



EDUCATION PERFORMANCE AUDIT REPORT

FOR

LENORE K-8 SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Lenore K-8 School in Mingo County was conducted March 21, 2013. 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
Jason D. Browning	Middle School Principal	Chapmanville Middle School Logan County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Michael S. Dotson	Middle School Principal	Ritchie County Middle School Ritchie County
Ernest J. Jarvis	Director	Nicholas County Schools
Carrie B. Reeves	High School Assistant Principal	Sherman High School Boone County
Dr. Brenda H. Wells	Director	Braxton County

SCHOOL PERFORMANCE

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

54 MINGO COUNTY

Randy Keathley, Superintendent

101 LENORE K-8 SCHOOL – Needs Improvement

Sabrina Runyon, Principal

Grades K-08, Enrollment 561 (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	347	361	358	99.16	42.19	Yes	Confidence Interval - Averaging	✓
White	346	360	357	99.16	42.31	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	39	40	39	97.50	23.07	NA	NA	NA
Low SES	195	205	203	99.02	34.02	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	347	361	358	99.16	39.59	Yes	No	✗
White	346	360	357	99.16	39.71	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	39	40	39	97.50	23.07	NA	NA	NA
Low SES	195	205	203	99.02	34.02	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.9%

54 MINGO COUNTY
Randy Keathley, Superintendent
101 LENORE K-8 SCHOOL – Needs Improvement
Sabrina Runyon, Principal
Grades K-08, Enrollment 585 (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	362	379	378	99.73	47.64	Yes	Confidence Interval	✓
White	361	378	377	99.73	47.50	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	38	37	97.36	33.33	NA	NA	NA
Low SES	212	221	220	99.54	42.18	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	362	379	377	99.47	38.88	Yes	No	✗
White	361	378	376	99.47	38.71	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	37	38	37	97.36	27.77	NA	NA	NA
Low SES	212	221	219	99.09	31.42	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.6%

LENORE K-8 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	49	46	49	46	100.00	17.39	32.61	36.96	10.87	2.17	50.00
04	51	50	51	50	100.00	22.00	32.00	28.00	8.00	10.00	46.00
05	64	58	64	58	100.00	32.76	25.86	18.97	20.69	1.72	41.38
06	83	80	83	80	100.00	25.00	26.25	22.50	22.50	3.75	48.75
07	69	67	69	67	100.00	40.30	17.91	19.40	14.93	7.46	41.79
08	63	61	62	60	98.41	30.00	11.67	21.67	25.00	11.67	58.33

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	49	46	49	46	100.00	30.43	15.22	32.61	17.39	4.35	54.35
04	51	50	51	50	100.00	32.00	28.00	22.00	18.00	0.00	40.00
05	64	58	63	57	98.44	33.33	26.32	24.56	15.79	0.00	40.35
06	83	80	83	80	100.00	32.50	31.25	25.00	10.00	1.25	36.25
07	69	67	69	67	100.00	38.81	31.34	17.91	5.97	5.97	29.85
08	63	61	62	60	98.41	31.67	30.00	21.67	15.00	1.67	38.33

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Lenore K-8 Failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts. Lenore K-8 students improved achievement in all subgroups in mathematics and in the special education (SE) subgroup in reading/language arts. The declines in the AS, W, and SES subgroups were minimal declines.

Adequate Yearly Progress (AYP) Information by Class provides a breakdown of student percent proficient by grade level. This data provides important information for Mingo County curriculum staff and school staff in improving student achievement. The chart on page 5 shows student achievement variation by subject (mathematics and reading) and by each grade. The mathematics percent proficient by grade level was: Grade 3 (50.00 percent), Grade 4 (46.00 percent), Grade 5 (41.38 percent), Grade 6 (48.75 percent), Grade 7 (41.79 percent), and Grade 8 (58.33 percent). The reading percent proficient by grade level was: Grade 3 (54.35 percent), Grade 4 (40.00 percent), Grade 5 (40.35 percent), Grade 6 (36.25 percent), Grade 7 (29.85 percent), and Grade 8 (38.33 percent).

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	42.19	47.64	+5.45
Racial/Ethnicity White (W)	42.31	47.50	+5.19
Special Education (SE)	23.07	33.33	+10.26
Economically Disadvantaged (SES)	34.02	42.18	+8.16
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	39.59	38.88	-0.71
Racial/Ethnicity White (W)	39.71	38.71	-1.00
Special Education (SE)	23.07	27.77	+4.70
Economically Disadvantaged (SES)	34.02	31.42	-2.60

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Lenore K-8 School performed within the point range (538.57 – 448.53) for full accreditation status.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Technology Support.
2. K-4 Coaches.
3. 5-8 Mathematics Support.
4. Evaluation Training.
5. Mentoring.
6. Curriculum Coaching.
7. Carnegie Math.
8. West Virginia Writes.
9. Text Complexity.
10. Policies and Procedures.
11. Teaching with Poverty in Mind.
12. Book Study: *Creating More Curious Minds*.
13. Number Talks.
14. Vertical Teaming.
15. Acuity Probes as Instructional Tools.
16. Math Institute.
17. Online Writing Assessment.
18. WESTEST2 Data Analysis.
19. Co-Teaching.
20. What Do We Mean by Literacy?
21. More Than Lecture: Options.
22. Odyssey.
23. Acuity Overview.
24. Individual Right Response: A Guide to Helping Students.
25. Data Notebooks.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (6.1.4 Instruction; 6.1.7 Library/educational technology access and technology application; 6.1.12 Multicultural activities; 6.2.3. Lesson plans and principal feedback; 6.4.1 Regulatory agency reviews; 6.6.3 Evaluation; and 6.7.2 Policy implementation) presented in the February 2005 report had been corrected.

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)

A majority of the middle school teachers who taught more than one class of the same subject did not differentiate between the classes. One set of plans was developed and all the classes were kept at the same pace with no regard to individual class differences. This practice did not allow for different learning abilities, schedule changes, etc.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The Team could not verify that the counselor was spending at least 75 percent of the work day in a direct counseling relationship with students. The Team was provided counseling logs for November (68 percent student counseling), December (65 percent student counseling), and January (68 percent student counseling).

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 Lenore K-8 School in providing a thorough and efficient system of education. Mingo 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 Mingo 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.

The Lenore K-8 School principal and staff had conducted a thorough and complete data analysis and had implemented high quality professional development to improve student achievement. Student achievement showed great gains in mathematics from the 2010-2011 school year to the 2011-2012 school year. A strong focus had been placed on reading/language arts during the 2012-2013 school year to increase student achievement. All teachers were aware of the needs of their students and the areas indicated in the school's Five-Year Strategic Plan that were pertinent to student achievement. The principal must ensure that curriculum delivery is meeting the needs of all students based on different learning abilities in the middle school and buildingwide.

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 Lenore K-8 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.**

Lenore K-8 School demonstrated the capacity to increase student achievement in mathematics and to provide a safe and nurturing learning environment. The school is challenged to make equal gains in student achievement in reading/language arts. Assistance from the Mingo County Central Office and State agencies must continue to be solicited to aid teachers in classroom curriculum delivery where needed.

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*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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 administration and teachers of Lenore K-8 school had utilized student and school data, coupled with the goals in the school’s Five-Year Strategic Plan, to determine the needs of the school and the professional development necessary to increase student achievement. Through student progress monitoring, staff saw a need to increase attention given to reading/language arts curriculum and instruction. Consequently, they have participated in professional development specific to student needs based on data analysis and applied this training to classroom instruction.