

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

PRESTON HIGH SCHOOL

PRESTON COUNTY SCHOOL SYSTEM

JUNE 2005

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 April 21, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School 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 Brock, Coordinator

West Virginia Department of Education Team Leader – Gregory Atkinson, Coordinator, Office of Hospitality Education and Training

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation

West Virginia Department of Education Team Leader –Norma Miller, Retired Director

West Virginia Department of Education Team Leader – Debrah Varner, Assistant Director, Office of Adult Education and Workforce Development

TEAM MEMBERS

Name	Title	School/County
Ryan Haught	Elementary School Principal	Creed Collins Elementary Ritchie County
Tammy Haught	High School Counselor	St. Marys High Pleasants County
Blaine Hess	Director Vocation-Technical Education	Jackson County
John Lewis	Assistant High School Principal	Morgantown High Monongalia County

Name	Title	School/County
Frank Marino	Elementary School Principal	Harden Elementary Harrison County
Joseph Oliverio	Assistant Elementary School Principal	Williamstown Elementary Wood County
Kenneth Pack, III	High School Principal	Martinsburg High Berkeley County
Gregory Reed	Assistant High School Principal	Martinsburg High Berkeley County
Carroll Staats	Board Member	Jackson County
Shelly Stalnaker	Elementary School Principal	Geary Elementary Roane County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

70-507 PRESTON HIGH SCHOOL - Needs Improvement

PRESTON COUNTY

Gary Henline, Principal

Grades 09 - 12

Enrollment 1434

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	338	340	335	98.53	62.16	Yes	Yes	✓
White	333	335	330	98.51	62.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	148	149	146	97.99	52.41	Yes	Confidence Interval	✓
Spec. Ed.	58	59	58	98.31	14.03	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	338	340	334	98.24	74.69	Yes	Yes	✓
White	333	335	329	98.21	74.92	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	148	149	145	97.32	68.05	Yes	Confidence Interval	✓
Spec. Ed.	58	59	58	98.31	19.29	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 84.5%

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	340	338	335	333	98.53	8.71	29.13	43.84	12.91	5.41	62.16

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	340	338	334	332	98.24	4.82	20.48	40.06	24.10	10.54	74.70

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
4	1%	12	4%	69	21%	59	18%	148	45%	7	2%	15	5%	13	4%	327

Note: Eighty-nine percent (89%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
38.59%	2003-04
Not Available	2002-03
Not Available	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Preston High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE) in mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting. The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Preston High School to Conditional Accreditation status with a May 31, 2007 Date Certain.

Preston High School achieved AYP in the economically disadvantaged (SES) subgroup only by application of the confidence interval and may have an achievement deficiency if immediate action is not taken.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.4. Instruction.** Preston High School provided quality, enriching career and technical programs that prepared students for the work force.
- 6.1.5. Instructional strategies.** Preston High School implemented the Innovations in Education, Inc. Louis Mangione Program in mathematics to address instructional strategies.
- 6.1.7. Library/educational technology access and technology application.** Preston High School utilized technology in incorporating exemplary teaching strategies.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. – SE).

6.1. Curriculum

- 6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team observed a lack of communication between administration and the special education teachers regarding high expectations of special education students, as evidenced by the responses of teachers during teacher interviews. One example was a reference to the “gene pool.”

- 6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

The Team found no evidence of a plan including procedures and strategies to address special education students. Classroom observations failed to reveal application of various instructional strategies and techniques. However, the administration has taken steps to address the teaching strategies issues.

- 6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

The Team found no evidence of the establishment of a formalized county multicultural plan or implementation of such plan into the curriculum. The school submitted a character education plan.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.**

The Team determined that revisions to the Unified School Improvement Plan (USIP) did not involve a collaborative process. Teachers were not aware of the revisions made to the USIP. Also, the activities on the revision page did not adequately address the special education subgroup scores.

- 6.2.3. 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)

While a formal procedure had been developed regarding lesson plan review, the Team could not find evidence of the procedures being followed on a consistent basis. The Team observed a broad spectrum of lesson plans that ranged from nonexistent, to incomplete, to satisfactory. In consideration of the WESTEST results of the special education (SE) and marginal performance of the economically disadvantaged (SES) subgroups, the principal needed to assure that lesson plans were completed and provide feedback as necessary to improve instruction.

RECOMMENDATIONS

- 6.1.3. Learning environment.** The Team observed several facility and maintenance issues that required attention. Examples included: Leaking roof with cans placed in hallway for collecting water from the ceiling, broken glass in doorways, missing faucet handles in rest rooms, and a lack of storage facilities. The Team recommended that the building administrator communicate these issues to the Preston County superintendent and maintenance staff.

The Team observed numerous intercom interruptions during the instructional day. The Team recommended that daily announcements be limited to designated times at the beginning and end of the day.

- 6.5.4. Physical Assessment.** The Team found documentation indicating that the Presidential Physical Fitness Test (PPFT) had been administered; however, the Team found evidence that the administration was not aware that the information needed to be self-reported and the passage rate was somewhat low (38.59 percent). The Team recommended that the passage rate of the PPFT be addressed through the physical education curriculum and that the results of PPFT be reported in a timely manner via the West Virginia Education Information System (WVEIS).

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.

