

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**TERRA ALTA/EAST PRESTON SCHOOL**

**PRESTON COUNTY SCHOOL SYSTEM**

**JUNE 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Terra Alta/East Preston School in Preston County was conducted on April 20, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Debrah Varner, Assistant Director,  
Office of Adult Education and Workforce Development

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Blaine Hess	Director Vocation-Technical Education	Jackson County
John Lewis	Assistant High School Principal	Morgantown High Monongalia County
Frank Marino	Elementary School Principal	Harden Elementary Harrison County
Carroll Staats	Board Member	Jackson County

**SCHOOL PERFORMANCE**

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

**70-105 TERRA ALTA/EAST PRESTON SCHOOL - Needs Improvement**

**PRESTON COUNTY**

Brian Flanagan, Principal

Grades K - 08

Enrollment 452

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	306	320	318	99.38	66.88	Yes	Yes	✓
White	302	316	314	99.37	67.44	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	201	213	211	99.06	60.50	Yes	Yes	✓
Spec. Ed.	55	59	58	98.31	29.09	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	306	320	318	99.38	74.42	Yes	Yes	✓
White	302	316	314	99.37	74.41	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	201	213	211	99.06	67.50	Yes	Confidence Interval	✓
Spec. Ed.	55	59	58	98.31	29.09	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

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

**Passed**  
**Attendance Rate = 99.5%**

### 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	47	49	47	100.00	2.13	31.91	46.81	17.02	2.13	65.96
04	45	40	44	40	97.78	20.00	20.00	35.00	22.50	2.50	60.00
05	52	48	51	47	98.08	4.26	36.17	48.94	8.51	2.13	59.57
06	43	41	43	41	100.00	4.88	29.27	41.46	21.95	2.44	65.85
07	57	56	57	56	100.00	1.79	28.57	55.36	14.29	0.00	69.64
08	74	74	74	74	100.00	8.11	17.57	50.00	22.97	1.35	74.32

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	49	47	49	47	100.00	6.38	21.28	53.19	14.89	4.26	72.34
04	45	40	44	40	97.78	20.00	27.50	30.00	17.50	5.00	52.50
05	52	48	51	47	98.08	6.38	25.53	51.06	12.77	4.26	68.09
06	43	41	43	41	100.00	4.88	29.27	36.59	21.95	7.32	65.85
07	57	56	57	56	100.00	0.00	10.71	48.21	35.71	5.36	89.29
08	74	74	74	74	100.00	1.35	13.51	40.54	32.43	12.16	85.14

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

## Other Relevant Performance Data

### Statewide Writing Assessment Student Frequency and Percentage by Score

#### Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	2%	0	0%	2	5%	4	9%	17	40%	9	21%	5	12%	5	12%	43

**Note: Fifty-six percent (56%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

#### Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	0	0%	7	13%	7	13%	40	73%	0	0%	0	0%	1	2%	55

**Note: Ninety-eight percent (98%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Freq. - Frequency - Number of students  
% - Percentage of students

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
48.44%	2003-04
42.65%	2002-03
39.69%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

**Terra Alta/East Preston School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE) in mathematics and reading/language arts. 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 September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Terra Alta/East Preston School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.**

**Terra Alta/East Preston School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. This subgroup may have achievement deficiencies if immediate action is not taken. Preston County and school staff are urged to vigorously address student achievement in this area.**

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Terra Alta/East Preston School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.**

- 6.1.5. Instructional strategies.** The Team commended the school for acquiring the Star Lab from NASA. Teachers were doing an excellent job of utilizing the laboratory by designing mathematics, science, language arts, and social studies lessons around the laboratory.
- 7.1.3. Facilities.** The Team commended the school administration and the community for their efforts to improve the school's appearance. An extensive effort had been undertaken to paint the school's interior. The school and community have raised \$21,000 for this effort.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. - SE).

#### 6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.**

The school failed to provide revisions to the Unified School Improvement Plan (USIP) and/or the Office of Education Performance Audits (OEPA) checklist. The principal stated that the OEPA checklist was submitted online, but nothing was available at the school level indicating that the revised USP in the area of deficiency (5.1.1 SE) was being applied to guide schoolwide curriculum and instruction to increase student achievement.

- 6.2.3. 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)**

Evidence of the principal's quarterly feedback to teachers regarding lesson plans was not evident. Several lesson plans had been reviewed only once in the fall of the current school year. In one instance, a teacher did not provide any lesson plans for the Team's review. Achievement of students in the special education (SE) and economically disadvantaged (SES) subgroups was indicative that the administrator must review lesson plans and provide written feedback to the teacher(s) to improve instruction.

