



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEST HAMLIN ELEMENTARY SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of West Hamlin Elementary School 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. Beth Cipoletti, Assistant Director, Office of Assessment and Accountability

TEAM MEMBERS

Name	Title	School/County
L. Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Ernest J. Jarvis	Director	Nicholas County Schools
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

215 WEST HAMLIN ELEMENTARY SCHOOL – Passed

Kirk King, Principal

Grades PK-05, Enrollment 524 (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	186	196	196	100.00	52.15	Yes	Yes	✓
White	185	195	195	100.00	52.43	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	43	43	100.00	42.50	NA	NA	NA
Low SES	136	145	145	100.00	47.05	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	186	196	196	100.00	52.15	Yes	Yes	✓
White	185	195	195	100.00	51.89	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	43	43	100.00	32.50	NA	NA	NA
Low SES	136	145	145	100.00	46.32	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.8%

43 LINCOLN COUNTY
Patricia Lucas, Superintendent
215 WEST HAMLIN ELEMENTARY SCHOOL – Passed
Kirk King, Principal
Grades PK-05, Enrollment 522 (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	182	192	191	99.47	56.90	Yes	Yes	✓
White	181	191	190	99.47	57.22	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	31	30	96.77	50.00	NA	NA	NA
Low SES	122	130	130	100.00	52.45	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	182	192	191	99.47	51.93	Yes	Yes	✓
White	181	191	190	99.47	52.22	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	31	30	96.77	36.66	NA	NA	NA
Low SES	122	130	130	100.00	50.81	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.9%

WEST HAMLIN 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	74	70	73	69	98.65	17.39	27.54	27.54	18.84	8.70	55.07
04	61	58	61	58	100.00	13.79	31.03	22.41	24.14	8.62	55.17
05	57	54	57	54	100.00	18.52	20.37	20.37	27.78	12.96	61.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	74	70	73	69	98.65	23.19	17.39	27.54	18.84	13.04	59.42
04	61	58	61	58	100.00	25.86	27.59	32.76	12.07	1.72	46.55
05	57	54	57	54	100.00	33.33	18.52	25.93	14.81	7.41	48.15

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

West Hamlin Elementary School achieved adequate yearly progress (AYP) in all subgroups. Increases in student achievement were seen in all subgroups but one (the all students subgroup in reading/language arts).

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

Mathematics

AS (+4.75 percent)
W (+4.79 percent)
SE (+7.50 percent)
SES (+5.40 percent)

Reading/Language Arts

AS (-0.22 percent)
W (+0.33 percent)
SE (+4.16 percent)
SES (+4.49 percent)

All grade levels in mathematics and reading/language arts had at least 45 percent of the students scoring at the proficient level, with a relatively high percentage of students scoring at the distinguished level in all but one of the subgroups.

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

1. Instructional Practices Inventory.
2. Crisis Prevention Intervention.
3. School Improvement Grant.
4. Project Tier Mathematics.
5. Mentor Training.
6. Culture Surveys and Diagnostic.
7. Dealing with Difficult People.
8. Learning Focused Leader Training.
9. Schools of Excellence.
10. Notional Board Certification.
11. Model Schools Conference.
12. Effective Schools Conference.
13. Differentiated Instruction.
14. Preschool Curriculum Caravan.
15. Common Core Standards.
16. Developing Number Sense.
17. Everyday Mathematics.
18. Pomeroy Smartboard Training.
19. Autism Diagnostic Observation.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

RECOMMENDATION

7.2.2. Counseling services. With an enrollment of 548 students, the school has a counselor only two and one half days per week. The Team recommended that the principal and Lincoln County administration should investigate means to provide the school with additional counseling services given the high current student to counselor ratio.

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 West Hamlin 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 wide variety of instructional strategies, high quality staff development, high expectations buildingwide, and excellent leadership were evident. All students were on task with high quality instruction and all teachers were knowledgeable of the needs of the school and individual students. The principal provided high quality leadership and was the curriculum leader of the school. The Team believed that student achievement would continue to increase due to the dedication and knowledge of the staff.

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 West Hamlin 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 student achievement would continue to increase due to the diligence and professionalism of the staff and the high expectations set forth buildingwide.

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.

The staff had conducted high quality data analysis that was driving the curriculum and all decision were based on the needs of students. The principal and staff took a proactive approach toward all educational endeavors and were challenging all students to perform at their highest levels.