



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**CENTRAL PRESTON MIDDLE SCHOOL**

**PRESTON COUNTY SCHOOL SYSTEM**

**NOVEMBER 2012**

**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 August 21, 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

### 401 CENTRAL PRESTON MIDDLE SCHOOL – Needs Improvement

Karen Ovesney, Principal

Grades 06 – 08; Enrollment 302 (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	277	296	295	99.66	39.85	Yes	No	X
White	273	291	290	99.65	40.07	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	78	86	85	98.83	14.28	Yes	No	X
Low SES	134	147	147	100.00	23.88	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	277	296	295	99.66	52.53	Yes	Yes	✓
White	273	291	290	99.65	52.57	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	78	86	85	98.83	22.07	Yes	Safe Harbors	✓
Low SES	134	147	147	100.00	35.82	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.6%**

**70 PRESTON COUNTY**  
 Dr. Larry E. Parsons, Superintendent  
**401 CENTRAL PRESTON MIDDLE SCHOOL – Needs Improvement**  
 Karen Ovesney, Principal  
 Grades 06 – 08  
 Enrollment 286 (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	271	289	287	99.30	48.51	Yes	Confidence Interval	✓
White	262	278	276	99.28	49.04	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	67	70	70	100.00	10.44	Yes	No	✗
Low SES	127	141	139	98.58	32.53	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	271	289	287	99.30	53.70	Yes	Yes	✓
White	262	278	276	99.28	53.25	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	67	70	70	100.00	13.43	Yes	No	✗
Low SES	127	141	139	98.58	41.26	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.4%**

## CENTRAL PRESTON MIDDLE 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
06	82	79	81	78	98.78	29.49	23.08	25.64	16.67	5.13	47.44
07	100	95	100	95	100.00	25.26	18.95	21.05	22.11	12.63	55.79
08	107	97	106	97	99.07	30.93	26.80	22.68	17.53	2.06	42.27

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	82	79	81	78	98.78	19.23	23.08	32.05	17.95	7.69	57.69
07	100	95	100	95	100.00	16.84	23.16	27.37	16.84	15.79	60.00
08	107	97	106	97	99.07	20.62	35.05	26.80	11.34	6.19	44.33

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Central Preston Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics for two consecutive years and in reading/language arts for the 2011-2012 school year. Central Preston Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval, and in the SES subgroup in mathematics by safe harbors. 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.

#### Mathematics

AS (+8.66 percent)  
 W (+8.97 percent)  
 SE (-3.84 percent)  
 SES (+8.65 percent)

#### Reading/Language Arts

AS (+1.17 percent)  
 W (+0.68 percent)  
 SE (-8.64 percent)  
 SES (+5.44 percent)

While growth was reported overall from the 2010-2011 school year to the 2011-2012 school year, WESTEST2 results indicated that less than 50 percent of the students in Grades 6 and 8 mathematics and Grade 8 reading were proficient.

**EDUCATION PERFORMANCE AUDIT**  
**HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

**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)**

Central Preston Middle School had two new teachers who had not yet been assigned mentors; however, the mentor positions had been posted.



## 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.**

Central Preston Middle School made gains in a majority of individual subgroups. The principal provided a list of high quality staff development sessions that the teachers had to improve instruction. These staff development sessions were delivered by the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The Team believed that the administration and staff were a cohesive unit and were working together to increase student achievement. Extensive data analysis had been conducted and high quality instruction was observed in classrooms.

## **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.**

While Central Preston Middle School had achieved adequate yearly progress in a majority of subgroups, the special education (SE) subgroup needed intensive intervention. The Team believed that the school possesses the capacity to increase student achievement in all areas; however, the principal must continue to solicit assistance from the various local and State agencies to accomplish this. The Preston County Central Office must provide guidance and assistance in this endeavor and make available the resources to accomplish this.

## **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 the special education (SE) subgroup, Central Preston Middle 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.