



**SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**EAST LYNN ELEMENTARY SCHOOL**

**WAYNE COUNTY SCHOOL SYSTEM**

**MARCH 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of East Lynn Elementary School in Wayne County was conducted January 27, 2011.

A Follow-up Education Performance Audit of East Lynn Elementary School was conducted March 28, 2012. 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.” Five of the eight High Quality Standards cited during the January 17, 2011, audit had not been corrected and a new finding emerged. The State Board issued the school Conditional Accreditation Status with a January 13, 2013, date certain to correct the remaining findings. In further action the State Board indicated that the school would be recommended for Low Performing status and the ensuing consequences per W.Va. Code §18-2E-5 if the noncompliances were not corrected when the Second Follow-up Education Performance Audit occurred.

A second Follow-up Education Performance Audit of East Lynn Elementary School occurred January 8, 2014, to determine that improvement efforts had been sustained and the remaining standards (7.1.2; 7.1.4; 7.1.6; 7.2.1; 7.7.2; and 7.8.1) had been corrected.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator

### TEAM MEMBER

Name	Title	School/County
Cheryl Workman	Retired Elementary School Principal	Boone County/Lincoln County Schools

## **SCHOOL PERFORMANCE**

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

### **89 WAYNE COUNTY**

Lynn Hurt, Superintendent

### **216 EAST LYNN ELEMENTARY SCHOOL**

Margaret Williamson, Principal

Grades K - 05

Enrollment 189 (uncertified)

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Achieved Standard.**

#### **5.1.1. Achievement.**

East Lynn Elementary 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. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 79.17 percent in mathematics and 62.50 percent in reading; Grade 4 – 75.00 percent in mathematics and 75.00 percent in reading; Grade 5 – 76.19 percent in mathematics and 85.71 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 as reported by the principal.

1. Mathematics Technology and Testing.
2. West Virginia Board of Education Policy 4350.
3. Smart Board.
4. TechSteps.
5. Classroom Management.
6. Acuity and Writing Roadmap.
7. Response to Intervention.
8. Live Grades.
9. Differentiated Instruction.
10. Professional Learning Communities.
11. Teacher Observation Policies and Directives.
12. Power Writing.

## **FOLLOW-UP REVIEW**

**STANDARD MET.** This is the 1<sup>st</sup> year that East Lynn Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. East Lynn Elementary School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.

Mathematics: AS (-7.59 percent), W (-7.37 percent), SE (+11.28 percent), and SES (-6.69 percent).

Reading/language arts: AS (-0.97 percent), W (-0.64 percent), SE (+12.31 percent), and SES (-1.93 percent).

Student performance continued to decline in both mathematics and reading/language arts in six of eight subgroups. Assistance must be provided by the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to increase student and school achievement.

## **SECOND FOLLOW-UP REVIEW**

**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 struggling 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 East Lynn Elementary School a Priority School. The school was 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 schools as priority schools in 2013. They were those schools falling among the bottom 5 percent of Title I school performance, utilizing 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 a three-year cycle. 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 must demonstrate successful implementation of school turnaround strategies.
3. The school demonstrates for the two most recent years students in the all subgroup are meeting the Annual Measureable Objectives, or students in the all subgroup are demonstrating adequate growth in the distance between observed growth and target growth.

**Designation Status for East Lynn Elementary School.**

Designation:	PRIORITY	Next Year's Target:	30.9649
Index Score:	23.7676	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	23.681	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

**Supporting Data**

Proficiency (40% of the index score)	3.39
Achievement Gaps Closed (20% of the index score)	11.86
Observed Growth (15% of the index score)	3.75
Adequate Growth (20% of the index score)	0
<u>Attendance Rate (5% of the index score)</u>	<u>4.77</u>
Total Accountability Index (out of 100)	23.77

The West Virginia Accountability Index targets were 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 are 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 were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

East Lynn Elementary School met the Accountability Index Target. When considering the index target of 30.96 for 2014 and the proficient target of 75 percent by 2020, with the current index score of 23.77, East Lynn Elementary has a steep trajectory to achieve in order to reach both the short term and long term goals.

- East Lynn Elementary earned 23.77 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 23.68 for 2013 and is 30.96 for 2014.)
- 50 percent of the subgroups at East Lynn Elementary met the targets in mathematics and reading/language arts.

