



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**VALLEY ELEMENTARY SCHOOL**

**PRESTON COUNTY SCHOOL SYSTEM**

**NOVEMBER 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>6</b>
<b>Education Performance Audit.....</b>	<b>6</b>
<b>Indicators of Efficiency .....</b>	<b>7</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>8</b>
<b>Early Detection and Intervention .....</b>	<b>8</b>

## INTRODUCTION

An announced Education Performance Audit of Valley Elementary 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
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

**207 VALLEY ELEMENTARY SCHOOL – Needs Improvement**

Greg Cummings, Principal

Grades PK – 05; Enrollment 508 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	201	205	203	99.02	40.00	Yes	No	<b>X</b>
White	200	204	202	99.01	39.69	Yes	No	<b>X</b>
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	46	47	46	97.87	15.55	NA	NA	NA
Low SES	97	98	97	98.97	31.25	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	201	205	203	99.02	41.00	Yes	Confidence Interval	✓
White	200	204	202	99.01	40.70	Yes	Confidence Interval	✓
Black	*	*	*	*	*	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	46	47	46	97.87	8.88	NA	NA	NA
Low SES	97	98	97	98.97	28.12	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.3%**

**70 PRESTON COUNTY**

Dr. Larry E. Parsons, Superintendent

**207 VALLEY ELEMENTARY SCHOOL – Needs Improvement**

Greg Cummings, Principal

Grades PK – 05; Enrollment 501 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	202	217	217	100.00	36.13	Yes	No	X
White	201	216	216	100.00	35.82	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	50	50	100.00	16.32	Yes	NA	✓
Low SES	106	119	119	100.00	32.07	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	202	217	217	100.00	37.62	Yes	Confidence Interval - Averaging	✓
White	201	216	216	100.00	37.81	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	49	50	50	100.00	8.16	Yes	NA	✓
Low SES	106	119	119	100.00	23.58	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed****Attendance Rate = 99.0%**

## VALLEY ELEMENTARY 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	83	73	83	73	100.00	36.99	34.25	13.70	10.96	4.11	28.77
04	65	63	65	63	100.00	30.16	36.51	22.22	11.11	0.00	33.33
05	69	66	69	66	100.00	27.27	25.76	30.30	10.61	6.06	46.97

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	83	73	83	73	100.00	47.95	17.81	17.81	10.96	5.48	34.25
04	65	63	65	63	100.00	38.10	30.16	17.46	14.29	0.00	31.75
05	69	66	69	66	100.00	33.33	19.70	22.73	16.67	7.58	46.97

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**Met Standard.**

### 5.1.1. Achievement.

Valley Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for two consecutive years. Valley Elementary School achieved AYP in the AS and W subgroups in reading/language arts only by application of the confidence interval and/or averaging. 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 (-3.87 percent)	AS (-3.38 percent)
W (-3.87 percent)	W (-2.89 percent)
SE (+0.77 percent)	SE (-0.72 percent)
SES (+0.82 percent)	SES (-4.54 percent)

Less than 35 percent of the students in Grades 3 and 4 were proficient in mathematics and reading. Grade 5 fared better in these areas; however, the percent proficient was below 50 percent.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

None identified.

## 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 Valley Elementary 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 teachers were knowledgeable of the interview questions and were articulate of the needs of students, achievement levels buildingwide remained poor. Rigor and relevance in all instruction must be developed to increase student achievement. Assistance must be received from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement high quality, research-based staff development to increase student achievement.



### **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 Valley 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.**

Valley Elementary School has not demonstrated the capacity to increase student achievement. Assistance must be solicited from the Preston County Central Office, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The Preston County superintendent of schools must provide assistance to the principal in these improvement steps.

### **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.**

Given the achievement levels of students in all of the subgroups, Valley Elementary School and Preston County must implement high yield instructional practices and instruction that will improve students' achievement. Preston County must actively pursue assistance from RESA 7, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.