



EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROWLESBURG SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

NOVEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Rowlesburg School in Preston County was conducted August 22, 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. The review was limited in scope due to the beginning of the 2012-2013 school term.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Randall D. Farley	Assistant Superintendent	Marion County Schools
Susan M. Sowers	Coordinator of Curriculum and Instruction	Jefferson County Schools

SCHOOL PERFORMANCE

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

70 PRESTON COUNTY

Dr. Larry E. Parsons, Superintendent

103 ROWLESBURG SCHOOL – Passed

Pete Pell, Principal

Grades PK - 08

Enrollment 144 (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	79	82	82	100.00	49.36	Yes	Confidence Interval	✓
White	79	82	82	100.00	49.36	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	17	17	100.00	11.76	NA	NA	NA
Low SES	51	54	54	100.00	39.21	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	79	82	82	100.00	55.69	Yes	Yes	✓
White	79	82	82	100.00	55.69	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	17	17	100.00	5.88	NA	NA	NA
Low SES	51	54	54	100.00	49.01	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.6%

70 PRESTON COUNTY
 Dr. Larry E. Parsons, Superintendent
103 ROWLESBURG SCHOOL – Passed

Pete Pell, Principal
 Grades PK - 08
 Enrollment 143 (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	86	89	89	100.00	48.83	Yes	Confidence Interval	✓
White	85	88	88	100.00	49.41	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	15	15	100.00	26.66	NA	NA	NA
Low SES	61	63	63	100.00	40.98	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	86	89	89	100.00	46.51	Yes	Confidence Interval	✓
White	85	88	88	100.00	47.05	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	15	15	100.00	20.00	NA	NA	NA
Low SES	61	63	63	100.00	40.98	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 99.0%

ROWLESBURG 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	15	15	15	15	100.00	26.67	26.67	33.33	6.67	6.67	46.67
04	16	16	16	16	100.00	6.25	37.50	31.25	18.75	6.25	56.25
05	15	14	15	14	100.00	7.14	28.57	42.86	21.43	0.00	64.29
06	17	17	17	17	100.00	29.41	41.18	11.76	17.65	0.00	29.41
07	13	13	13	13	100.00	30.77	23.08	15.38	23.08	7.69	46.15
08	13	11	13	11	100.00	45.45	0.00	18.18	18.18	18.18	54.55

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	15	15	15	15	100.00	53.33	20.00	20.00	6.67	0.00	26.67
04	16	16	16	16	100.00	31.25	37.50	25.00	6.25	0.00	31.25
05	15	14	15	14	100.00	14.29	28.57	14.29	42.86	0.00	57.14
06	17	17	17	17	100.00	5.88	35.29	23.53	23.53	11.76	58.82
07	13	13	13	13	100.00	7.69	53.85	23.08	7.69	7.69	38.46
08	13	11	13	11	100.00	0.00	27.27	36.36	18.18	18.18	72.73

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Rowlesburg School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. 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, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

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

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (-0.53 percent)	AS (-9.18 percent)
W (+0.05 percent)	W (-8.64 percent)
SE (+14.90 percent)	SE (+14.12 percent)
SES (+1.77 percent)	SES (-8.03 percent)

Achievement in Grades 6-8 mathematics was considerably lower than that of Grades 3-5. Grades 3, 4, and 7 reading achievement lagged far behind the remaining grades. Efforts need to be strengthened toward increasing the percentage of students above mastery.

EDUCATION PERFORMANCE AUDIT
HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.6. Personnel

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

One new teacher did not have a mentor. The principal reported that the Preston County Central Office had posted the position and that a mentor would be hired for this teacher.

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 Rowlesburg School in providing a thorough and efficient system of education. Preston 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 Preston 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 staff of Rowlesburg School had received a great deal of high quality staff development from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education, adequate yearly progress (AYP) was achieved in all subgroups only by application of the confidence interval. All students were observed to be fully engaged in the educational process on the day of the Education Performance Audit; however, student achievement was lacking. The principal is strongly recommended to elicit further assistance in high quality instruction, high expectations, and instructional strategies to close the achievement gap.

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 Rowlesburg 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.**

While Rowlesburg School achieved adequate yearly progress (AYP) in all subgroups, this was done only by application of the confidence interval. Therefore, the school was unable to show that they possessed the capacity overall to increase student achievement buildingwide.

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.

Rowlesburg School is likely to fail to achieve adequate yearly progress (AYP) in all subgroups if it does not receive continuous and sustained assistance from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education.