- East Lynn Elementary acquired 0 points of the 20 possible for adequate growth as indicated by the 2013 WVAI.
- East Lynn Elementary earned 11.86 of the 20 points possible for closing the achievement gap.
- East Lynn Elementary acquired 4.77 of the 5 points possible for attendance as indicated by the 2013 WVAI.

**EAST LYNN ELEMENTARY SCHOOL  
Grade Level Proficiency Data  
School Year 2013**

Grade Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	92.86%	69.23%	30.77%	92.86%	69.23%	30.77%
3	Special Education	> 95%	90.00%	10.00%	> 95%	80.00%	20.00%
3	Total	92.86%	69.23%	30.77%	92.86%	69.23%	30.77%
4	White	> 95%	76.92%	23.08%	> 95%	76.92%	23.08%
4	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
4	Total	92.86%	76.92%	23.08%	92.86%	76.92%	23.08%
5	White	88.24%	86.67%	13.33%	88.24%	73.33%	26.67%
5	Multiracial	>95%	>95	<5%	>95%	>95	<5%
5	Special Education	> 95%	80.00%	20.00%	> 95%	80.00%	20.00%
5	Total	88.89%	87.50%	12.50%	88.89%	75.00%	25.00%

**Attendance Rate = 95.40%**

The Grade Level Proficiency Data for School Year 2013 depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

**Mathematics**

- Grade 3 students outperformed Grade 4 and Grade 5 students in mathematics with a proficiency rate of 30.77 percent compared to Grade 4 (23.08 percent proficient) and Grade 5 (12.50 percent proficient).
- Grade 5 special education students outperformed Grade 3 and Grade 4 special education students in mathematics with a proficiency rate of 20 percent compared to Grade 3 (10.00 percent proficient) and Grade 4 (less than 5 percent proficient).

**Reading/Language Arts**

- Grade 3 students outperformed Grade 4 and Grade 5 students in reading/language arts with a proficiency rate of 30.77 compared to Grade 4 (23.08 percent proficient) and Grade 5 (25 percent proficient).
- Grade 3 and Grade 5 special education students outperformed Grade 4 special education students with a proficiency rate of 20 percent in reading/language arts as compared to Grade 4 (less than 5 percent proficient).

