



EDUCATION PERFORMANCE AUDIT REPORT

FOR

CENTRAL PRESTON MIDDLE SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

MARCH 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Central Preston Middle School in Preston County was conducted on February 18 - 19, 2009. 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 Five-Year Strategic 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 D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Dennis Albright	Assistant Superintendent	Grant County
Gene Brock	Middle School Principal	Warm Springs Middle School Morgan County
Steven Brock	High School Teacher	Martinsburg High School Berkeley County
Larry Dalesio	Elementary School Principal	Cameron Elementary School Marshall County

SCHOOL PERFORMANCE

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

70 PRESTON COUNTY

John Lofink, Superintendent

401 CENTRAL PRESTON MIDDLE SCHOOL – Needs Improvement

Tom Strahin, Principal

Grades 06 - 08

Enrollment 274 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	251	269	261	97.02	75.20	Yes	Yes	✓
White	246	264	256	96.96	75.51	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	135	148	143	96.62	64.39	Yes	Confidence Interval	✓
Spec. Ed.	58	68	62	91.17	30.90	No	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	251	269	260	96.65	81.22	Yes	Yes	✓
White	246	264	255	96.59	81.66	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	135	148	143	96.62	75.00	Yes	Confidence Interval	✓
Spec. Ed.	58	68	61	89.70	40.74	No	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.9%**

70 PRESTON COUNTY
 John Lofink, Superintendent
401 CENTRAL PRESTON MIDDLE SCHOOL – Needs Improvement
 Tom Strahin, Principal
 Grades 06 - 08
 Enrollment 286 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	263	287	274	95.47	74.13	Yes	Yes	✓
White	258	281	268	95.37	74.80	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	144	160	155	96.87	64.08	Yes	Confidence Interval	✓
Spec. Ed.	60	71	65	91.54	31.57	No	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	263	287	275	95.81	73.07	Yes	Confidence Interval	✓
White	258	281	269	95.72	73.72	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	144	160	156	97.50	60.13	Yes	No	✗
Spec. Ed.	60	71	66	92.95	27.58	No	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
 Attendance Rate = 97.6%**

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
06	100	91	97	89	97.00	1.12	21.35	49.44	24.72	3.37	77.53
07	88	84	87	83	98.86	10.84	20.48	57.83	9.64	1.20	68.67
08	99	88	90	87	90.91	5.75	18.39	40.23	28.74	6.90	75.86

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	100	91	97	89	97.00	3.37	17.98	49.44	24.72	4.49	78.65
07	88	84	88	84	100.00	10.71	27.38	36.90	17.86	7.14	61.90
08	99	88	90	87	90.91	1.15	20.69	29.89	39.08	9.20	78.16

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

Other Relevant Performance Data

Reading				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	70.27	75.00	70.29	71.75
2005	80.64	74.52	76.76	77.18
2006	73.33	75.00	75.78	74.65
2007	81.39	78.49	78.31	79.38
2008	76.28	60.22	78.88	72.00

Mathematics				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	52.25	64.89	69.30	61.76
2005	74.19	68.86	71.28	71.33
2006	72.38	68.13	69.47	70.10
2007	73.25	71.27	78.31	74.14
2008	75.25	66.66	76.66	72.99

Science				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	79.27	73.68	77.22	76.87
2005	87.09	75.47	76.23	79.33
2006	80.00	80.89	81.91	80.90
2007	80.23	84.04	86.58	83.58
2008	88.77	68.96	80.89	79.92

Social Studies				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	60.36	53.12	67.32	60.38
2005	72.04	61.32	71.28	68.00
2006	73.33	76.13	78.72	75.95
2007	70.58	72.34	79.01	73.84
2008	67.39	54.02	73.03	64.92

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Central Preston Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged (SES) in reading/language arts and special education (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 December 2008 State Board meeting.

Central Preston Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, and in the SES subgroup in mathematics only by application of the confidence interval.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 7 – 31.32 percent in mathematics and 38.09 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

5.1.2. Participation rate.

Central Preston Middle School failed to achieve adequately yearly progress (AYP) in 5.1.2. Participation rate. One subgroup designated in 5.1.2. Participation rate, included: Special education (SE) in mathematics and reading/language arts.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standards (5.1.1 – SE/SES and 5.1.2 - SE)

7.1. Curriculum

- 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Only approximately 10 percent of the teachers interviewed could articulate the proper usage of the 21st Century Skills Content Standards and Objectives (CSOs). CSOs must drive the classroom curriculum and all teachers must be aware of these and applying them in teaching students.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

Approximately four teachers stated that they did not feel safe due to the number of unlocked doors at the building. Computer usage was extremely limited due to the lack of space for a computer laboratory. Physical education was reportedly taught in the school's barn, which was not conducive to the learning process. The library was in the back of a bus due to students not being permitted to use the high school library. Two reading classes were taught in the cafeteria with minimal supplies. These factors did not permit students to learn to their greatest potential.