None identified.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Healthy Promotion (304) 558-8830
6.2.1. Unified County and School Improvement Plans.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Unified School Improvement Plan (USIP) did not strategically target resources to improve the teaching and learning process in the deficient subgroup (special education SE). Furthermore, it did not include components to improve performance of students in the economically disadvantaged (SES) subgroup, which met adequate yearly progress (AYP), but was below the State’s proficiency level. The USIP 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 USIP that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system.

Preston High School must develop capacity in determining the areas of weakness and ineffectiveness that contributed to the substandard performance of the economically disadvantaged (SES) and special education (SE) subgroups.

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

Preston High School and Preston County are urged to seek assistance from RESA VII, the West Virginia Department of Education, and the Center for Professional Development to assist the school in achieving the standards identified in this report and alleviating the deficiencies.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

17.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.3. Teachers' workroom.** Teachers' work area did not provide access to communications technology.
- 17.1.6. Grades 9 through 12 computer laboratory.** Work stations of 20 computers did not have four shared printers.
- 17.1.8. Grades 1-12 classrooms.**
 - A. Size of the academic learning areas was inadequate in the following classrooms: Rooms 204, 318, 323, 324, 369, and 463.
 - B. Academic learning areas did not provide various communication technologies in Rooms 368 and 463.
 - C. Location of academic learning area was not near related educational areas or away from disruption noise in Rooms 408 and 463; Room 204 (noisy heating/cooling unit).

D. Storage was inadequate in the following classrooms: Rooms 323, 324, 434, 475, and the Health Room – Auxiliary Cafeteria.

E. Equipment and materials were inadequate in the following classrooms:

Chalkboard and bulletin boards – Health Auxiliary Cafeteria, Rooms 356 and 148.

Computer station - Health Auxiliary Cafeteria, Rooms 368 and 472.

Desk and chairs - Rooms 463, 405, and 472.

Audiovisual equipment – Health Auxiliary Cafeteria, Rooms 320, 463, 405, and 472.

Controllable lights – Room 324

Outlets – Room 408 (needs some).

17.1.9. Grades K-12 remedial. Size of Room 104 was inadequate.

17.1.10. Specialized instructional areas. Art Room 371 lacked: Adequate size, adequate storage, two deep sinks, display facilities, mechanical ventilation, a ceramic kiln, and black-out areas. Art Room 464 lacked display facilities and a ceramic kiln.

Music Room 446 lacked an adequate storage area, a podium, recording devices, and a stereo sound system. Music Room 449 lacked an adequate storage area, a podium, recording devices, microphones, and a stereo sound system.

The Auxiliary Gymnasium lacked a bulletin board, available seating, and record player.

The following science facility issues were noted:

Room 202 – Inadequate size; sink with hot water; laboratory workspace at 2.5 linear ft./student with sink, water, gas, and electricity; and balance cases.

Room 206 – Balance cases and darkening provisions.

Room 207 – Inadequate size; not located with easy access to outdoor activities and isolated to keep odors from remainder of building; sink, hot and cold water, gas; balance cases; and adequate storage.

Room 208 – Sink lacked hot water, air vacuum, and balance cases.

Room 361 – Facilities not located with easy access to outdoor activities and isolated to keep odors from remainder of building; sink with hot water; gas (leak/needed repair); balance cases; and darkening provisions.

Room 365 – Facilities not located with easy access to outdoor activities and isolated to keep odors from remainder of building; ventilation, fume hood, demo table; laboratory workspace at 2.5 linear ft./student with sink, water gas, and electricity; fire extinguisher, blanket, and emergency showers; balance cases, and darkening provisions.

Room 367 - Facilities not located with easy access to outdoor activities and isolated to keep odors from remainder of building; ventilation and demo table; fire

extinguisher, blanket, and emergency showers; balance cases, and darkening provisions.

Room 372 – Facilities inadequate in size; lacking AC and DC current and air vacuum; ventilation; laboratory workspace at 2.5 linear ft./student with sink, water, gas, and electricity; fire extinguisher, blanket, and emergency showers; balance cases; and darkening provisions.

17.1.12. Grades 7-12 auditorium/stage. High school auditorium lacked adequate size, broadcast capabilities, speakers and distance learning capability, a screen, outlets were not working, and the stage lacked storage.

17.1.13. Grades 7-12 school site vocational. The vocational (career – technical) programs were deficient in the listed items.

Vocational health facilities (Room 120) – Vocational equipment and materials needed to be updated.

Agricultural education facilities (Room 141) – Laboratory space at the school farm was noted as needing help.

Agricultural education and agricultural mechanics facilities (Room 143) – Inadequate classroom and laboratory space to meet curriculum needs, required vocational equipment and materials, and storage.

Inadequate vocational industrial and technical facilities (Rooms 108, 144, 140, 126, and 127) – Inadequate storage. Room 140 – Inadequate classroom and laboratory space.

17.1.14. Food service. The food service area lacked a chalkboard and bulletin board and a teacher’s dining room of adequate size.

17.1.15. Health service units. The health service unit lacked a medicine chest and a refrigerator with locked storage.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-507 Preston High	Conditional Accreditation	6.1.2; 6.1.5; 6.1.12; 6.2.1; 6.2.3		
			5.1.1 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified five (5) high quality standards – necessary to improve performance and progress to meet the 5.1.1. Achievement – for the special education (SE) subgroup and presented two (2) recommendations. Additionally, the Team noted capacity building issues.

Preston High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Preston High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.