



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LINCOLN COUNTY HIGH SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Lincoln County High School in Lincoln County was conducted on March 31, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Wesley Holland, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
George L. Aulenbacher	Middle School Principal	Stonewall Jackson Middle School Kanawha County
Jason D. Browning	Middle School Assistant Principal	Chapmanville Middle School Logan County
Kobie H. Coburn	Vocational Center Principal	Ralph R. Willis Vocational Center Logan County
Barry W. Crist	Institute of Technology Principal	Fayette Institute of Technology Fayette County
Gary R. Higginbotham	Middle School Principal	Ravenswood Middle School Jackson County
Craig Lee Loy	High School Principal	Valley High School Fayette County
John L. Lyonett	Assistant Superintendent	Brooke County
David L. Miller	Middle School Principal	DuPont Middle School Kanawha County
Joe A. Starcher	Director	Brooke High School Brooke County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

43 LINCOLN COUNTY

David Roach, Superintendent

506 LINCOLN COUNTY HIGH SCHOOL – New School

Dana Snyder, Principal

Grades 09 - 12

Enrollment 904 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	208	220	212	96.36	51.24	NA	NA	NA
White	208	220	212	96.36	51.24	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	137	143	137	95.80	46.56	NA	NA	NA
Spec. Ed.	43	44	40	90.90	12.82	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	208	220	211	95.90	58.50	NA	NA	NA
White	208	220	211	95.90	58.50	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	137	143	136	95.10	52.30	NA	NA	NA
Spec. Ed.	43	44	39	88.63	13.15	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

43 LINCOLN COUNTY
David Roach, Superintendent
506 LINCOLN COUNTY HIGH SCHOOL – New School
Dana Snyder, Principal
Grades 09 - 12
Enrollment 863 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	166	178	178	100.00	61.44	Yes	Confidence Interval	✓
White	166	177	177	100.00	61.44	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	92	92	100.00	53.93	Yes	Confidence Interval	✓
Spec. Ed.	23	25	25	100.00	17.39	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	166	178	178	100.00	72.89	Yes	Confidence Interval	✓
White	166	177	177	100.00	72.89	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	92	92	100.00	68.53	Yes	Confidence Interval	✓
Spec. Ed.	23	25	25	100.00	30.43	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 79.0%**

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
10	178	166	178	166	100.00	11.45	27.11	43.98	13.86	3.61	61.45

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	178	166	178	166	100.00	6.63	20.48	46.99	22.29	3.61	72.89

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

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-2009			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Lincoln County High	3	2	5

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate
State	17,914	57.5%
Lincoln County High	176	41.5%

Source: West Virginia College Going Rates By County and High School Fall 2006, West Virginia Higher Education Policy Commission.

Career/Technical Performance Data 2007-2008

6.1.8 Job placement for vocational programs.

- Students completing occupational concentrations – 73.
- Students placed (employed, continuing education, Military) – 40.
- Percent of those employed were employed in the field for which they were trained 26.03%.
- Percent of those continuing their education were continuing in the same field 28.77%.

The percentages of students employed in field and continuing education in field was below the State (60% in field).

6.1.9 Percent of students passing end-of-course career/technical tests.

The state standard for End-of-Course career/technical test for the 2007-2008 school year was 76.11 percent of students scoring 74 percent or higher on the test.

End-of-Course Test		
Number Tested	Number Met Standard	Percent Met Standard
845	629	74.46%

The Lincoln County High School Career/Technical program End-of-Course Test of 74.46 percent of students tested meeting the standard was slightly lower than the state standard.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Lincoln County High School achieved adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

While overall scores were not high enough to achieve AYP, significant increases were made in student achievement in mathematics and reading/language arts from the 2006-2007 school year to the 2007-2008 school year. The principal and staff attribute a great deal of this increase to the Learning Focus Strategies incorporated into the daily curriculum. Additionally, improved instructional strategies, double blocking students in mathematics and English, and higher rigor buildingwide were items believed to increase student achievement.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 10 – 38.55 percent in mathematics and 27.11 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. AP Calculus training.
2. RESA II Project Math.
3. Learning Focus.
4. Differentiated Instruction.
5. Project Based Learning.
6. Lion's Quest Facilitator Training.
7. Interactive Learning Training.
8. Cognitive Tutor.
9. Co-teaching.
10. Benchmark Test Writing.
11. Teacher Cadet training.
12. Family Centered Practice.
13. Classroom Assessment Network.
14. SAS in Schools Curriculum Pathways.
15. EasiTeach.

