



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ANSTED MIDDLE SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Ansted Middle School in Fayette County was conducted on October 24, 2007.

A Follow-up Education Performance Audit of Ansted Middle School in Fayette County was conducted November 17, 2008. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

20 FAYETTE COUNTY

Chris Perkins, Superintendent

301 ANSTED MIDDLE SCHOOL – Passed

Christopher Pinnick, Principal

Grades 05 - 08

Enrollment 183 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

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	172	187	187	100.00	79.65	Yes	Yes	✓
White	171	185	185	100.00	79.53	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	109	121	121	100.00	75.22	Yes	Yes	✓
Spec. Ed.	17	19	19	100.00	17.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	172	187	187	100.00	81.97	Yes	Yes	✓
White	171	185	185	100.00	81.87	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	109	121	121	100.00	76.14	Yes	Yes	✓
Spec. Ed.	17	19	19	100.00	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
301 ANSTED MIDDLE SCHOOL – Passed
Christopher Pinnick, Principal
Grades 05 - 08
Enrollment 195 (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	190	205	202	98.53	69.14	Yes	Averaging	✓
White	188	203	200	98.52	69.35	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	127	142	141	99.29	65.35	Yes	Averaging	✓
Spec. Ed.	27	30	30	100.00	29.62	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	190	205	202	98.53	80.85	Yes	Yes	✓
White	188	203	200	98.52	81.18	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	127	142	141	99.29	76.37	Yes	Averaging	✓
Spec. Ed.	27	30	30	100.00	25.92	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.5%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
301 ANSTED MIDDLE SCHOOL – Passed
Christopher Pinnick, Principal
Grades 05 - 08
Enrollment 182 (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	174	179	179	100.00	71.26	Yes	Yes	✓
White	172	177	177	100.00	71.51	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	119	123	123	100.00	66.38	Yes	Confidence Interval	✓
Spec. Ed.	27	28	28	100.00	25.92	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	174	179	179	100.00	86.20	Yes	Yes	✓
White	172	177	177	100.00	86.62	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	119	123	123	100.00	84.87	Yes	Yes	✓
Spec. Ed.	27	28	28	100.00	44.44	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Ansted Middle School achieved adequate yearly progress (AYP) in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by averaging. Mathematics and reading/language arts subgroups indicated a decline in achievement in all cells with a number (N) over 50, with the exception of the SES subgroup in reading/language arts. This cell recorded a gain of less than one percentage point.

The special education (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.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 5 – 30.24 percent in reading; Grade 6 – 46.81 percent in mathematics and 31.92 percent in reading; Grade 7 – 27.91 percent in mathematics; Grade 8 – 25.46 percent in mathematics. These scores have implication for the strategic plan and school improvement.

The following professional development and/or training opportunities were provided.

1. Learning Focused Strategies.
2. Vocabulary Writing Roadmap.
3. Fitnessgram.
4. WESTEST Analysis.
5. I KNOW Website.
6. NAEP/Writing Roadmap.
7. Co-Teaching.
8. Bullies and Targets.
9. Reciprocal Teaching.
10. Writing Lesson Plans.
11. Graphing Calculators.
12. Diabetes, Asthma in the Classroom.
13. Do I Have to Teach Reading?
14. Discovery Health.
15. Deconstructing the CSOs.
16. Formative Assessment.
17. Integrating Technology into the Classroom.
18. Dealing with Difficult Parents.
19. Differentiated Instruction.

FOLLOW-UP REVIEW

MET STANDARD. Ansted Middle School achieved adequate yearly progress (AYP) in all cells for the 2007-2008 school year. AYP was achieved in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. Achievement increased in all cells in mathematics and reading/language arts, with the exception of the special education (SE) subgroup in mathematics, which declined slightly.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

7.1. Curriculum

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

West Virginia Board of Education Policy 2510 requires a minimum of 225 instructional minutes daily in the core courses. According to the principal interview and a submitted schedule, core courses were in session for 205 minutes. (Five core courses at 41 minutes each).

FOLLOW-UP REVIEW

COMPLIANCE. The school's master schedule and teacher schedules reflected 45 minute core classes, which meet the requirements set forth in West Virginia Board of Education Policy 2510.

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 Ansted Middle School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.

During the 2006-2007 school year, there were three long-term substitute teachers in a math class, all of whom were teaching out of field. The Team believed this was a contributing factor to the decline in math scores on the WESTEST assessment for the 2006-2007 school year. This year, all math classes were being instructed by certified mathematics teachers. The Team believed that student achievement will increase due to the addition of the certified teachers of mathematics.

FOLLOW-UP CONCLUSION

Mathematics scores increased from the 2006-2007 school year to the 2007-2008 school year.

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 Ansted 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 determined that Ansted Middle School and Fayette County have the capacity to correct the identified deficiency.

FOLLOW-UP CONCLUSION

The identified deficiency had been corrected in a satisfactory manner.

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.

19.1. 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 of West Virginia 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.

- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, mechanical ventilation, or a ceramic kiln.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a ventilation fume hood, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, or main gas shut-off.
- 19.1.15. Health service units.** A medicine chest and refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

19.1.11. A fire extinguisher was available in the science classrooms.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-301 Ansted Middle	Full Accreditation			