



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**RANGER ELEMENTARY SCHOOL**

**LINCOLN COUNTY SCHOOL SYSTEM**

**APRIL 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Ranger Elementary School in Lincoln County was conducted October 23, 2012.

A Follow-Up Audit was conducted January 31, 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

### 214 RANGER ELEMENTARY SCHOOL – SUCCESS

Christina Napier, Principal  
Grades PK-05, Enrollment 128

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 Ranger Elementary School a Success School. The majority of student subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts; and the school has reached its goals in attendance or graduations rates. Success schools have demonstrated the ability to implement continuous improvement practices. The school must continue to increase student achievement each year to keep this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

### Designation Status for Ranger Elementary School.

Designation:	SUCCESS	Next Year’s Target:	62.2394
Index Score:	71.0195	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	60.168	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

### Supporting Data

Proficiency (40% of the index score)	23.09
Achievement Gaps Closed (20% of the index score)	12.56
Observed Growth (15% of the index score)	14.53
Adequate Growth (20% of the index score)	16.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.84</u>
Total Accountability Index (out of 100)	71.02

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 elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Ranger Elementary School surpassed the Accountability Index Target; however, when considering the achievement target, a steep trajectory exists between the special education subgroup and the proficiency target of 75 percent.

## 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 any of the classes, according to teachers during the interview process. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> 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.”

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

**COMPLIANCE.** The Team conducted observations, reviewed lesson plans, and interview teachers. The Team verified at least 50 percent of the science curriculum included investigative, hands-on, or experimental activities.

- 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 teachers observed did not vary instructional strategies during the observations. Teacher directed instruction was the predominate instructional strategy. It is imperative that teachers vary instructional strategies to maintain student interest and teach to the varying modalities.

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

**COMPLIANCE.** The staff had additional training on effective instructional strategies and techniques to actively engage students. Professional learning communities met for one hour each Wednesday morning and 30 minutes twice a week after school. Teachers exchanged ideas on lesson planning and varying strategies. The Team conducted observations, reviewed lesson plans, and interviewed teachers. Teachers were using many strategies in their lessons and varying the strategies in a timely manner to keep students interested, involved, and alert. The principal monitored instruction through weekly lesson plan reviews and weekly classroom walkthroughs.

## 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 new teachers and mentors were meeting as required, the principal was not involved in any of these meetings. The principal must provide evidence of involvement in the meetings with new teachers and mentors and must also provide input into these meetings to improve the skills of the new teacher.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal met at least twice monthly with the new teacher and her mentor for the remainder of the 2012-2013 school year and kept notes on the discussions held. This was confirmed through discussions with the principal and the teacher who was new last year. The school had no new teachers this year, therefore, mentor teachers were not needed.

### **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 Ranger 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.**

Through high quality instruction, a variety of instructional strategies, proper data analysis, and high expectations, student achievement had greatly improved in nearly all subgroups. There was an alarming decline in student achievement in the special education (SE) subgroup in reading/language arts. The principal and teachers were providing high quality leadership and were challenging all students to perform at their highest levels.

### **FOLLOW-UP REVIEW**

Teachers attended professional development programs on instructional strategies and activities to improve classroom instruction. The Team observed teachers implementing the activities and strategies they learned in the professional development sessions. Additionally, students in those classes were interested in and actively engaged in the lessons. Everyone anticipates improved student achievement this current school year (2013-2014).

### **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 Ranger 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 determined that the principal and staff had the capacity to correct the deficiencies found at the school. It is of great importance that all teachers vary instruction on a regular basis to ensure student attention and engagement.

### **FOLLOW-UP REVIEW**

**The Team observed research-based teaching techniques and quality instruction in all classrooms. Staff worked as a team to problem-solve and improve the school. All deficiencies cited in the original audit had been corrected.**



### **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.**

Continued monitoring by the principal in the area of varied instructional strategies must take place. All teachers were aware of the needs of the school and individual students and were exhibiting high expectations for all students. The principal provided a high quality example of leadership.

### **FOLLOW-UP REVIEW**

**The principal continued reviewing lesson plans weekly to ensure quality instruction was planned. Classroom walkthroughs were conducted regularly to observe instruction and provide teachers continual feedback.**

### **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.