**East Lynn Elementary School  
Growth Model School Level Summary  
Results by Sub-Group**

*\*Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

**Low** between 1-34th percentile  
**Typical** between 35th-65th percentile  
**High** between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	15 ( 37%)	19 ( 46%)	7 ( 17%)	45.0	23.0%	27 ( 66%)	8 ( 20%)	6 ( 15%)	28.0	25.7%
	County	1,554 ( 40%)	1,233 ( 31%)	1,132 ( 29%)	43.0	38.0%	1,354 ( 35%)	1,208 ( 31%)	1,342 ( 34%)	50.0	48.3%
	State	51,165 ( 35%)	45,256 ( 31%)	50,057 ( 34%)	50.0	45.1%	50,484 ( 35%)	45,076 ( 31%)	50,227 ( 34%)	50.0	48.8%
White Sub-Group	School	15 ( 38%)	19 ( 48%)	6 ( 15%)	45.0	23.6%	26 ( 65%)	8 ( 20%)	6 ( 15%)	28.0	26.4%
	County	1,528 ( 40%)	1,209 ( 31%)	1,118 ( 29%)	43.0	38.1%	1,333 ( 35%)	1,185 ( 31%)	1,322 ( 34%)	50.0	48.4%
	State	47,034 ( 35%)	41,704 ( 31%)	46,085 ( 34%)	50.0	45.7%	46,584 ( 35%)	41,462 ( 31%)	46,170 ( 34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	38.0	9.1%	*	*	*	22.0	13.6%
	County	233 ( 43%)	170 ( 32%)	135 ( 25%)	39.0	15.6%	202 ( 38%)	143 ( 27%)	188 ( 35%)	49.0	17.4%
	State	7,956 ( 43%)	5,628 ( 31%)	4,781 ( 26%)	41.0	18.3%	7,406 ( 41%)	5,488 ( 30%)	5,291 ( 29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	11 ( 34%)	16 ( 50%)	5 ( 16%)	47.0	28.8%	21 ( 66%)	6 ( 19%)	5 ( 16%)	28.0	30.8%
	County	1,321 ( 39%)	1,063 ( 31%)	997 ( 29%)	44.0	42.4%	1,152 ( 34%)	1,065 ( 32%)	1,154 ( 34%)	50.0	54.3%
	State	43,209 ( 34%)	39,628 ( 31%)	45,276 ( 35%)	51.0	49.6%	43,078 ( 34%)	39,588 ( 31%)	44,936 ( 35%)	51.0	54.2%
LSES Sub-Group	School	10 ( 32%)	16 ( 52%)	5 ( 16%)	50.0	23.0%	17 ( 55%)	8 ( 26%)	6 ( 19%)	31.0	25.7%
	County	849 ( 41%)	660 ( 32%)	585 ( 28%)	43.0	33.1%	771 ( 37%)	644 ( 31%)	669 ( 32%)	47.0	42.8%
	State	26,545 ( 38%)	21,619 ( 31%)	22,119 ( 31%)	47.0	37.5%	25,763 ( 37%)	21,435 ( 31%)	22,576 ( 32%)	47.0	40.8%
Non-LSES Sub-Group	School	*	*	*	23.0	(NA)	*	*	*	8.0	(NA)
	County	705 ( 39%)	573 ( 31%)	547 ( 30%)	44.0	50.2%	583 ( 32%)	564 ( 31%)	673 ( 37%)	53.0	62.2%
	State	24,620 ( 32%)	23,637 ( 31%)	27,938 ( 37%)	52.0	58.1%	24,721 ( 33%)	23,641 ( 31%)	27,651 ( 36%)	52.0	62.5%
Male Sub-Group	School	*	*	*	45.0	23.8%	*	*	*	34.0	21.4%
	County	793 ( 40%)	640 ( 33%)	530 ( 27%)	42.0	37.1%	720 ( 37%)	570 ( 29%)	667 ( 34%)	48.0	40.7%
	State	27,113 ( 37%)	22,439 ( 30%)	24,615 ( 33%)	48.0	44.3%	27,485 ( 37%)	22,259 ( 30%)	24,047 ( 33%)	47.0	41.0%
Female Sub-Group	School	9 ( 36%)	11 ( 44%)	5 ( 20%)	47.0	21.9%	19 ( 76%)	4 ( 16%)	2 ( 8%)	24.0	31.3%
	County	761 ( 39%)	593 ( 30%)	602 ( 31%)	45.0	39.0%	634 ( 33%)	638 ( 33%)	675 ( 35%)	52.0	56.3%
	State	24,052 ( 33%)	22,817 ( 32%)	25,442 ( 35%)	51.0	45.9%	22,999 ( 32%)	22,817 ( 32%)	26,180 ( 36%)	52.0	56.9%

*\*Note: Schools are those schools that have at least a 4th grade*

*\*Denotes cell size <20.*

The Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup as compared to the county and State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance. The red cells identify those subgroups demonstrating low growth. This chart does not include Grade 3 scores. It only includes the scores of students who previously participated in the WESTEST2 assessment, and Grade 3 students at East Lynn Elementary outperformed both Grade 4 and Grade 5 students as indicated in the previous chart.

### **Mathematics**

- All subgroups experienced typical growth in mathematics with the exception of the non-low socioeconomic subgroup which had a cell size less than 23.
- 23 percent of all students were proficient in mathematics.
- 9.1 percent of special education students were proficient in mathematics compared to the non-special education subgroup with 28.8 percent proficient, which indicated a 19.7 percent gap.
- The low socioeconomic subgroup mirrored the all subgroup in mathematics with 23 percent proficient.
- 23.8 percent of the male students were proficient in mathematics and 21.9 percent of the female students were proficient in mathematics.

### **Reading/Language Arts**

- All subgroups experienced low growth in reading/language arts.
- 25.7 percent of the students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- The low SES subgroup mirrored the all subgroup with 25.7 percent proficient in reading/language arts.
- 13.6 percent of special education students were proficient in reading/language arts compared to the non-special education subgroup with 30.8 percent proficient, which indicated a 17.2 percent gap. The special education subgroup cell size was less than 20.
- 21.4 percent of the male students were proficient in reading/language arts and 31.3 percent of the female students were proficient in reading/language arts.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

##### **7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

1. While the majority of the main building was decorated well, painted, clean, and educationally stimulating, the gymnasium was dimly illuminated and gloomy. It did not support a positive environment for teaching or learning. It has potential, with maintenance, to be as inviting as the main school facility.
2. Exit doors of the school were not locked, which compromised the security of the building. The doors located in the portable unit were also not locked.
3. One custodian closet with cleaning chemicals was unsecured.
4. The music room, located in a portable building behind the school, was not sufficient for the learning process. There were not enough chairs for the students in the classes and space was limited for student movement.
5. The art room and classroom for the Headstart program were located behind the main facility in a portable facility. These classrooms failed to promote an environment conducive to teaching and learning.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Each area listed in the original Education Performance Audit under Learning Environment had been corrected.