16. Intel Teach to the Future.
17. Intel Board.
18. GEAR UP.
19. Special Education Cooperative Teaching.
20. Curriculum Mapping.

Below standard.

5.1.4. Graduation rate.

Through teacher and administrator interviews it was evident that there was a clear vision as to what was needed to increase student achievement. High quality staff development had been put into place and the principal was instrumental in ensuring research based instruction was occurring buildingwide.

While the school's graduation rate at 79.0 percent was below standard, this was the first year out of compliance. This area was addressed, in part, through the school receiving a grant for an additional counselor and a school social worker being added to the staff who counsel students on the importance of remaining in school and assisting with strategies to remain in school through graduation.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Lincoln County High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The Team commended the cleanliness of the building and the educationally stimulating decor. Students were respectful, polite, and mannerly and helpful to Team members. The ROTC was commendable in that the unit was an Honor Unit with Distinction which speaks of their dedication to student achievement.
- 7.1.5. Instructional strategies.** Teachers employed excellent use of instructional strategies. Most classes varied their instructional strategies at a minimum of every 15-20 minutes and teachers delivered the content in different ways to ensure student success. The Team recommended that the school apply the recommendations of the recent High Schools That Work (HSTW) review to assist in continuing the increase in student achievement.
- 7.1.7. Library/educational technology access and technology application.** The Team commended the effective use of 21st Century Technology throughout the

curriculum. Students and teachers were engaged through various levels of technology ranging from data projectors, document cameras, personal responders, and computers. All teachers had either a notebook or desktop computer. Lesson plans referenced applicable technology daily. The school had a full time Technology Integration Specialist and a full time Network Engineer.

7.1.12. Multicultural activities. The school was doing a commendable job bringing students together through the freshman orientation. The Tribes program provided an avenue for incoming freshmen to learn about various local cultures as well as make a smooth transition to high school life.

7.8.1. Leadership. The principal exemplified quality leadership. Through interviews with the principal and through observations of his interaction with students, it was evident that his decisions were based on what was best for students. Student interviews reflected a respect for the principal and he provided a positive role model for students and staff.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

The following practices failed to demonstrate high expectations for the learning and achievement of all students.

Students in one English class were off task for an extended amount of time. The teacher had lesson plans for only the day of the Education Performance Audit and was not prepared for the lesson. Students were not actively engaged in the educational process during the entire observation.

A special education teacher had one MI student who was completely disengaged from the educational process for the entire class period.

A special education teacher participated more as an aide in the co-teaching classroom. She did not participate in teaching and only interacted with a few of the students.

A social studies teacher did not actively engage students throughout the entire observation period. Lecture was the only educational strategy observed during this time.

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 student achievement was increasing, it is imperative that all teachers keep all students on task with high quality instruction throughout the entire class period. All students must be challenged to do their best in all classes.

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 and Lincoln County have the capacity to correct the identified deficiencies. The Team noted that the staff and administration was working together in the areas of curriculum to provide students every opportunity to learn and excel.

The Team recommended that the Lincoln County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent’s Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiency and improving student and school performance.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

None identified.

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.

Student achievement at Lincoln County High School had increased substantially from the 2006-2007 school year to the 2007-2008 school year. The Team recommended that the school continue to implement the high quality staff development and programs to ensure that the increase continues.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress to meet 5.1.1 Achievement: 7.1.2. High expectations.

The Team presented five commendations, noted an indicator of efficiency, and noted an early detection and intervention concern.

Lincoln County High School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Lincoln County High School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Lincoln County High School and Lincoln County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.