



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRESTON HIGH SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

MARCH 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Preston High 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
Dennis Albright	Assistant Superintendent	Grant County
Jackquilyn Harris	Director Pre School/Special Education	Wirt County
Karen Hedges	High School Counselor	Morgantown High School Monongalia County
Tara Mahoney	Coordinator of Elementary Schools Grades 3-5	Jefferson County
Timothy Sites	High School Assistant Principal	Jefferson High School Jefferson County
Joe Starcher	Director of Instruction	Brooke High School Brooke 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

507 PRESTON HIGH SCHOOL – Needs Improvement

Doug Riley, Principal

Grades 09 - 12

Enrollment 1337 (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	279	297	285	95.95	71.95	Yes	Yes	✓
White	276	294	282	95.91	72.38	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	115	122	117	95.90	64.86	Yes	Yes	✓
Spec. Ed.	57	62	56	90.32	26.92	By Average	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	279	297	285	95.95	70.84	Yes	Confidence Interval	✓
White	276	294	282	95.91	71.26	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	115	122	117	95.90	59.45	Yes	No	✗
Spec. Ed.	57	62	57	91.93	16.98	By Average	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 80.8%**

70 PRESTON COUNTY
 John Lofink, Superintendent
507 PRESTON HIGH SCHOOL – Needs Improvement
 Doug Riley, Principal
 Grades 09 - 12
 Enrollment 1328 (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	311	329	313	95.13	65.67	Yes	Yes	✓
White	306	324	308	95.06	65.77	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	136	148	139	93.91	54.96	By Average	Confidence Interval	✓
Spec. Ed.	63	67	63	94.02	21.31	No	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	311	329	314	95.44	71.38	Yes	Confidence Interval	✓
White	306	324	309	95.37	71.23	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	136	148	139	93.91	60.30	By Average	No	✗
Spec. Ed.	63	67	63	94.02	24.59	No	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
 Graduation Rate = 81.1%**

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
10	329	311	313	303	95.14	11.22	23.10	44.55	17.49	3.63	65.68

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	329	311	314	304	95.44	6.91	21.71	37.83	25.99	7.57	71.38

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

Other Relevant Performance Data

Reading		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	74.25	74.25
2005	73.06	73.06
2006	76.13	76.13
2007	69.82	69.82
2008	71.33	71.33

Mathematics		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	62.08	62.08
2005	68.73	68.73
2006	72.36	72.36
2007	71.22	71.22
2008	65.17	65.17

Science		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	85.37	85.37
2005	88.23	88.23
2006	89.71	89.71
2007	87.98	87.98
2008	85.66	85.66

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-2009			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Preston High	8	7	6

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Preston High	2002-03	2003-04	2004-05	2005-06
10 th Grade Test Takers (%)	0.0	0.00	0.0	0.0
11 th Grade Test Takers (%)	0.8	1.60	1.6	0.0
12 th Grade Test Takers (%)	8.6	9.20	12.5	1.3
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.00	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	66.7	100.00	100.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	89.7	51.60	85.7	100.00

*NA – Not Available.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate
State	17,914	57.5%
Preston High	278	54.3%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSE FALL 2005			
	% in Developmental Mathematics	% in Developmental English	% in Any Developmental Course(s)
State	30.3%	15.6%	34.1%
Preston High	15.3%	5.1%	17.0%

Source: Performance of High School Graduates Enrolled in Public Colleges and Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy Commission.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Preston High School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts and in the economically disadvantaged (SES) subgroup in reading/language arts. Preston High School achieved AYP in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in reading/language arts, and in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. While scores remained relatively steady in reading/language arts, mathematics scores had a slight decline in all cells. 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.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 10 – 34.32 percent in mathematics and 28.62 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Preston High School performed within the point range (633-542) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Preston High School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.2. High expectations.** The Career Technology program was instrumental in fostering workforce development programs. Technical skills allow students upon graduation to complete a performance assessment for an industrial credential. The teachers in this program were extremely knowledgeable and worked together to provide excellent avenues for student success.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.6. Instruction in writing.** Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The mathematics department was not providing instruction in writing at least once per week as required.

- 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)

Teachers commented that technology availability was poor. Student access to technology was extremely limited and a minimal number of computers were observed to be in use when compared to the number of students at the school.

The school's Five-Year Technology Plan needed major revisions. The school must contact the West Virginia Department of Education Office of Technology for assistance in revising the plan.

- 7.1.8. Instructional materials.** Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

The art teacher sent home a required materials list for students to purchase. A fee was also being charged by this teacher for new copies of materials.

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.

None of the teachers interviewed could articulate the goals of the school's Five-Year Strategic Plan. This plan must guide the curriculum and all teachers must be aware of its plan's components.

- 7.2.3. 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)

Not all of the teachers' lesson plans had been checked by the administration at least one time per quarter. At least five teachers did not have lesson plans for the entire school year.

- 7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Extensive data analysis had been conducted; however, all teachers were not using it to identify and assist students who were not on grade level to improve their achievement. At least 15 teachers could not explain how they were using the data to guide their curriculum. All students had been told of their data analysis through the LINKS program through advisor/advisee.

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)

While mentoring was occurring, it was reported by the new teachers that the administration was not involved in the mentoring. The principal must be aware of the meetings and what is occurring in those 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 and quality of deficiencies found at Preston High School, the Team determined that assistance was needed in developing leadership at the school and classroom levels.

RECOMMENDATION

- 7.1.12. Multicultural activities.** While numerous multicultural activities were occurring at the school, a written Multicultural Plan was not in place. The Team recommended that a Multicultural Plan be developed and implemented at the school.

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 Preston High 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.

Student access to technology must increase. Given the emphasis on 21st Century Technology Skills, all students must have every opportunity to be exposed to the digital resources to be prepared for the evolving workforce.

The school's Five-Year Strategic Plan and data analysis must be an integral part of determining the curriculum delivery process at the school. The plan outlines the emphasis of the school and the data details the school's weaknesses.

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 Preston High 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 determined that Preston High School and Preston County have not demonstrated the capacity to correct the identified deficiencies. An Education Performance Audit on April 21, 2005 showed similar issues to those found in the current Education Performance Audit. High quality staff development must be implemented, specifically targeting the proper implementation of the school's Five-Year Strategic Plan and integrating data analysis into the classroom curriculum. These areas directly relate to the low scores in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups. The Team recommended that the Preston County School System Director of Curriculum and Instruction and the school administrator engage the Professional Development Director at RESA VII in developing the school's capacity to improve the school's achievement of all students and focus attention on the success of all students.

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.

Given the achievement levels of students in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups, Preston High 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 VII, 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.

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

They include the following:

- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.8. Instructional materials.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.6.4. Teacher and principal internship.
- 7.8.1. Leadership.

The Team presented one initiative for achieving adequately yearly progress (AYP), one recommendation, and noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Preston High 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 Preston High 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 Preston High 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.