1. The gymnasium had been cleaned, painted, and illuminated and was educationally stimulating.
2. All exit doors were locked and any visitor had to be admitted by the secretary through the buzz-in process.
3. All cleaning chemicals were secured.
4. The music facility was relocated to the main facility and provided sufficient space for student chairs and student movement.
5. The Art Room and Headstart program were relocated to the main facility and provided an educationally stimulating environment that was conducive to teaching and learning.

## **SECOND FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** The main building was clean and well maintained with beautiful murals in the hall which were educationally stimulating. The Team discovered the music/art classroom and collaborative preschool classroom were located behind the main facility in a portable facility. These classrooms were not of the same standard as the classrooms located in the main building. The temperature in the universal preschool classroom was 62 degrees during naptime and the lighting and acoustics of the room were not conducive to teaching and learning.

Although fencing surrounded the campus and the front entrance was locked, other exit doors were not locked, which compromised the security of the building. The doors located in the portable unit were not locked. This situation was identified during the original Education Performance Audit and had been reported corrected during the Follow-up Education Performance Audit.

### **7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

One teacher was not teaching science or social studies, “Unless time allows”, according to the teacher. This was insufficient to ensure student mastery of the content standards and objectives for these subjects.

## **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** No teachers stated that science was being instructed with 50 percent active inquiries, investigations, and hands on activities. No reason was given for the percent being below 50 percent.

## **SECOND FOLLOW-UP REVIEW**

**COMPLIANCE.** Through interviews, classroom observations, and lesson plan reviews, the Team verified all science teachers utilized the FOSS (Full Option Science System) Kits to provide instruction of the science content standards and objectives. The kits ensured 50 percent of the science curriculum was delivered in an investigative manner in which students were actively engaged in the learning process.

**7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

While student writing occurred at least one time per week, students were not given feedback on their writing. Therefore, the instruction in writing was not effective as the students were not made aware of self correcting their writing assignments.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Writing strategies in Grades 3-5 were weak. The Team interview process found that writing was not occurring in all classrooms weekly. The principal spoke about "Power Writing" and the process that was going on in the classrooms; however, teachers were not able to talk about the "Power Writing" process.

**SECOND FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** The principal and teaching staff reported they had taken steps to improve writing instruction, although they had not met the standard of providing writing instruction with student feedback weekly. Grades 3-5 teachers interviewed stated they used WV Writes at least once a month. Review of the principal lesson plan checklist indicated the principal was addressing the issue of providing writing instruction weekly. Teachers were provided feedback to deliver writing instruction across the curriculum and primary teachers were encouraged to provide writing responses daily through "I can" statements. Intermediate students were using CNN (Cable News Network) Student News and were required to write three facts and opinions about each segment. The county writing coach came to the school weekly to assist Grades 1-5 teachers. Each teacher mentioned the helpfulness and expertise of the writing coach, because they indicated writing was a weakness for them. The "Step up to Writing" Program was mentioned by the principal and some teachers; although, the Team could not verify that a writing program was being utilized consistently and pervasively at all grade levels.

Central office staff and the principal interviews indicated math instruction was a focus for all schools for the 2013-2014 school year in Wayne County, with reading and writing as the focus next year. The principal indicated she had concerns about reading/language arts achievement; therefore, she created a plan entitled, "This is our Story" for the spring semester that will include emphasis on reading and writing instruction in addition to the county math focus.

The Team concluded the new principal was attempting to increase the amount of writing instruction occurring; although, teachers could not verify writing instruction was occurring weekly with student feedback.

## 7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Some analysis of student achievement data in the school's Five-Year Strategic Plan was incorrect based on the WESTEST2 results. Seven teachers listed on the planning committee stated that they were not involved in the revisions to the plan. None of the teachers knew the goals and action steps of the plan.

