



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MIDWAY ELEMENTARY SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Midway Elementary School 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

TEAM MEMBERS

| Name | Title | School/County |
|------------------|-----------------------------|--|
| 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 |

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

212 MIDWAY ELEMENTARY SCHOOL – Needs Improvement

Cheryl Workman, Principal

Grades PK-05, Enrollment 292 (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 | 97 | 108 | 108 | 100.00 | 46.39 | Yes | Confidence Interval | ✓ |
| White | 95 | 106 | 106 | 100.00 | 47.36 | Yes | Confidence Interval | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 26 | 28 | 28 | 100.00 | 42.30 | NA | NA | NA |
| Low SES | 53 | 63 | 63 | 100.00 | 35.84 | Yes | Confidence Interval | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 97 | 108 | 108 | 100.00 | 37.11 | Yes | Confidence Interval | ✓ |
| White | 95 | 106 | 106 | 100.00 | 37.89 | Yes | Confidence Interval | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 26 | 28 | 28 | 100.00 | 42.30 | NA | NA | NA |
| Low SES | 53 | 63 | 63 | 100.00 | 30.18 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.7%

43 LINCOLN COUNTY
Patricia Lucas, Superintendent
212 MIDWAY ELEMENTARY SCHOOL – Needs Improvement
Cheryl Workman, Principal
Grades PK-05, Enrollment 289 (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 | 93 | 104 | 104 | 100.00 | 29.03 | Yes | Confidence Interval - Averaging | ✓ |
| White | 92 | 103 | 103 | 100.00 | 29.34 | Yes | Confidence Interval - Averaging | ✓ |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 25 | 27 | 27 | 100.00 | 24.00 | NA | NA | NA |
| Low SES | 56 | 64 | 64 | 100.00 | 26.78 | Yes | Confidence Interval - Averaging | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 93 | 104 | 104 | 100.00 | 34.40 | Yes | Confidence Interval - Averaging | ✓ |
| White | 92 | 103 | 103 | 100.00 | 33.69 | Yes | Confidence Interval - Averaging | ✓ |
| Black | * | * | * | * | * | * | * | * |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 25 | 27 | 27 | 100.00 | 16.00 | NA | NA | NA |
| Low SES | 56 | 64 | 64 | 100.00 | 23.21 | Yes | No | ✗ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.0%**

MIDWAY 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 | 36 | 35 | 36 | 35 | 100.00 | 31.43 | 31.43 | 20.00 | 14.29 | 2.86 | 37.14 |
| 04 | 37 | 32 | 37 | 32 | 100.00 | 34.38 | 50.00 | 12.50 | 0.00 | 3.13 | 15.63 |
| 05 | 30 | 25 | 30 | 25 | 100.00 | 36.00 | 32.00 | 12.00 | 20.00 | 0.00 | 32.00 |
| 06 | 1 | 1 | 1 | 1 | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 | 0.00 | 100.00 |

Reading

| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
|-------|-------------|----------|--------|------------|------------|--------|---------------|---------|---------------|---------------|------------|
| 03 | 36 | 35 | 36 | 35 | 100.00 | 40.00 | 20.00 | 22.86 | 11.43 | 5.71 | 40.00 |
| 04 | 37 | 32 | 37 | 32 | 100.00 | 46.88 | 21.88 | 21.88 | 9.38 | 0.00 | 31.25 |
| 05 | 30 | 25 | 30 | 25 | 100.00 | 24.00 | 48.00 | 12.00 | 16.00 | 0.00 | 28.00 |
| 06 | 1 | 1 | 1 | 1 | 100.00 | 0.00 | 0.00 | 0.00 | 100.00 | 0.00 | 100.00 |

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Midway Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts, and in the economically disadvantaged (SES) subgroup only by application of the confidence interval and averaging. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. 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.

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

| <u>Mathematics</u> | <u>Reading/Language Arts</u> |
|---------------------|------------------------------|
| AS (-17.36 percent) | AS (-2.71 percent) |
| W (-18.02 percent) | W (-4.20 percent) |
| SE (-18.30 percent) | SE (-26.30 percent) |
| SES (-9.06 percent) | SES (-6.97 percent) |

Midway Elementary School saw dramatic declines in student achievement in all subgroups. Double digit declines were seen in four subgroups. No students were scoring at the distinguished level in Grades 5 and 6 mathematics and Grades 4, 5, and 6 Reading.

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

1. Lincoln County Process Writing Model.
2. Ruby Payne.
3. Parent Involvement/Autism Training.
4. Project Tier Mathematics.
5. Next Generation Standards.
6. Lincoln County Administrators Workshop.
7. Student Assistance Team Referrals, Individualized Education Plans and 504 Plans.
8. Using Data Institute.
9. Professional Learning Communities.
10. Support for Personalized Learning.
11. Multicultural Education.
12. Sensory Integration Training.
13. McREL Balanced Leadership.
14. Worksheets Don't Grow Dendrites.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – 21st Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” Teachers gave varying answers to the degree of hands-on science activities, but the majority of teachers stated that it was approximately 20 percent of the time. No specific reason was given for this lack of instruction and it was reported that there were plenty of materials available for science instruction.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

At least 50 percent of the instruction in the building observed consisted of lecture. This half of the staff did not vary instructional strategies during the classroom observations and the Team noted a moderate number of students becoming disengaged in the educational process during the observational periods.

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)

Minimal technology was observed to be used throughout the day by students. There were computers still in their boxes and it was reported by teachers that many of the computers that were set up were inoperable.

RECOMMENDATIONS

- 7.1.3. Learning environment.** There were doors to the outside and gates around the building that were unsecured. There was one custodian closet that was unsecured with cleaning chemicals in it. The Team recommended that all perimeter doors and gates be secured for student safety and that all custodial closets be secured to prevent students from gaining access to the cleaning chemicals.
- 7.1.6. Instruction in writing.** While writing across the curriculum was occurring daily, there was minimal feedback that the Team observed that was given to the students. The Team recommended that students receive regular feedback on writing assignments to inform students of the weaknesses in their writing skills.
- 7.1.12. Multicultural activities.** While there was a school Multicultural Plan, there were minimal multicultural activities being implemented buildingwide. Most teachers stated that they were waiting on the counselor to develop these activities. The Team recommended that all students be provided information on a variety of cultures to broaden their knowledge of cultures outside Lincoln County, West Virginia, and the United States.

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 Midway Elementary School 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.

A lack of a variety of instructional strategies was directly related to the lack of growth in student achievement. It is crucial to vary instructional strategies often to ensure student attention and to teach to the variety of learning modalities. While lecture is a viable learning strategy, lecture at these grade levels has a low level effectiveness. This, in conjunction with an absence of other research-based instructional strategies, will result in continual low student performance.

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 Midway 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.**

The Team highly questioned the school's ability to correct the deficiencies found at the school. The new principal must actively and aggressively monitor classroom instruction and ensure that all students are actively engaged with high quality instruction with a wide variety of instructional strategies. Student performance will continue to decline if this issue is not eliminated immediately.

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.

Midway Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained interventions. The principal must 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 address declining student achievement and improve instructional delivery.