



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SOUTH PRESTON MIDDLE 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>7</b>
<b>High Quality Standards .....</b>	<b>7</b>
<b>Indicators of Efficiency .....</b>	<b>8</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>9</b>
<b>Early Detection and Intervention .....</b>	<b>9</b>

## INTRODUCTION

An announced Education Performance Audit of South Preston Middle 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

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Thomas N. Wood	General Supervisor	Marshall 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

### 405 SOUTH PRESTON MIDDLE SCHOOL – Needs Improvement

Steve Plum, Principal

Grades 06 – 08; Enrollment 148 (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	139	147	147	100.00	36.69	Yes	Confidence Interval - Averaging	✓
White	138	146	146	100.00	36.95	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	21	23	23	100.00	4.76	NA	NA	NA
Low SES	78	84	84	100.00	33.33	Yes	Confidence Interval - Averaging	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	139	147	147	100.00	39.56	Yes	No	✗
White	138	146	146	100.00	39.85	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	21	23	23	100.00	9.52	NA	NA	NA
Low SES	78	84	84	100.00	33.33	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 98.8%**

**70 PRESTON COUNTY**  
 Dr. Larry E. Parsons, Superintendent  
**405 SOUTH PRESTON MIDDLE SCHOOL – Needs Improvement**  
 Steve Plum, Principal  
 Grades 06 – 08; Enrollment 154 (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	144	148	148	100.00	36.11	Yes	No	X
White	144	147	147	100.00	36.11	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	4.34	NA	NA	NA
Low SES	73	76	76	100.00	34.24	Yes	Confidence Interval - Averaging	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	144	148	148	100.00	41.66	Yes	Confidence Interval	✓
White	144	147	147	100.00	41.66	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	8.69	NA	NA	NA
Low SES	73	76	76	100.00	34.24	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 99.0%**

## SOUTH 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	54	53	54	53	100.00	35.85	28.30	24.53	11.32	0.00	35.85
07	43	41	43	41	100.00	29.27	26.83	29.27	12.20	2.44	43.90
08	51	50	51	50	100.00	42.00	28.00	18.00	12.00	0.00	30.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	54	53	54	53	100.00	16.98	41.51	20.75	15.09	5.66	41.51
07	43	41	43	41	100.00	19.51	31.71	31.71	14.63	2.44	48.78
08	51	50	51	50	100.00	24.00	40.00	24.00	12.00	0.00	36.00

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### 5.1.1. Achievement.

South Preston Middle School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts for two consecutive years and in the all students (AS) subgroup in mathematics for the 2011-2012 school year. South Preston Middle School achieved AYP in the racial/ethnicity white (W) and SES subgroups in mathematics and the AS and W subgroups in reading/language arts only by application of the confidence interval and/or averaging. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. 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 are shown below.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (-0.58 percent)	AS (+2.10 percent)
W (-0.84 percent)	W (+1.81 percent)
SE (-0.42 percent)	SE (-0.83 percent)
SES (+0.91 percent)	SES (+0.91 percent)

Grade 8 achievement in mathematics and reading was insufficient. Less than 40 percent of the students in these areas were proficient, with 42 percent of the students in mathematics and 24 percent of the students in reading at the novice level. No students in Grade 8 scored in the distinguished category. Grade 3 achievement indicated that less than 40 percent of the students scored at the proficient level, with 35.85 percent at the novice level. No Grade 3 students scored in the distinguished category in mathematics.

**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)**

The principal stated that four new teachers at the school needed a mentor. The positions of these mentors had been posted and the mentors would be in place as soon as the positions had been filled.



## 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.**

While South Preston Middle School achieved adequate yearly progress (AYP) in a majority of subgroups in mathematics and reading/language arts, the special education subgroup was of great concern. Also, the fact that AYP was achieved in four of the subgroups only by application of the confidence interval and/or averaging is concerning. The principal related numerous staff development sessions geared toward increasing student achievement, which was provided by local and State education agencies. The Preston County Central office must remain diligent in providing assistance, guidance, and resources to enable the staff to deliver instruction that will 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 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.**

The Team believed that South Preston Middle School had the capacity to increase student achievement; however, the principal must continue to monitor classroom instruction during the construction at the school which has physically divided the campus. The staff development staff had received was geared toward greater student achievement. The principal and Preston County Central Office must remain diligent in ensuring that instruction in all classes is relevant and rigorous and provides all students the opportunity to excel.

## **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 had conducted extensive data analysis and had investigated means to target the weak areas in student achievement based on the results of the 2012 WESTEST2. The Team believed that the school was postured to increase student achievement; however, work must continue in the area of providing high quality instruction in all classes despite the physical issues presented with the divided campus. The principal must continue to monitor and evaluate the instruction in all classes and elicit assistance from the various local and State education agencies.