### **FOLLOW-UP REVIEW**

NONCOMPLIANCE. None of the Grades 3-5 teachers were aware of the goals and action steps of the Five-Year Strategic Plan. One teacher did not know the WESTEST2 results for the class.

### **SECOND FOLLOW-UP REVIEW**

COMPLIANCE. The Team verified all teachers were involved with data analysis of WESTEST2, STAR Renaissance Learning data, Instructional Practice Inventory (IPI) data, and West Virginia Writes data in August 2013. The school leadership team represented the teachers on the strategic planning committee. All teachers indicated they had an opportunity to provide input before and after the plan was written through the professional learning community (PLC) process that was in place at the school. Teachers were knowledgeable of the goals and actions steps in the plan.

## 7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

A schoolwide discipline plan was not in place. The teachers dealt with discipline on an individual teacher basis and were unaware of how their classroom discipline would relate to that of other classrooms. Discipline appeared to be good at the school.

## **FOLLOW-UP REVIEW**

NONCOMPLIANCE. None of the teachers interviewed could discuss a schoolwide discipline plan. Teachers continued to state that they could handle discipline however they wanted. Classroom rules were posted; however, teachers stated that there was no schoolwide discipline plan.

## **SECOND FOLLOW-UP REVIEW**

**COMPLIANCE. The Team saw evidence of a schoolwide behavior management plan through posted rules, behavior clip charts, and a reward program “Eagles Nest”. Through interviews, teachers demonstrated consistent implementation with slight variations to meet the needs of the students in their classrooms.**

### **7.8. Leadership**

**7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The principal was new to the position and programmatic levels this year (2010-2011). The principal served as secondary assistant principal position for several years. She was working hard to gain a good vision of her role at the school. The county office needed to provide support for the principal to guide her in the position. The principal was not aware of some of the instructional programs being used in the core classes. The Team believed that, with assistance and mentoring, the principal has the skills, qualifications, and motivation to lead the school. Wayne County Central Office staff needed to be proactive in assisting the school and the principal.

## **FOLLOW-UP REVIEW**

NONCOMPLIANCE. A large disconnect remained between the teachers and the principal. The principal was knowledgeable of the interview questions during the Follow-up Education Performance Audit; however, teachers appeared to be uninformed about the various deficiencies and seemed to have little knowledge of the requirements of the various deficiencies or how to correct them. The principal and staff greatly need all-encompassing assistance so that those responsible for instruction and student performance have the information and skills to improve the school and student performance. Areas recommended for concentrated and sustained assistance include, but are not limited to: Instruction, technology integration into instruction, curriculum rigor and relevancy, implementing the West Virginia 21st Century content standards and objectives (CSOs), classroom management, time management, etc.

## **SECOND FOLLOW-UP REVIEW**

**COMPLIANCE.** Three-fourths of the instructional staff employed at East Lynn Elementary have been hired since the previous Follow-up Review, including the principal. The principal at East Lynn Elementary took the position of acting principal in 2012 and was hired as principal July 1, 2013. The Team determined a disconnect no longer existed between the teachers and the principal. Teachers indicated that they were supported, informed, and involved in the various initiatives occurring at the school. A framework was in place for distributed leadership through the utilization of a leadership team and vertical team meetings that were taking place every Tuesday. A sense of community existed among the teaching staff.

The principal was provided leadership support in a variety of ways. She attended the Association for Supervision and Curriculum Development (ASCD) National Leadership Conference in Chicago the summer of 2013. A West Virginia Department of Education (WVDE) school improvement specialist visited the school weekly to conduct walkthroughs and offered suggestions concerning professional learning communities (PLCs). The central office also provided a second school improvement specialist one day a week to assist with data analysis, strategies for classroom instruction, and assistance with PLC vertical team meetings. The Wayne County Elementary Director served as mentor to the principal and also assisted with STAR Renaissance Learning data analysis and strategic planning.

## **NEW ISSUE**

**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 reteaching, enrichment, and acceleration. (Policy 2510)

The Team reported a total lack of high expectations in both Grade 2 classes. Minimal instruction of high quality was seen during classroom observations. Additionally, the Team did not observe positive comments to the students. The atmosphere in these classes was extremely negative.

## **SECOND FOLLOW-UP REVIEW**

**COMPLIANCE.** The two teachers cited in the first follow-up were no longer employed at the school. The two new teachers stated that they loved coming to work every day, “because everyone cares for each other and for the kids.” Through observations, the Team determined the atmosphere in both classrooms was very positive. The teachers were interacting with students in an engaging manner and were providing instruction that was investigative in nature.

