



EDUCATION PERFORMANCE AUDIT REPORT

FOR

BRUCETON SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

NOVEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Bruceton School in Preston County was conducted August 23, 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
Beverly B. Coppe	Director of Curriculum	Hardy County Schools
Kathy S. Hardy	Associate Superintendent	Hardy 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

104 BRUCETON SCHOOL – Needs Improvement

Patricia Price, Substitute Principal

Grades PK – 08

Enrollment 568 (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	298	324	321	99.07	45.97	Yes	Confidence Interval	✓
White	298	323	320	99.07	45.97	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	53	59	57	96.61	22.64	Yes	No	✗
Low SES	128	142	140	98.59	35.93	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	298	324	321	99.07	52.34	Yes	Yes	✓
White	298	323	320	99.07	52.34	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	53	59	57	96.61	11.32	Yes	No	✗
Low SES	128	142	140	98.59	42.96	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
104 BRUCETON SCHOOL – Needs Improvement
 Patricia Price, Substitute Principal
 Grades PK – 08
 Enrollment 588 (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	317	332	331	99.69	46.20	Yes	Confidence Interval	✓
White	314	328	327	99.69	46.64	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	53	53	100.00	19.60	Yes	No	✗
Low SES	120	130	130	100.00	37.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	317	332	331	99.69	45.25	Yes	Confidence Interval	✓
White	314	328	327	99.69	45.68	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	53	53	100.00	7.84	Yes	No	✗
Low SES	120	130	130	100.00	27.50	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.3%

BRUCETON 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	72	69	72	69	100.00	28.99	42.03	18.84	8.70	1.45	28.99
04	54	52	54	52	100.00	26.92	26.92	28.85	11.54	5.77	46.15
05	68	64	68	64	100.00	20.31	28.13	31.25	18.75	1.56	51.56
06	52	50	52	50	100.00	30.00	24.00	22.00	14.00	10.00	46.00
07	45	43	44	42	97.78	14.29	23.81	28.57	23.81	9.52	61.90
08	41	39	41	39	100.00	28.21	20.51	7.69	20.51	23.08	51.28

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	72	69	72	69	100.00	42.03	27.54	20.29	7.25	2.90	30.43
04	54	52	54	52	100.00	38.46	26.92	21.15	11.54	1.92	34.62
05	68	64	68	64	100.00	20.31	23.44	26.56	20.31	9.38	56.25
06	52	50	52	50	100.00	26.00	34.00	22.00	6.00	12.00	40.00
07	45	43	44	42	97.78	16.67	23.81	30.95	19.05	9.52	59.52
08	41	39	41	39	100.00	15.38	25.64	35.90	12.82	10.26	58.97

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Bruceton School failed to achieve adequate yearly progress (AYP) in the special education (SE) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts for the school year 2011-2012. The school failed to achieve AYP for the past two consecutive years in the SE subgroup in mathematics and reading/language arts, and in the SES subgroup in mathematics. AYP was achieved in the all students (AS) and the racial/ethnicity white (W) subgroups 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, 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 are shown below.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (+0.23 percent)	AS (-7.09 percent)
W (+0.67 percent)	W (-6.66 percent)
SE (-3.04 percent)	SE (-3.48 percent)
SES (+1.57 percent)	SES (-15.46 percent)

Achievement in Grade 3 mathematics and Grades 3 and 4 reading fell short of that of the remaining grades. Investigation into the reason for this shortage is needed, and programs and practices must be implemented to increase student achievement in these classes.

EDUCATION PERFORMANCE AUDIT
HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None Identified.

RECOMMENDATION

7.2.1. County and School electronic strategic improvement plans. While a copy of the school's Five-Year Strategic Plan was produced for Team review from the 2010-2011 school year, no revisions were in progress for the 2011-2012 school year. The acting principal stated that the plan would be revised by the due date and that there was a revision team in place to address this project.

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 Bruceton 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.

Dramatic declines in student achievement in reading/language arts were shown from the 2010-2011 school year to the 2011-2012 school year. While it was reported by the principal and staff that staff development and assistance had been received from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education, these efforts have failed to achieve adequate results in increasing student achievement in the area of reading/language arts.

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 Bruceton 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.**

Bruceton School has not shown the capacity to increase student achievement, particularly in the area of reading/language arts. Capacity building needs to be developed for educators at the school to improve student and school achievement in all areas. The principal is strongly recommended to elicit additional assistance in the areas of curriculum and instructional strategies specifically in the area of reading/language arts.

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.

Bruceton School is likely to fail to achieve adequate yearly progress (AYP) in all subgroups of reading/language arts if it does not receive continuous and sustained assistance in the areas of high expectations, instruction, and instructional strategies. While achievement in mathematics increased slightly, reading/language arts achievement declined. Bruceton School achieved adequate yearly progress in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval. The likelihood of achieving AYP without continued improvements in the area of curriculum is unlikely.