	340	335	98.52	34.10	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	74	86	84	97.67	17.80	Yes	No	X
Low SES	191	225	222	98.66	27.22	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	304	342	337	98.53	41.91	Yes	Safe Harbors	✓
White	303	340	335	98.52	42.05	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	74	86	84	97.67	17.80	Yes	Safe Harbors	✓
Low SES	191	225	222	98.66	31.41	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.0%**

**43 LINCOLN COUNTY**  
Patricia Lucas, Superintendent  
**102 HAMLIN PK-8 - Need Improvement**  
Rebecca Ferguson, Principal  
Grades PK-08  
Enrollment 537 (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	296	329	329	100.00	31.41	Yes	No	X
White	292	325	325	100.00	31.16	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	75	82	82	100.00	12.00	Yes	No	X
Low SES	215	237	237	100.00	26.97	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	296	329	329	100.00	37.16	Yes	No	X
White	292	325	325	100.00	36.98	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	75	82	82	100.00	9.33	Yes	No	X
Low SES	215	237	237	100.00	33.02	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 96.5%**

Hamlin PK-8

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	58	53	58	53	100.00	30.19	37.74	22.64	9.43	0.00	32.08
04	58	50	58	50	100.00	32.00	30.00	28.00	4.00	6.00	38.00
05	44	39	44	39	100.00	25.64	38.46	15.38	17.95	2.56	35.90
06	67	59	67	59	100.00	45.76	30.51	8.47	15.25	0.00	23.73
07	43	42	43	42	100.00	47.62	21.43	21.43	9.52	0.00	30.95
08	59	53	59	53	100.00	47.17	22.64	15.09	9.43	5.66	30.19

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	58	53	58	53	100.00	37.74	15.09	28.30	11.32	7.55	47.17
04	58	50	58	50	100.00	46.00	22.00	22.00	10.00	0.00	32.00
05	44	39	44	39	100.00	33.33	28.21	20.51	15.38	2.56	38.46
06	67	59	67	59	100.00	35.59	38.98	16.95	6.78	1.69	25.42
07	43	42	43	42	100.00	38.10	19.05	28.57	11.90	2.38	42.86
08	59	53	59	53	100.00	37.74	22.64	15.09	11.32	13.21	39.62

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### 5.1.1. Achievement.

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

Grade 6 students scored dramatically below that of the other grade levels. The principal is strongly urged to continue to monitor instruction in all areas and provide guidance and assistance to increase student achievement.

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

#### Mathematics

AS (-2.58 percent)  
W (-2.94 percent)  
SE (-5.80 percent)  
SES (-0.25 percent)

#### Reading/Language Arts

AS (-4.75 percent)  
W (-5.07 percent)  
SE (-8.47 percent)  
SES (+1.61 percent)

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

1. Mathematics Next Generation Standards.
2. Reading Next Generation Standards.
3. Social Studies and Science Next Generation Standards.
4. School Mission, Vision, and Core Beliefs.
5. Sensory Processing.
6. Acuity.
7. Data Analysis.
8. Foss Kit.
9. Project Tier.
10. iPad Technology Training.
11. West Virginia Writes.
12. School Improvement Conferences.
13. Beginning Teacher/Mentor Training.
14. Learning Focused.
15. McRel Balanced Leadership.
16. TechSteps.
17. Worksheets Don't Grow Dendrites.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

While instruction in Grades 6-8 was of high quality, instruction in Grades K-5 was of low level. Instruction was mainly of the lecture and basic recall strategies and many worksheets were observed to be utilized.

There was a chart that showed discipline and attendance numbers of individual students in the hallway. While individual student names were not used (individual student numbers were used), the Team believed that it would be relatively easy for students to determine to whom the number was linked. This practice did not exhibit high expectations and had the potential to open students up to peer ridicule.



## 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 Hamlin 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.**

High quality instruction and instructional strategies must be improved in Grades K-5. A wider variety of instructional strategies and a greater emphasis on higher level thinking skills must be made. All students must be challenged to achieve at their highest level through a challenging, research-based curriculum. The principal must ensure through classroom observations and teacher interviews that all students are kept on task and fully engaged in every class.

### **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 Hamlin 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 Hamlin PK-8 has the capacity to correct the identified deficiencies; however, 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 aid in the implementation of the professional development provided to the teachers and to identify any areas of the curriculum that are in need of assistance.

### **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.**

While all teachers were knowledgeable of the needs of the school and the individual students, it was obvious that instruction in the Grades K-5 classes needed attention. The Team believed that the principal and teachers would be receptive of receiving assistance to correct this issue. All teachers appeared to have the students' best interest as the priority. The Lincoln County superintendent of schools must ensure that the proper assistance be provided to aid the principal in guiding the improvements at the school.