## 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 East Lynn Elementary School in providing a thorough and efficient system of education. Wayne 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 Wayne 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 reported several areas of concern at East Lynn Elementary School, the primary issue was the lack of guidance and support from the Wayne County Central Office. The building level principal was new to the position after serving as assistant principal in one of the county's high schools. The Team believed that the principal has the drive, attitude, and knowledge to be the school's leader and to correct the deficiencies found. However, the principal must receive support from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

## **FOLLOW-UP CONCLUSION**

While the school was receiving assistance from the Wayne County Central Office, serious curricular and instructional issues remained. A concerted effort must be made to unify the staff and administration and provide the necessary staff development to enable high quality instruction in all classrooms.

Wayne County School District had provided the resources that support education, i.e., a well-equipped and visually appealing library/media center; a renovated gymnasium; relocation of Headstart, art, and music classrooms; and secured the building for a safe environment. However, the foundation for curriculum and instruction was not in place. The Team found that most of the teachers possessed the will, enthusiasm, and dedication to be effective teachers. The continued decline in student and school achievement combined with the deficiencies from the original Education Performance Audit indicate that local efforts must concentrate on a good, strong curriculum with instructional support for the teachers that will ensure students receive a quality education and achieve mastery.

## **SECOND FOLLOW-UP CONCLUSION**

**Ninety-five percent of the staff, along with the principal, completed a mathematics graduate course. This effort was also supported by two math instructional coaches who provided ongoing, embedded professional development during the instructional day. The school had a sound plan in place to address the delivery of the West Virginia Next Generation Mathematics Content Standards and Objectives. It is crucial that the school, with the support of central office, develop a similar plan for delivering the West Virginia Next Generation Reading/Language Arts Content Standards and Objectives. Due to exceptionally low achievement in reading/language arts, the principal and staff must assure quality reading and writing instruction is occurring at all grade levels. The Team believed that student achievement will increase in this area if teachers are provided ongoing, embedded professional development offerings personalized to East Lynn Elementary School. The evidence will be in the 2014 WESTEST2 results.**

## **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 East Lynn 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.**

With high quality assistance, the Team believed the principal will develop the capacity to correct the deficiencies found at the school and to lead the school in improved achievement. County level staff development must be directed toward high quality and meaningful topics that will meet the particular needs of East Lynn Elementary School. Teachers were willing and adaptable to providing education that will meet the needs of their students. However, the staff development must be relevant to the teachers.

The Team recommended that the Wayne County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

East Lynn Elementary School did not exhibit the capacity to correct the deficiencies found in the original Education Performance Audit or improve student and school achievement. Major issues remained and a new issue arose that was contradictory to providing a caring and nurturing learning environment.

Meaningful instruction and curricular rigor and relevance were lacking throughout the school. While teachers were teaching and projects were being done, the activities were not producing student learning. Instructional capacity will need to be developed for East Lynn Elementary to show short and long term academic improvement.

The Wayne County Central Office must immediately provide interventions to increase the productivity of the staff and reverse the extreme decline of student achievement.

### **SECOND FOLLOW-UP CONCLUSION**

**With continued assistance from the West Virginia Department of Education, Office of School Improvement, and Wayne County Central Office staff, the Team**

believed the principal has the capacity to correct the deficiencies found at the school and to lead the school in improved achievement.

The Team determined support will be needed to increase high expectations in reading/language arts instruction. The essential questions in the math lesson plans were more rigorous and aligned to Next Generation Standards as opposed to the essential questions in reading/language arts lesson plans. During interviews, one teacher commented she didn't need additional training in the West Virginia Next Generation Reading/Language Art Content Standards and Objectives because they were very similar to the old standards. Statements such as this, along with the issues observed in reading/language arts lesson plans, indicated teachers need more training in this area because the Next Generation Standards are very different from the 21<sup>st</sup> Century Content Standards and Objectives.

Very little student work was displayed in the hallways or the classrooms. Student projects or presentations were not mentioned as forms of assessment in determining mastery. Accelerated Reader points and STAR scores were mentioned by all teachers as their source of affirmation of student mastery of content. When making instructional decisions teachers relied more heavily on the STAR Learning scores and goals assignments than their own professional judgment. The exceptions were two teachers who lowered the goal for a student and one teacher who raised the goal for a student; both students were identified as special education students. Other than these exceptions, all other teachers interviewed stated that they accepted the goals generated by the STAR assessment without thought of any discrepancy in the results.

