



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HARTS PK-8**

**LINCOLN COUNTY SCHOOL SYSTEM**

**DECEMBER 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Harts PK-8 in Lincoln County was conducted October 24, 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 – Janet Bock, Coordinator, Office of Early Learning

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
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

### **103 HARTS PK-8 – New School**

Deborah Dingess, Principal  
Grades PK-08, Enrollment 456

## **Exempt From NCLB**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

#### **Harts PK-8 was exempt from NCLB.**

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

1. Kindergarten Academy.
2. K-5 Mathematics Academy.
3. Mathematics, Reading/Language Arts, Science, and Social Studies Curriculum Map Revisions.
4. Five-Year Strategic Plan.
5. WESTEST2 Data Analysis.
6. Process Writing and High Expectations.
7. Student Engagement.
8. TechSteps.
9. "Classroom Instruction that Works" Book Study.
10. Instructional Practices Inventory.
11. Cooperative Groups and Classroom Management.
12. Lincoln County Writing Process.
13. Effective Schools Conference.
14. APL Training.
15. NXT Generation Training.
16. Worksheets Don't Grow Dendrites.
17. Ruby Payne.
18. Evaluation Training.
19. Data Notebook Training.
20. Technology Initiatives.
21. Number Talks.
22. SPL Training.
23. Live Grades Training.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

#### Necessary to Improve Performance and Progress.

##### 7.1. Curriculum

- 7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team noted minimal technology use throughout the building and could not verify that technology was being used on a regular basis. Teachers and students could not articulate technology being used at least weekly for each student.

##### 7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Only one teacher interviewed could clearly articulate the goals and action steps of the school's Five-Year Strategic Plan. All teachers must be aware of the needs of the school as determined by the school's Five-Year Strategic Plan and what is occurring in the individual classrooms to ensure that the school is meeting these goals.

- 7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

At least two-thirds of the lesson plans could not be followed by a substitute teacher. Teachers were using unit plans that had the information that was to be covered; however, there was no break-down as to the days that it was to be covered and which day it was to be covered.

## 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)

While there were four new teachers in the building and these teachers were meeting with their mentor, the principal was not involved in any of the meetings and was not aware of the contents of these meetings. The principal must be aware of what is going on in the meetings and must be providing information to the mentor teacher in assisting to improve the efforts of the new teacher.

## RECOMMENDATION

- 7.1.12. Multicultural activities.** None of the teachers were aware of a school Multicultural Plan. The principal had a copy of the plan; however, teachers could not discuss the plan. The Team recommended that the principal provide teachers a copy of the plan and cover the information contained in the plan.

## 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 Harts 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.**

It was evident that the school's Five-Year Strategic Plan was not being utilized to guide the curriculum. Only one teacher could clearly articulate the goals and action steps of the plan and the various activities that were being used to meet these goals.

### **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 Harts 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 Harts PK-8 School has the capacity to correct the identified deficiencies; however, there will need to be a great deal of work dedicated to proper implementation of the school's Five-Year Strategic Plan. The principal may need to contact the West Virginia Department of Education, Office of School Improvement, to aid in this endeavor.

### **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.**

It was evident that the principal and staff were aware of the needs of the school and individual students and teachers were providing high quality instruction. Students were kept on task with interesting and engaging instruction. All curricular decisions must be firmly grounded in proper data analysis and the needs of the school as defined in the school's Five-Year Strategic Plan.