

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CENTRAL PRESTON MIDDLE SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	6
Initiatives for Achieving Adequate Yearly Progress	6
High Quality Standards.....	6
Indicators of Efficiency.....	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	12
School Accreditation Status	13

INTRODUCTION

An announced Education Performance Audit of Central Preston Middle 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 – Norma Miller, Retired Director

TEAM MEMBERS

Name	Title	School/County
Ryan Haught	Elementary School Principal	Creed Collins Elementary Ritchie County
Tammy Haught	High School Counselor	St. Marys High Pleasants County
Kenneth Pack, III	High School Principal	Martinsburg High Berkeley County
Gregory Reed	Assistant High School Principal	Martinsburg High Berkeley County

SCHOOL PERFORMANCE

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

70-401 CENTRAL PRESTON MIDDLE SCHOOL - Needs Improvement

PRESTON COUNTY

Michael Teets, Principal
Grades 06 - 08
Enrollment 300

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
Mathematics								
All	295	311	306	98.39	63.57	Yes	Yes	✓
White	289	305	300	98.36	63.85	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	164	173	170	98.27	54.93	Yes	Confidence Interval	✓
Spec. Ed.	66	73	71	97.26	18.75	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	295	311	308	99.04	73.97	Yes	Yes	✓
White	289	305	302	99.02	74.12	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	164	173	172	99.42	64.41	Yes	Confidence Interval	✓
Spec. Ed.	66	73	71	97.26	25.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.9%

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	111	106	111	106	100.00	9.43	36.79	44.34	7.55	1.89	53.77
07	97	91	94	89	96.91	12.36	20.22	42.70	19.10	5.62	67.42
08	103	98	101	96	98.06	9.38	19.79	40.63	22.92	7.29	70.83

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	111	106	111	106	100.00	8.49	19.81	47.17	22.64	1.89	71.70
07	97	91	96	90	98.97	6.67	14.44	47.78	23.33	7.78	78.89
08	103	98	101	96	98.06	3.13	25.00	43.75	23.96	4.17	71.88

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

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%	1	1%	15	16%	23	24%	44	46%	5	5%	4	4%	3	3%	95

Note: Eighty-seven percent (87%) 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
42.09%	2003-04
41.37%	2002-03
40.00%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Central Preston Middle 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 Central Preston Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

Central Preston Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. This subgroup may have achievement deficiencies if immediate action is not taken. The Preston County curriculum staff and school staff are urged to vigorously address these issues.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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

6.1. Curriculum

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

The Team observed a general lack of a variety of instructional strategies and techniques. While a few teachers were using a variety of effective strategies, most were not.

- 6.1.7. 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 was not being utilized throughout the curriculum, particularly in the individual classrooms.

6.2. Student and School Performance

- 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)**

The Team observed that several teachers did not have lesson plans prepared in advance (one week) and some plans were not prepared in a manner in which a substitute could effectively deliver instruction. This interrupted the continuity of instruction. Furthermore, the deficiency in assessment results for the special education (SE) subgroup and the potential for deficiency in the economically disadvantaged subgroup (SES) indicated that the principal must ensure that lesson plans are prepared and provide feedback to these teachers to improve student achievement.

RECOMMENDATIONS

- 6.1.2. High expectations.** Students identified as behavior disordered who were included in the regular classroom did not have the support of the special educators and had to go to a special classroom. The Team recommended that special educators be reassigned to work with the regular teachers and that parents be educated as to their purpose and value.

The school plans to implement full inclusion during the 2005-06 school year, but was not making the necessary preparations, i.e., staff development, etc. The Team recommended that the school provide staff development for teachers and education for parents and the community in preparation for phasing in full inclusion.

- 6.1.3. Learning environment.** The Team found areas in the school to be dirty, cluttered, and generally unattractive. The building itself is a major problem; therefore, the Team recommended that the learning environment could be improved if the school was thoroughly cleaned, clutter removed, and the rooms made more attractive.

- 6.1.4. Instruction.** The Team observed classes that provided excellent instruction and others in which the instruction was not of high quality. The Team recommended that the principal monitor the classrooms to ensure that all teachers are providing quality instruction.

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.

7.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W. Va. Code §18-9D-15 and §18-9D-16d)

The school facility was in bad shape, extremely unkempt, lacked maintenance, and excessively cluttered. The school was made up of five separate buildings in which the students had to go outside for certain classes and to the cafeteria. Additionally, the safety of students and staff would be compromised in the event of an emergency lock-down situation. It did not provide an environment conducive to learning and negatively affected teaching and learning. Educators were challenged to provide a thorough and efficient education system in this school.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

16.3.5. Recommending priority funding from the School Building Authority based on identified needs.

Central Preston Middle School had numerous facility issues. Instruction for students could benefit from funding to improve the facility.

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 Central Preston Middle 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.

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.** The site was not large enough for future expansion; location was not removed from noise and traffic; topographic had steep inclines; site was not suitable for special instructional needs; e.g., outdoor learning; sidewalks were not adequate; and solid surface parking for staff visitors, and individuals with limited mobility was not adequate.
- 17.1.5. Library/media and technology center.** The library/media center did not provide appropriate space.
- 17.1.10. Specialized instructional areas.**
- The art facility was not adequate in size and lacked the following materials and equipment: Two deep sinks, hot and cold water, and blackout areas.
 - The music facility area and storage area were inadequate.

- 17.1.11. Grades 6-12 science facilities.** Science facilities lacked an air vacuum and Rooms 1 and 7 lacked balance cases.
- 17.1.15. Health service units.** The health service unit did not have scales.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-401 Central Preston Middle	Conditional Accreditation	6.1.5; 6.1.7; 6.2.3		
			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 the 5.1.1. Achievement – for the special education (SE) subgroup. Additionally, the Team presented three (3) recommendations, noted an indicator of efficiency, and suggested capacity building issues.

Central Preston Middle 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 Central Preston Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.