



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

SOUTH 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 South 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 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
Steve Malnick	Middle School Principal	Monongah Middle School Marion County
Betty McGillen	Director Elementary Curriculum/Title I Programs	Hancock 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

405 SOUTH PRESTON MIDDLE SCHOOL – Passed

Darrell Martin, Principal

Grades 06 - 08

Enrollment 186 (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	177	182	182	100.00	77.96	Yes	Yes	✓
White	177	182	182	100.00	77.96	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	104	109	109	100.00	72.11	Yes	Yes	✓
Spec. Ed.	31	34	34	100.00	25.80	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	177	182	182	100.00	76.27	Yes	Confidence Interval	✓
White	177	182	182	100.00	76.27	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	104	109	109	100.00	67.30	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	31	34	34	100.00	9.67	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.9%**

70 PRESTON COUNTY
 John Lofink, Superintendent
405 SOUTH PRESTON MIDDLE SCHOOL – Passed
 Darrell Martin, Principal
 Grades 06 - 08
 Enrollment 177 (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	167	171	170	99.41	83.13	Yes	Yes	✓
White	167	171	170	99.41	83.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	101	104	103	99.03	77.00	Yes	Yes	✓
Spec. Ed.	29	31	31	100.00	41.37	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	167	171	170	99.41	80.12	Yes	Yes	✓
White	167	171	170	99.41	80.12	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	101	104	103	99.03	73.00	Yes	Confidence Interval	✓
Spec. Ed.	29	31	31	100.00	27.58	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.8%

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	53	51	53	51	100.00	3.92	9.80	35.29	39.22	11.76	86.27
07	60	59	59	58	98.33	1.72	15.52	67.24	15.52	0.00	82.76
08	58	57	58	57	100.00	3.51	15.79	56.14	21.05	3.51	80.70

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	53	51	53	51	100.00	1.96	15.69	41.18	31.37	9.80	82.35
07	60	59	59	58	98.33	3.45	15.52	60.34	17.24	3.45	81.03
08	58	57	58	57	100.00	1.75	21.05	49.12	19.30	8.77	77.19

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	73.13	69.49	70.49	71.12
2005	79.36	77.27	75.92	77.59
2006	80.32	84.74	79.36	81.42
2007	67.69	80.64	76.36	74.72
2008	81.13	79.66	77.58	79.41

Mathematics				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	62.68	61.01	72.13	65.24
2005	76.19	77.27	64.81	73.22
2006	77.04	84.74	74.60	78.68
2007	72.30	82.25	74.54	76.37
2008	84.90	81.35	81.03	82.35

Science				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	85.07	79.66	78.68	81.28
2005	84.37	81.81	85.18	83.69
2006	72.13	88.13	88.88	83.06
2007	83.07	90.32	85.45	86.26
2008	92.45	88.13	79.31	86.47

Social Studies				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	59.70	62.71	62.29	61.49
2005	71.87	63.63	77.77	70.65
2006	68.85	83.05	74.60	75.40
2007	60.93	77.41	78.18	71.82
2008	78.84	72.88	77.58	76.33

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

South Preston Middle School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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

The learning atmosphere was dismal and inadequate. The main building was closed to student use due to structural issues. Students in Grades 7 and 8 were housed in the gymnasium complex, with several classrooms separated by dividers no more than six feet high. Different classes were going on at the same time. Physical education classes were held in the gymnasium during classroom instruction. It was very possible that equipment, i.e., volleyballs, could migrate into the classrooms. This situation appeared to be very distracting.

Science classrooms were held in modular buildings. A cafeteria was not available and the school's cook prepared breakfast and lunch at Tunnelton Denver Elementary School and transported the meals to South Preston Middle School. Students ate their meals in their "classrooms" or in the gymnasium.

Grade 6 students were located at the Tunnelton Denver Elementary School two miles away.

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)

Co-teaching was not effectively implemented. The special education teacher served more in an aide capacity by handing out papers and working only with students when they had a question. The special education teachers must take an active role in curriculum delivery and ensure that the special education students are engaged in high quality instruction.

Grade 6 science did not have at least 50 percent hands on instruction. This was due to the lack of materials.

The study skills class was being used more as a study hall. Lesson plans and 21st Century Skills Content Standards and Objectives (CSOs) were not provided for the Team to review.

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 usage was severely limited because the classes were moved to the gymnasium with limited space. The computer laboratory remained in the main building and few computers were available for students to use.

The school's Five-Year Technology Plan needed major revisions. The Team advised the school to contact the West Virginia Department of Education, Office of Technology for assistance with revisions.

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.

An updated version of the Five-Year Strategic Plan was not provided for Team review and staff could not articulate the educational goals of the school's plan. The plan must be a driving force for the curriculum at the school and teachers must be knowledgeable of the school goals in the plan.

7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Neither teacher observations nor evaluations were provided for the Team to review. Teachers indicated that observations had not been conducted this school year (2008-2009).

- 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)

While new teacher mentoring was occurring, the teachers reported that the principal was not involved in any of the meetings and was not aware of the content of the meetings.

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)

Due to the number of deficiencies found at South Preston Middle School, the Team determined that assistance be required from the central office administration, the West Virginia Department of Education, and RESA VII to assist the building administrator in the school's operation.

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 South 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.

The effectiveness of collaboration between general education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

The revised Five-Year Strategic Plan was not available at the school and not a vital component of school improvement. The plan, by W.Va. Code §18-2E-5, is intended, in part, to provide mechanisms to target resources to the teaching and learning process to improve student, school, and school system performance. It is essential that the Preston County Central Office staff assure that the plan is in place and implemented to provide direction and guidance for improved student and school performance.

8.1.3. 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-16 (d))

While the facilities were generally out of the control of the administrator and staff, a concerted effort must be made to overcome the poor physical condition of the building. An educationally stimulating atmosphere must be developed with minimal distractions to students. The current facility impedes the effective and efficient delivery of education.

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 South 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 overall WESTEST scores were acceptable, with the exception of the special education (SE) scores, overcoming the facility issues will be a challenge for the principal and staff.

The Five-Year Strategic Plan did not strategically target resources to improve the teaching and learning process in the low performing special education (SE) subgroup in mathematics and reading/language arts. Furthermore, it did not include components to improve performance of students in the economically disadvantaged (SES) subgroup in mathematics, which met adequate yearly progress (AYP), but was below the State's proficiency level. The plan was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and the activities section failed to address the low SE subgroup WESTEST scores. Capacity needs to be developed to improve student and school performance through a strong Five-Year Strategic Plan that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

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.

South Preston Middle School must develop and implement a comprehensive Five-Year Strategic Plan that monitors student performance and clearly specifies goals and objectives, activities to achieve the goals and objectives, and include an evaluation component.

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 seven high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.3. Learning environment.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.6.3. Evaluation.
- 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.

South 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 South 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 South 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.