The Team concluded the principal had implemented practices to support improving high expectations. One example was the lesson plan checklist the principal used to offer feedback to teachers for lesson plan development. It was evident as the principal, a former high school teacher, became more knowledgeable of elementary curriculum and research-based instructional strategies; she shared her expectations and newfound knowledge with the teachers. The Team concluded this was evidenced by observed improvement in the content of lesson plans throughout the school year. The principal conducted morning meetings with all staff and students where she provided daily announcements of acknowledgements, Eagle's Nest Rewards, and expectations for the day. Team members noted communication between the students and teachers was positive and encouraging, such as, "You did it!" "That's great!" "I love how you are working."

The principal faces the challenge of working with an inexperienced staff that will require support and professional development to meet their individual needs. The teachers were willing to learn new strategies for providing the education that will meet the needs of their students. As indicted by the 2013-2014 Percent Economically Disadvantaged Age 5-17 Report, the school has a low SES rate of 74 percent; therefore, it is crucial for the school to continue implementing the turnaround strategies to foster an environment of high expectations.

The principal demonstrated capacity for change by creating a positive, nurturing, environment in the short time she has been at the school. This was clearly evidenced by interviews with staff members. This quote from a teacher demonstrates the sentiment of the staff, “The new principal is open, willing to take advice and share information with all the staff. The roles are clearly defined.”

#### **NEW ISSUE SECOND FOLLOW-UP**

**8.1.2 Transportation.** The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

Staff indicated three buses are arriving at the school up to 20 minutes early each morning. The busses arrived between 6:40 a.m. and 6:45 a.m. The staff did not arrive at the school to open doors until 7:00 a.m. and instruction did not begin until 7:30a.m. The last bus departs at 4:00 p.m., thus some students were at the school for eight hours and 20 minutes. It is essential the Wayne County transportation director address the early arrival of busses to East Lynn Elementary.

## **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.**

East Lynn Elementary School is in need of continuous and sustained assistance from local and State education agencies. If this assistance is not received, student achievement will continue to decline.

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

### **FOLLOW-UP TEAM SUMMARY**

East Lynn Elementary School had received assistance from the Wayne County Central Office, RESA 2, and the West Virginia Department of Education; however, the assistance had not adequately corrected the issues at the school and student achievement continued to decline. It is imperative that effective assistance be sought and received to aid the staff in correcting the deficiencies and to increase student achievement. The entities providing assistance must also monitor the school to assure the assistance is being effective.

### **SECOND FOLLOW-UP TEAM SUMMARY**

**Interviews indicated central office staff conducted Instructional Practices Inventory (IPI) data collection. It would be beneficial to the East Lynn Elementary School staff if they had the opportunity to assume the responsibility of recording their levels of student engagement. The IPI process was developed for teachers to analyze their own levels of student engagement and then use this information to adjust instructional practices. The principal and teachers indicated they would like to attend the training and to assume this role. They specified the process would assist them with instructional strategies which would lead to higher levels of student engagement.**

**East Lynn Elementary received support from Wayne County Central Office with analysis of STAR Renaissance data, strategic planning, and a variety of professional development offerings provided districtwide. Wayne County also provided a school improvement specialist one day a week. The principal indicated she attended several leadership sessions held at RESA 2, such as, Mid-Continent Research For Education and Learning (REL) Leadership Training, Discipline strategies, and Support for Personalized Learning. The West Virginia Department of Education continued to support by providing a school improvement specialist weekly.**

**The new principal had several positive initiatives in place to improve the climate and culture at the school. In order to realize continued success at East Lynn Elementary School, it will be essential for the School Improvement Process to continue and for the principal to continue to receive the needed support for continued implementation of the school turnaround strategies.**

### **Education Performance Audit Summary**

East Lynn Elementary School corrected five of the six noncompliances remaining from the Follow-up Education Performance Audit, one finding (7.1.6 Instruction in Writing) had not been corrected and a finding from the original Education Performance Audit resurfaced. (7.1.3. Learning Environment.) Additionally, a new finding (8.1.2 Transportation) emerged.

Based upon the results of the Second Follow-up Education Performance Audit, it is recommended and a motion is requested to approve the report.