



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

LINCOLN COUNTY HIGH SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Lincoln County High School in Lincoln County was conducted October 24, 2012.

A Follow-Up Audit was conducted January 30, 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

506 LINCOLN COUNTY HIGH SCHOOL – PRIORITY

Dana Snyder, Principal

Grades 09-12, Enrollment 877

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 Lincoln County High School a Priority School. The school is among the lowest performing in the state based on the number of students at or above mastery on the WESTEST2. West Virginia identified a number of priority schools in 2013, those falling among the bottom 5 percent of Title I school performance, proficiency rates for the prior three years with a greater emphasis on 2011-2012 assessment data. Priority schools are those with the lowest performance on the state's general and alternate assessments.

Priority schools, due to their significant need, will not be eligible to exit Priority status until the end of the third year. A school must meet the following criteria to exit Priority status.

1. The school is no longer among the bottom 5 percent of Title I school performance.
2. The school demonstrates successful implementation of school turnaround strategies.
3. The school must demonstrate for the two most recent years that students in the all subgroup are meeting the Annual Measureable Objectives (AMO) or students in the all subgroup are demonstrating adequate growth in the distance between observed growth and target growth.

Designation Status for Lincoln County High School.

Designation:	PRIORITY	Next Year's Target:	44.3759
Index Score:	37.7922	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	39.8174	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (35% of the index score)	3.49
Achievement Gaps Closed (20% of the index score)	8.30
Observed Growth (5% of the index score)	1.35
Adequate Growth (10% of the index score)	1.00
<u>Graduation Rate (30% of the index score)</u>	<u>23.65</u>
Total Accountability Index (out of 100)	37.79

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 high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Lincoln County High School did not achieve the Accountability Index Target; however, when considering the achievement target, a steep trajectory exists between all subgroups and the proficiency target of 75 percent.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.2. Student and School Performance

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)

Less than 20 percent of the lesson plans reviewed could be followed by a substitute teacher to teach the daily lesson. Weekly unit plans were utilized by most teachers and there was no indication of what was to be instructed for each day.

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COMPLIANCE. The principal reported that the current lesson plan format was part of the Focused Learning Program implemented under a former superintendent in an effort to improve instruction. Teachers required training in this program to fully understand the lesson plan system. Lessons were modified to include packets for substitute teachers who might have difficulty implementing the lesson plans. Teachers who were absent usually sent detailed instructions to the substitute along with the lesson plans via email.

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 Lincoln County High 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.

While the Team observed high quality instruction buildingwide, student achievement continued to remain stagnant. There had been a turnover in administration at Lincoln County High School over the past three years and the Team determined that this factor was a leading factor in the failure of the school to increase student achievement. The current principal voiced a commitment to remain in the position for an extended amount of time and the teachers were overwhelmingly supportive of the principal and his leadership. The Team strongly urged Lincoln County High School and Lincoln County to actively and aggressively pursue assistance in investigating and implementing programs and procedures to ensure greater student success. RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be engaged in this endeavor.

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The principal remained at the school and continued to provide strong leadership. The school operated in a very orderly, well organized manner with learning apparent in all classrooms. Student reward programs were instituted to provide incentives for students to work hard. The school received assistance from the county office, RESA 2, the Center for Professional Development (CPD), and the West Virginia Department of Education (WVDE). The Lincoln County superintendent and staff were supportive and provided funding for staff development and other needs. The school and county were planning a summer academy for students. Application was made for a grant to fund a summer academy for English teachers. If received, the grant, through a partnership with Marshall University, will support teachers in Grades 8 – 12 through strategies for teaching reading. RESA 2 provided training in the Instructional Practices Inventory (IPI) and has conducted two IPI reviews this year. As a result of the Priority school designation, weekly support for instructional improvement was provided by the WVDE. The school received extensive support and anticipates continued improvements in student achievement.

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 Lincoln County High 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 Lincoln County High School has the capacity to correct the deficiency found at the school.

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The cause of the deficiency was addressed. Teachers interviewed were pleased with the change in the lesson planning process.

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 was fully aware of the needs of the school and individual students and all exhibited high expectations for all students. Staff and students indicated that the learning environment of the school was of high quality and leadership at the school in the position of principal and classroom teachers was excellent. Student achievement remains a great concern. Assistance must continue to be solicited to aid in determining the areas of weakness and to provide the necessary programs and practices to eliminate these weaknesses.

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The learning environment remained of high quality. The Team observed effective instruction demonstrated in classrooms. Improved student achievement was reported on the WESTEST2 for 2012-2013. The staff received additional training in analyzing test data and making adjustments in lesson planning to personalize instruction in the classroom.

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.