



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LINCOLN COUNTY HIGH SCHOOL

LINCOLN COUNTY SCHOOL SYSTEM

DECEMBER 2012

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 October 24, 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

West Virginia Department of Education Team Leader – Dr. Fran Warsing, Superintendent, Office of Adult Institutional Education Programs

TEAM MEMBERS

Name	Title	School/County
Ernest J. Jarvis	Director	Nicholas County Schools
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh 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

506 LINCOLN COUNTY HIGH SCHOOL – Needs Improvement

Bill Linville, Principal

Grades 09-12, Enrollment 891 (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	185	189	183	96.82	28.33	Yes	No	X
White	183	187	181	96.79	28.08	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	29	31	28	90.32	3.70	NA	NA	NA
Low SES	99	101	97	96.03	26.04	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	185	189	185	97.88	30.38	Yes	No	X
White	183	187	183	97.86	30.72	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	29	31	29	93.54	3.70	NA	NA	NA
Low SES	99	101	99	98.01	29.89	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 77.4%

43 LINCOLN COUNTY
Patricia Lucas, Superintendent
506 LINCOLN COUNTY HIGH SCHOOL – Needs Improvement
Ryan Saxe, Principal
Grades 09-12, Enrollment 892 (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	171	178	176	98.87	31.95	Yes	No	X
White	169	176	174	98.86	32.33	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	35	34	97.14	5.88	NA	NA	NA
Low SES	89	92	91	98.91	25.00	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	171	178	175	98.31	25.00	Yes	No	X
White	169	176	173	98.29	25.30	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	35	34	97.14	0.00	NA	NA	NA
Low SES	89	92	90	97.82	20.68	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 75.2%**

LINCOLN COUNTY HIGH 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
11	178	171	176	169	98.88	51.48	16.57	19.53	10.65	1.78	31.95

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	178	171	175	168	98.31	32.14	42.86	10.71	10.71	3.57	25.00

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

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2012-2013			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Lincoln County High	5	7	2

AP Courses Offered: AP Literature, AP Language, AP Biology, AP Calculus AB, AP US History.

Honors Courses Offered: Honors Biology, Honors Algebra II, Honors Physical Science, Honors English 9, Honors English 10, Honors Debate, Honors Geometry.

College Credit Courses Offered: English 12, FASTRACK.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)					
Lincoln County High	2006-07	2007-08	2008-09	2009-10	2010-11
10 th Grade Test Takers (%)	0.8%	0.0%	0.0%	0.4%	0.4%
11 th Grade Test Takers (%)	12.8%	9.4%	11.6%	9.7%	8.1%
12 th Grade Test Takers (%)	19.2%	19.8%	7.2%	8.0%	8.7%

*NA – Not Available.

A decline on the percentage of test takers was seen from the 2006-07 school year to the 2010-2011 school year. The principal must investigate means to increase the percentage of test takers.

ESTIMATED COLLEGE GOING RATE FALL 2011		
	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
Lincoln County	192	48.4%
Lincoln County High	192	48.4%

Source: West Virginia College Going Rates By County and High School Fall 2011, West Virginia Higher Education Policy Commission.

Lincoln County High School fell behind the State in the percentage of students attending college.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2011					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,457	1,247	16.70%	2,104	28.20%
Lincoln County	76	27	35.50%	38	50.00%
Lincoln County High	76	27	35.50%	38	50.00%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2011 (census).

The percentage of Lincoln County students enrolling in developmental English and mathematics courses was significantly higher than that of the State.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Lincoln County High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Lincoln County High School failed to achieve AYP in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics and reading/language arts for two consecutive years. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the January 2012 State Board meeting.

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

Mathematics

AS (+3.62 percent)
W (+4.25 percent)
SE (+2.18 percent)
SES (-1.04 percent)

Reading/Language Arts

AS (-5.38 percent)
W (-5.42 percent)
SE (-3.70 percent)
SES (-9.21 percent)

Less than one-third of the students in Grade 11 were proficient in mathematics or reading. Only a small percentage of the number of students tested was at the distinguished level.

5.1.4. Graduation rate.

Lincoln County High School's graduation rate was 75.2 percent for the 2011-2012 school year, which is considerably lower than the State minimum.

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

1. Next Generation Standards for English, Mathematics, and Social Studies.
2. Focus on Freshmen.
3. Project Tier.
4. S3 Conference.
5. EDline.
6. Grade Quick.
7. SPL.
8. HISTA.
9. Gear Up.
10. AP Training.

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.

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.

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.

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.