



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FAYETTEVILLE HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

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

A Follow-up Education Performance Audit of Fayetteville High 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
501 FAYETTEVILLE HIGH SCHOOL – Passed
Bryan Parsons, Principal
Grades 07 - 12
Enrollment 309 (2nd month 2005-06 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	67	71	71	100.00	56.71	Yes	Averaging	✓
White	66	70	70	100.00	57.57	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	32	36	36	100.00	40.62	NA	NA	NA
Spec. Ed.	12	13	13	100.00	8.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	67	71	71	100.00	77.61	Yes	Yes	✓
White	66	70	70	100.00	78.78	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	32	36	36	100.00	65.62	NA	NA	NA
Spec. Ed.	12	13	13	100.00	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 87.9%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
501 FAYETTEVILLE HIGH SCHOOL – Passed
Michael Pilato, Principal
Grades 07 - 12
Enrollment 489 (2nd month 2006-07 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	210	231	230	99.56	71.77	Yes	Yes	✓
White	199	219	218	99.54	71.71	Yes	Yes	✓
Black	11	11	11	100.00	72.72	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	112	127	127	100.00	67.85	Yes	Yes	✓
Spec. Ed.	20	24	24	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	210	231	230	99.56	83.25	Yes	Yes	✓
White	199	219	218	99.54	83.33	Yes	Yes	✓
Black	11	11	11	100.00	81.81	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	112	127	127	100.00	81.25	Yes	Yes	✓
Spec. Ed.	20	24	24	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 85.4%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
501 FAYETTEVILLE HIGH SCHOOL – Passed
Michael Pilato, Principal
Grades 07 - 12
Enrollment 489 (2nd month 2007-08 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	222	244	241	98.77	71.23	Yes	Yes	✓
White	212	232	230	99.13	71.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	114	131	128	97.70	66.66	Yes	Yes	✓
Spec. Ed.	25	33	31	93.93	13.04	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	222	244	241	98.77	75.34	Yes	Yes	✓
White	212	232	230	99.13	75.71	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	114	131	128	97.70	67.56	Yes	Confidence Interval	✓
Spec. Ed.	25	33	31	93.93	13.04	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 81.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Fayetteville High School dramatically increased the achievement of students in all subgroups from the 2005-2006 testing cycle to the 2006-2007 testing cycle. It is noted, however, that 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 continue addressing 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 mathematics: Grade 8 – 27.54 percent; Grade 10 – 43.28 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

Fayetteville High School exceeded West Virginia and Fayette County in the percent of students at or above mastery on the 2006-2007 Writing Assessment for Grade 7. Fayetteville High School had 84 percent of students at or above mastery, as compared with 76 percent for West Virginia and 77 percent for Fayette County. Grade 10 Writing Assessment results showed West Virginia and Fayette County at 87 percent of students at or above mastery, as compared to 81 percent for Fayetteville High School.

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

1. WESTEST Data Analysis.
2. Learning Focused Strategies.
3. Bullying.
4. Technology Integration.
5. Collaborative Pairs in Mathematics.
6. Scaffolding.
7. Working with Parents.
8. Teachers and Internet.
9. 21st Century Schools.
10. Vocabulary Instruction.
11. Building Self-Esteem.
12. ADHS/Bi-Polar Disorders.
13. Student-led Conferencing.
14. Embracing 21st Century.
15. Integrated Mathematics.
16. Acquisition Lesson Plans.
17. Skills Bank.
18. ACT Explore/PLAN.
19. Accelerated Reader.

FOLLOW-UP REVIEW

MET STANDARD. While Fayetteville High School achieved adequate yearly progress (AYP) in all subgroups, with the economically disadvantaged (SES) subgroup in reading/language arts achieving AYP by application of the confidence interval, the Team was concerned by the decline in student achievement in the area of reading/language arts. The all students (AS) subgroup in reading/language arts declined by approximately eight percent from the 2006-2007 school year to the 2007-2008 school year. Also, the graduation rate declined from 85.4 percent to 81.4 percent over the same time period. The school administration must actively investigate the reason for this decline and pursue high quality programs and practices to reverse the decline and increase student performance.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. 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)**

At least eight classes ended instruction early. The Team observed some students who were not engaged in the activities of various classes and not redirected by the teacher. A majority of direct instruction was observed throughout the building with students taking notes while the teachers were lecturing.

FOLLOW-UP REVIEW

COMPLIANCE. During the follow-up Education Performance Audit, all students were on task with various instructional strategies and all classes observed operated for the duration of the class period.

7.2. Student and School Performance

- 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)**

Lesson plans ranged from specific, with content standards and objectives (CSOs) clearly defined, to very vague with no visible connection to the CSOs. Lesson plans failed to show differentiated instruction.

FOLLOW-UP REVIEW

COMPLIANCE. All lesson plans reviewed were high quality with a clear focus on instructional strategies and connected to the 21st century content standards and objectives. The principal indicated that the county lesson plan format would be incorporated 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 Fayetteville High 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.

Although there were major gains in achievement on the 2006-2007 WESTEST, it is imperative that teachers keep all students on task throughout the entire class period with high quality instruction.

The principal must ensure that all teachers are maintaining thorough and concise lesson plans that are developed in advance.

FOLLOW-UP CONCLUSION

While the mathematics scores remained steady, the reading/language arts scores declined. It is imperative that initiatives be implemented to ensure that high quality, research based instruction is being provided in all classrooms.

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 Fayetteville 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 Fayetteville High School and Fayette County have the capacity to correct the identified deficiencies. However, achievement in the special education (SE) subgroup must continue to be a priority of all staff. The Team recommended that the Fayette County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of the special education students.

FOLLOW-UP CONCLUSION

The identified deficiencies were corrected in a satisfactory manner.

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.

While this was the first full year for the principal at Fayetteville High School, the central office is urged to continue to support the new principal and provide any assistance that may be needed. The school made gains in student achievement in all subgroups; and in order to continue this trend, the school administrator must be supported and given guidance on a regular basis.

FOLLOW-UP TEAM SUMMARY

A new principal was hired for Fayetteville High School beginning the 2008-2009 school year. The Team was concerned with the turnover of administrators at the school.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-501 Fayetteville High	Full Accreditation			