



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**FAYETTEVILLE HIGH SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

# Table of Contents

	Page
<b>Introduction.....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>7</b>
<b>Education Performance Audit .....</b>	<b>8</b>
<b>Initiatives for Achieving Adequate Yearly Progress .....</b>	<b>8</b>
<b>High Quality Standards.....</b>	<b>9</b>
<b>Indicators of Efficiency.....</b>	<b>10</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>11</b>
<b>Identification of Resource Needs .....</b>	<b>12</b>
<b>Early Detection and Intervention .....</b>	<b>13</b>
<b>School Accreditation Status .....</b>	<b>14</b>

## INTRODUCTION

An announced Education Performance Audit of Fayetteville High School in Fayette County was conducted on October 24, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic 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

West Virginia Department of Education Team Leader – Elizabeth Judy, Coordinator, Office of Assessment/Accountability

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Greg LeMaster	Middle School Principal	Hurricane Middle Putnam County
David Tackett	High School Principal	Cabell Midland High Cabell County
David Tupper	High School Principal	Spencer High Roane County
Clarence Woodworth	Middle School Principal	Winfield Middle Putnam County

**SCHOOL PERFORMANCE**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent

**501 FAYETTEVILLE HIGH SCHOOL – Passed**

Bryan Parsons, Principal  
Grades 07 - 12

Enrollment 309 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
All	67	71	71	100.00	56.71	Yes	Averaging	✓
White	66	70	70	100.00	57.57	Yes	Averaging	✓
Black	**	**	**	**	**	NA	NA	NA
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	67	71	71	100.00	77.61	Yes	Yes	✓
White	66	70	70	100.00	78.78	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
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%**

**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**

Michael Pilato, Principal  
Grades 07 - 12  
Enrollment 483 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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	**	**	**	**	**	NA	NA	NA
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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	**	**	**	**	**	NA	NA	NA
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%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	76	73	76	73	100.00	1.37	13.70	57.53	19.18	8.22	84.93
08	82	69	82	69	100.00	5.80	21.74	37.68	26.09	8.70	72.46
10	73	68	72	67	98.63	8.96	34.33	44.78	8.96	2.99	56.72

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	76	73	76	73	100.00	1.37	5.48	58.90	24.66	9.59	93.15
08	82	69	82	69	100.00	1.45	20.29	39.13	26.09	13.04	78.26
10	73	68	72	67	98.63	2.99	19.40	44.78	23.88	8.96	77.61

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	20311	3	18	54	21	2	1	76	24
<b>FAYETTE COUNTY</b>	508	4	18	56	20	2	1	77	23
<b>FAYETTEVILLE HIGH</b>	76	3	25	57	12	4	0	84	16

**2006-2007 Writing Assessment  
Distribution of Performance Across All Performance Levels  
Grade 10**

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	<b>19327</b>	<b>8</b>	<b>29</b>	<b>50</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>87</b>	<b>13</b>
<b>FAYETTE COUNTY</b>	491	3	29	55	11	2	1	87	13
<b>FAYETTEVILLE HIGH</b>	73	1	26	53	14	4	1	81	19

## **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. 21<sup>st</sup> Century Schools.
10. Vocabulary Instruction.
11. Building Self-Esteem.
12. ADHS/Bi-Polar Disorders.
13. Student-led Conferencing.
14. Embracing 21<sup>st</sup> Century.
15. Integrated Mathematics.
16. Acquisition Lesson Plans.
17. Skills Bank.
18. ACT Explore/PLAN.
19. Accelerated Reader.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The staff provided a safe and nurturing learning environment that was conducive to learning. There was no evidence of bullying or threatening behavior. Teacher interviews revealed the following.
- Collaboration among teachers.
  - Teachers/Principals/Counselors were student advocates.
  - Teachers monitor and support each other – example the “Walkabout System” where they visit at least one other classroom during the month.
  - School website.
  - Most teachers interviewed spoke to “standards based instruction”.
- 7.1.6. Instruction in writing.** Instruction in writing was apparent throughout the school. Examples included Writing Road Map 2, writing across the curriculum, journaling, and a variety of written communication.
- 7.1.11. Guidance and advisement.** Students felt they had access to the guidance counselor, to teachers, and office staff. The principal was visible in the halls and the classrooms daily.
- 7.5.2. Codes of conduct.** Codes of Conduct were enforced and observed throughout the school; students and teachers were informed of the Codes of Conduct at the beginning of the school year. There was a clear and understandable procedure for how infractions of the codes were to be handled.

## 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.

### 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.

## 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.

**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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199

**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.

### 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*)

**None identified.**

### **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.**

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-501 Fayetteville High	Full Accreditation	7.1.2; 7.2.3		

**Education Performance Audit Summary**

The Team identified two high quality standards – necessary to improve performance and progress. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Fayetteville 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 draft report to guide Fayetteville High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.