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Teachers were not varying instructional strategies. The predominate instructional strategies involved seat work and paper work.

The Grade 8 science teacher stated that, due to a lack of materials and limited laboratory availability, he did not provide at least 50 percent hands on instruction.

- 7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

There was no rubric to address the instruction in writing and no teacher reported to be giving students written feedback at least once per week. The school was not using either of the two instruction in writing programs adopted by the county (Kansas Writing Strategies Model or Writing Roadmap2).

- 7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

Technology use was extremely limited. Teachers stated that very few computers were available that students could use. The library was in the back of a bus due to the students not being permitted to use the high school library.

The school's Five-Year Technology Plan needed major revisions. The school must contact the West Virginia Department of Education Office of Technology for assistance in these revisions.

- 7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Special education teachers reported not having enough textbooks for all students to use. Technology resources and a school library were limited.

- 7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Physical education and health were combined into one class for students. This did not allow for coverage of all the 21st Century Skills Content Standards and Objectives (CSOs).

- 7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)**

While a review of the counselor log indicated an excess of 75 percent student contact, at least 10 teachers felt that they could not get a counselor into their class if needed, other than the two days that they are scheduled at the school. Counseling services in the event of student need must be provided.

- 7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

A written Multicultural Plan was not available and teachers could not discuss activities for multicultural education.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic 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.**

There were no educational goals contained in the school's Five-Year Strategic Plan that was provided to the Team. The teachers could not articulate which goals were included in the plan. The Five-Year Strategic Plan must guide the school's curriculum and the educational goals are integral in this process.

- 7.2.3. 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)**

At least two teachers did not have lesson plans completed in advance. "Snow Day" was written in some of the plans, which indicated that the plans were not completed in advance. One mathematics teacher had not completed lesson plans since December.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

The data analysis that had been conducted was not being used to assist students who were not on grade level. Teachers stated that they had seen the data one time this school year, around October. Staff development had not been provided in reference to data analysis.

7.5. Administrative Practices and School Community Relations

- 7.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.**

Staff reported minimal parent involvement. Edline was the only way that parents were kept involved in their child's education.

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)**

Five new teachers at Central Preston Middle School had mentors; however, they were not meeting according to W.Va. Code §18A-3-2b and West Virginia Board of Education Policy 5900. According to Code and policy all new teachers are required to meet with their mentors at least once per week during the first semester.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The Team noted that the principal was aware of the needs of the school and was working to correct the deficient areas; however, it appeared that the principal was not receiving adequate assistance from the central office.

The principal and teachers are impeded, to a great degree, because of a lack of cooperation and sharing by the high school principal and high school staff.

The Preston County leadership must manage this situation more effectively so that Central Preston Middle School students receive the educational opportunities to which they are entitled.

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 Central Preston Middle 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.

Due to the amount of deficiencies in areas that affect curriculum delivery, it is imperative that assistance from the Preston County Central Office, the West Virginia Department of Education, RESA VII, and the West Virginia Center for Professional Development be sought immediately to foster 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 Central Preston Middle 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.**

This is the principal's first year at the school and the Team believed that she has a vision and goals for the school. However, given the high number of deficiencies found at Central Preston Middle School, assistance is needed to ensure that resources are guided in the correct direction to significantly bring about change at the school.

The Team recommended that the Preston County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent's Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

It is recommended that Central Preston Middle School pursue assistance from the Preston County Central Office, RESA VII, and the West Virginia Department of Education to increase student achievement in all areas. Given the number of deficiencies found at the school, it is imperative that programs and practices be implemented immediately in order to address these issues.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified 15 high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.3. Learning environment.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.8. Instructional materials.
- 7.1.9. Programs of study.
- 7.1.11. Guidance and advisement.
- 7.1.12. Multicultural activities.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.5.1. Parents and the community are provided information.
- 7.6.4. Teacher and principal internship.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Central Preston Middle School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this report to guide Central Preston Middle School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Central Preston Middle School and Preston County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.