



EDUCATION PERFORMANCE AUDIT REPORT

FOR

TERRA ALTA/EAST PRESTON SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

NOVEMBER 2012

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 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
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

105 TERRA ALTA/EAST PRESTON SCHOOL – Needs Improvement

Russell Cecala, Principal

Grades PK – 08

Enrollment 408 (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	256	274	274	100.00	38.67	Yes	No	X
White	252	270	270	100.00	39.28	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	39	39	100.00	23.52	NA	NA	NA
Low SES	158	173	173	100.00	31.64	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	256	274	274	100.00	47.26	Yes	Confidence Interval	✓
White	252	270	270	100.00	47.22	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	34	39	39	100.00	17.64	NA	NA	NA
Low SES	158	173	173	100.00	43.67	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.8%

70 PRESTON COUNTY
 Dr. Larry E. Parsons, Superintendent
105 TERRA ALTA/EAST PRESTON SCHOOL – Needs Improvement
 Russell Cecala, Principal
 Grades PK – 08
 Enrollment 421 (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	249	267	266	99.62	39.75	Yes	No	X
White	247	264	263	99.62	40.08	Yes	No	X
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	45	49	49	100.00	11.11	NA	NA	NA
Low SES	163	180	179	99.44	37.42	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	249	267	266	99.62	42.57	Yes	No	X
White	247	264	263	99.62	42.51	Yes	No	X
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	45	49	49	100.00	11.11	NA	NA	NA
Low SES	163	180	179	99.44	39.26	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.6%

TERRA ALTA/EAST PRESTON 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	33	30	33	30	100.00	60.00	20.00	13.33	3.33	3.33	20.00
04	45	43	45	43	100.00	46.51	34.88	13.95	4.65	0.00	18.60
05	31	28	30	28	96.77	25.00	42.86	10.71	17.86	3.57	32.14
06	47	43	47	43	100.00	6.98	23.26	39.53	27.91	2.33	69.77
07	49	47	49	47	100.00	23.40	19.15	31.91	19.15	6.38	57.45
08	62	58	62	58	100.00	39.66	27.59	20.69	10.34	1.72	32.76

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	33	30	33	30	100.00	60.00	20.00	13.33	6.67	0.00	20.00
04	45	43	45	43	100.00	53.49	25.58	13.95	4.65	2.33	20.93
05	31	28	30	28	96.77	42.86	25.00	17.86	14.29	0.00	32.14
06	47	43	47	43	100.00	11.63	30.23	20.93	25.58	11.63	58.14
07	49	47	49	47	100.00	17.02	19.15	23.40	21.28	19.15	63.83
08	62	58	62	58	100.00	25.86	27.59	31.03	12.07	3.45	46.55

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Terra Alta East Preston School failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics for two consecutive years. The school failed to achieve AYP in the AS, W, and SES subgroups in reading/language arts for the 2011-2012 school year. 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 are shown below.

Mathematics

AS (+1.08 percent)
 W (+0.80 percent)
 SE (-12.41 percent)
 SES (+5.78 percent)

Reading/Language Arts

AS (-4.69 percent)
 W (-4.71 percent)
 SE (-6.53 percent)
 SES (-4.41 percent)

WESTEST2 results indicated that only approximated one-fifth of the students in Grades 3 and 4 were proficient in mathematics and reading/language arts.

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 from the 2011-2012 school year was provided, there were no revisions to the plan for the 2012-2013 school year. The principal stated that there was a plan to have the revisions made by the deadline and that there will be a committee put into place in the near future.

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 Terra Alta/East Preston 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.

The decline in student achievement in reading/language arts was problematic. Minimal staff development sessions were provided according to the principal. The principal was new to the school and was knowledgeable of the needs of the school; however, coming to Terra Alta East Preston from out of state, and very near to the beginning of the school year, presented issues that will need to be overcome as soon as possible. The Team believed that the principal will provide much needed leadership to the school; however, the Preston County Central Office will need to provide assistance to enable the principal to learn the system of operation of the school and county.

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.

- 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.**

Terra Alta East Preston School had not exhibited the capacity to increase student achievement for all students. Under the leadership of the new principal the Team believed that the school is postured to make gains in this area. The Preston County Central Office must remain vigilant of the needs of the principal and school, and provide any and all assistance needed. Additional assistance from RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be solicited.

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 has been traditionally low performing and must receive any and all assistance from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to reverse this trend. Through the interview process it was found that the new principal was extremely knowledgeable of the needs of the school in the short amount of time that he has been at the school. The teachers appeared to be willing to make any changes necessary to improve student achievement and the Team believed that the school is postured to begin the process of improving achievement. Continual monitoring will need to be provided by the Preston County Central Office to ensure that these changes take place.