#### 6.6. Personnel

- 6.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The Team reviewed files for performance evaluations. Several evaluations did not have records that documented principal observations for the current school year. Additionally, mutually established goals for employees on the Professional Growth and Development cycle were not documented.



## RECOMMENDATIONS

**6.1.7. Library/educational technology access and technology application.** Team members observed use of technology at the elementary level. However, Team observations and student interviews indicated that technology application needed to be increased at the middle school level. The Team recommended that students be more consistently scheduled into computer laboratories and be provided the opportunity to develop skills in the collection, organization, application, and presentation of data.

The library was not kept up-to-date because the librarian was required to teach additional classes. The Team recommended that considerations be made for the librarian to maintain the library and be accessible to students.

**6.1.12. Multicultural activities.** Team members found evidence of multicultural education activities present in the school. However, there was not a conclusive, structured multicultural county plan implemented at the school. The Team recommended that the multicultural activities be consolidated into a cohesive, structured multicultural plan.

**6.6.4. Teacher and principal internship.** The Team interviewed a first year teacher regarding the beginning teacher internship program. Although the teacher was assigned a mentor, the teacher did not receive an appropriate orientation regarding the expectations of the beginning teacher internship program. During this interview the principal indicated that no teachers in the building were eligible for the beginning teacher internship program. The Team recommended that beginning teachers receive an orientation regarding expectations of the internship program and that the principal be up-to-date regarding beginning teachers and their mentors.

### **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.

**None identified.**

### **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 Terra Alta/East Preston School in achieving capacity, the following resources are recommended.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
6.2.1. Unified County and School Improvement Plans.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401

**16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 revised Unified School Improvement Plan (USIP) was not available at the school and not a vital component of school improvement. The USIP, by W.Va. Code §18-2E-5, is intended, in part, to provide mechanisms to target resources to the teaching and learning process to improve student, school, and school system performance. It is essential that the Preston County Central Office staff assure that the USIP is in place and implemented to provide direction and guidance for improved student and school performance.

**16.3.8. Directing county boards to target their funds strategically toward alleviating deficiencies.**

Preston County staff is compelled to strategically target resources toward alleviating deficiencies at Terra Alta/East Preston School and monitor the success of improving achievement.

**16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

Preston County and Terra Alta/East Preston School are urged to contact RESA VII, the West Virginia Department of Education, and the Center for Professional Development to assist the school and school system in achieving the standards and alleviating the deficiencies noted in this report.

### 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.

- 17.1. 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 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*)

**According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.**

- 17.1.1. School location.** Playground/recreational areas were not well equipped and appropriate for the age level.
- 17.1.3. Teachers' workroom.** Teachers' work areas did not provide access to communications technology.
- 17.1.8. Grades 1-12 classrooms.** Storage was inadequate.
- 17.1.10. Specialized instructional areas.** The art facility did not have access to natural light and did not have the following equipment and materials: 2 deep sinks, hot and cold water, counter space, a ceramic kiln, and black-out areas.

The music facility was not located away from quiet areas of the building.

- 17.1.11. Grades 6-12 science facilities.** Grades 6 – 8 science facilities were inadequate and did not have: Gas; AC and DC current and air vacuum; ventilation fume hood and demonstration table; laboratory workspace; fire extinguisher, blanket and emergency showers; darkening provisions and adequate storage.
- 17.1.12. Grades 7-12 auditorium/stage.** The school stage was not located to have convenient access to language arts and music instructional areas and close to seating. The stage lacked acoustical panels.
- 17.1.14. Food service.** The food services area did not have a chalkboard, a bulletin board, and a teachers' dining area of adequate size.
- 17.1.15. Health service units.** The health services unit did not have a refrigerator with locked storage and a work counter.

### **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.

**Terra Alta/East Preston School must develop and implement a comprehensive Unified School Improvement Plan (USIP) that monitors student performance and clearly specifies goals and objectives, activities to achieve the goals and objectives, and include an evaluation component. The school and county must design curriculum and instruction based on performance data and periodically evaluate the effectiveness of curriculum and instruction.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-105 Terra Alta/East Preston	Conditional Accreditation	6.2.1; 6.2.3; 6.6.3		
			5.1.1 (SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified three (3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement. The Team presented three (3) recommendations, noted three (3) capacity building issues, and advanced observations regarding early detection and intervention.

Terra Alta/East Preston School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Terra Alta/East Preston School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.