



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEST PRESTON MIDDLE SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

NOVEMBER 2012

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.....	7
High Quality Standards	7
Indicators of Efficiency	8
Building Capacity to Correct Deficiencies.....	9
Early Detection and Intervention	9

INTRODUCTION

An announced Education Performance Audit of West Preston Middle School in Preston County was conducted August 23, 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
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

406 WEST PRESTON MIDDLE SCHOOL – Needs Improvement

James Hoit, Principal

Grades 06 – 08

Enrollment 220 (2nd 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
Mathematics								
All	211	216	215	99.53	42.85	Yes	Confidence Interval	✓
White	208	212	211	99.52	42.99	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	43	42	97.67	2.38	NA	NA	NA
Low SES	103	103	102	99.02	31.37	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	211	216	215	99.53	40.47	Yes	Safe Harbors	✓
White	208	212	211	99.52	41.06	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	43	42	97.67	2.38	NA	NA	NA
Low SES	103	103	102	99.02	28.43	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
406 WEST PRESTON MIDDLE SCHOOL – Needs Improvement
 James Hoit, Principal
 Grades 06 – 08
 Enrollment 211 (2nd 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
Mathematics								
All	201	212	212	100.00	48.75	Yes	Confidence Interval	✓
White	197	208	208	100.00	49.23	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	37	37	100.00	8.57	NA	NA	NA
Low SES	101	109	109	100.00	39.60	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	201	212	212	100.00	44.77	Yes	Confidence Interval	✓
White	197	208	208	100.00	44.67	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	35	37	37	100.00	0.00	NA	NA	NA
Low SES	101	109	109	100.00	30.69	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.1%

WEST 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	70	69	70	69	100.00	23.19	23.19	31.88	17.39	4.35	53.62
07	72	66	72	66	100.00	30.30	10.61	33.33	16.67	9.09	59.09
08	70	66	70	66	100.00	54.55	12.12	13.64	16.67	3.03	33.33

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	70	69	70	69	100.00	17.39	36.23	27.54	13.04	5.80	46.38
07	72	66	72	66	100.00	22.73	28.79	24.24	19.70	4.55	48.48
08	70	66	70	66	100.00	24.24	36.36	22.73	9.09	7.58	39.39

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

This is the 1st year that West Preston Middle School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. West Preston Middle School failed to achieve AYP in the economically disadvantaged (SES) subgroup in reading/language arts for the 2011-2012 school year. West Preston Middle School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts and in the SES subgroup in mathematics only by application of the confidence interval. 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 were as follows.

Mathematics

AS (+5.90 percent)
 W (+6.24 percent)
 SE (+6.19 percent)
 SES (+8.23 percent)

Reading/Language Arts

AS (+4.30 percent)
 W (+3.61 percent)
 SE (-2.38 percent)
 SES (+2.26 percent)

WESTEST2 results revealed insufficient achievement in Grade 8 mathematics and reading/language arts. Less than 40 percent of the students in this area 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)

The principal was new to the school and new to administration and had a mentor in place; however, there were two new teachers who had not yet been assigned a mentor. The principal stated that the mentor positions had been posted and that the new mentors would be assigned as soon as possible.

RECOMMENDATION

7.2.1. County and School electronic strategic improvement plans. While the principal provided the school's Five-Year Strategic Plan from the 2011-2012 school year, work had not begun on revisions to the plan for the 2012-2013 school year. Plans were in place to develop a team to revise the plan.

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 West 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.

Gains had been made in student achievement in all but one of the subgroups. The special education (SE) subgroup was of the utmost concern as student achievement in this area was dismal. West Preston Middle School had achieved adequate yearly progress (AYP) in five subgroups only by application of the confidence interval. This was a concern in that these subgroups could easily become noncompliant if instruction does not challenge students by providing rigor and relevance that allows all students to excel.

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 West 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.**

West Preston Middle School increased student achievement in all but one of the subgroups in mathematics and reading/language arts. However, if greater gains are not made there is a strong chance that the school will fail to achieve adequate yearly progress (AYP) during the 2012-2013 WESTEST2 achievement. The new principal at the school was organized and knowledgeable of the needs of the school; however, this is his first administrative position and he will need a great deal of assistance from the Preston County Central Office and the various local and State education agencies to acclimate him with the programs and procedures of the county and school.

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, West 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.