



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

RANGER ELEMENTARY SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	7
High Quality Standards	7
Indicators of Efficiency	8
Building Capacity to Correct Deficiencies.....	9
Early Detection and Intervention	9

INTRODUCTION

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

214 RANGER ELEMENTARY SCHOOL – Needs Improvement

Christina Napier, Principal

Grades K-05, Enrollment 141 (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	53	55	55	100.00	33.96	Yes	No	X
White	52	54	54	100.00	34.61	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
Low SES	45	46	46	100.00	28.88	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	53	55	55	100.00	45.28	Yes	Confidence Interval	✓
White	52	54	54	100.00	46.15	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	38.46	NA	NA	NA
Low SES	45	46	46	100.00	42.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.9%

43 LINCOLN COUNTY
Patricia Lucas, Superintendent
214 RANGER ELEMENTARY SCHOOL – Passed
Christina Napier, Principal
Grades K-05, Enrollment 126 (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	50	52	52	100.00	50.00	Yes	Confidence Interval	✓
White	49	51	51	100.00	51.02	Yes	NA	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	50.00	NA	NA	NA
Low SES	38	40	40	100.00	42.10	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	50	52	52	100.00	56.00	Yes	Yes	✓
White	49	51	51	100.00	57.14	Yes	NA	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	20.00	NA	NA	NA
Low SES	38	40	40	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.5%

RANGER 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	22	21	22	21	100.00	19.05	47.62	23.81	4.76	4.76	33.33
04	22	21	22	21	100.00	14.29	19.05	47.62	14.29	4.76	66.67
05	8	8	8	8	100.00	0.00	50.00	12.50	12.50	25.00	50.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	22	21	22	21	100.00	14.29	28.57	28.57	23.81	4.76	57.14
04	22	21	22	21	100.00	23.81	28.57	38.10	9.52	0.00	47.62
05	8	8	8	8	100.00	0.00	25.00	37.50	12.50	25.00	75.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Ranger Elementary School achieved adequate yearly progress (AYP) in all subgroups and showed dramatic increases in all but one subgroup. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup in reading/language arts needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address this subgroup and apply interventions to improve achievement of all students.

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

Mathematics

AS (+16.04 percent)

W (+16.41 percent)

SE +34.62 percent)

SES (+13.22 percent)

Reading/Language Arts

AS (+10.72 percent)

W (+10.99 percent)

SE (-18.46 percent)

SES (+7.78 percent)

Dramatic increases in student achievement were revealed in all subgroups but one (special education in reading/language arts).

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

1. Instructional Practices Inventory (IPI).
2. Flexible Grouping in K-5 (Reading Comprehension Strategies).
3. Policy 4373 Expected Behavior in Safe and Supportive Schools.
4. Professional Learning Communities Conference.
5. Next Generation Standards.
6. Ranger Teacher Academy.
7. Project Tier.
8. Data Analysis.
9. A Framework for Understanding Poverty.
10. WV Educator Evaluation System.
11. Kindergarten Academy.
12. Preschool Teaching Strategies.
13. CPI Nonviolent Crisis Intervention.
14. Acuity.
15. Support for Personalized Learning.
16. Testmate Clarity.
17. Strategic Plan Workshop.
18. Compass Learning.
19. Creative Sensory Solutions at School.

20. Utilization of Student Responders.
21. Number Talks (Book Study).
22. 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 any of the classes, according to teachers during the interview process. 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.”

- 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.

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.

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.

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.

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.