



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MIDLAND TRAIL HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Midland Trail High School in Fayette County was conducted on October 23, 2007.

A Follow-up Education Performance Audit of Midland Trail 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
504 MIDLAND TRAIL HIGH SCHOOL – Passed
Diane Blume, Principal
Grades 09 - 12
Enrollment 348 (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	94	97	95	97.93	54.34	Yes	Confidence Interval	✓
White	93	95	93	97.89	53.84	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	56	57	55	96.49	50.00	Yes	Confidence Interval	✓
Spec. Ed.	13	13	12	92.30	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	94	97	96	98.96	72.04	Yes	Yes	✓
White	93	95	94	98.94	71.73	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	56	57	56	98.24	63.63	Yes	Confidence Interval	✓
Spec. Ed.	13	13	13	100.00	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 86.7%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
504 MIDLAND TRAIL HIGH SCHOOL – Passed
Diane Blume, Principal
Grades 09 - 12
Enrollment 360 (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	80	83	83	100.00	58.75	Yes	Confidence Interval	✓
White	80	83	83	100.00	58.75	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	58	59	59	100.00	53.44	Yes	Confidence Interval	✓
Spec. Ed.	10	11	11	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	80	83	83	100.00	81.25	Yes	Yes	✓
White	80	83	83	100.00	81.25	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	58	59	59	100.00	77.58	Yes	Yes	✓
Spec. Ed.	10	11	11	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 84.3%**

20 FAYETTE COUNTY
Chris Perkins, Superintendent
504 MIDLAND TRAIL HIGH SCHOOL – Passed
Diane Blume, Principal
Grades 09 - 12
Enrollment 368 (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	85	86	85	98.83	64.28	Yes	Confidence Interval	✓
White	84	85	84	98.82	63.85	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	50	51	50	98.03	59.18	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	85	86	85	98.83	79.76	Yes	Yes	✓
White	84	85	84	98.82	79.51	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	50	51	50	98.03	71.42	Yes	Confidence Interval	✓
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 79.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Midland Trail High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics only by application of the confidence interval. It is further noted 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 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 mathematics: Grade 10 – 41.25 percent. This score has implication for the Five-Year Strategic Plan and school improvement.

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

1. Bullies and Targets.
2. Acquisition Lessons, Units, and You.
3. 21st Century Schools.
4. Policy 2320.
5. ACT Plan Session for Teachers.
6. Differentiated Instruction.
7. Parent Teacher Communication Methods.
8. Cyberschool.
9. Scaffolding with Technology.
10. Safety Awareness.

FOLLOW-UP REVIEW

MET STANDARD. Midland Trail High School continued to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics only by application of the confidence interval. Additionally, the SES subgroup in reading/language arts achieved AYP by application of the confidence interval. While WESTEST scores from 2006-2007 to 2007-2008 increased slightly in mathematics, there was a slight decline in reading/language arts. Also, the graduation rate during this time period declined from 84.3 percent to 79.6 percent. If additional attention to the graduation rate is not put into practice, the school is likely to be out of compliance in the near future.

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)**

Students were totally disengaged in several classrooms with heads down or simply doing nothing but sitting in a chair or desk. Some classrooms stopped instruction 15 minutes or so early to “clean up” before the end of class.

FOLLOW-UP REVIEW

COMPLIANCE. No students were observed to be off task and all classes worked through the entire class period during the Follow-up Education Performance Audit. The principal indicated that this was monitored on a daily basis through walkthrough procedures and teacher observations.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

The Team observed evidence of smokeless tobacco use in the boys’ rest room beside the main office.

FOLLOW-UP REVIEW

COMPLIANCE. No evidence of tobacco use was observed.

RECOMMENDATION

7.1.5. Instructional strategies. The Team did find that a variety of instructional techniques were used by many of the staff members; however, it was observed that some of the “diversified learning strategies” were simply placing students together to do work. There was not a cooperative learning style where students understood their roles and the value of each individual to the success of the team. Many students were not fully engaged in these groups. The Team recommended that additional staff development be provided on using a variety of teaching strategies and techniques.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Cooperative learning strategies were evident and students understood their role in the cooperative learning group.

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 Midland Trail 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.

It is imperative that teachers keep students on task with high quality instruction for the entire period. Wasted class time is not acceptable and the principal must ensure that the practice of letting students be disengaged from the learning process is not acceptable.

FOLLOW-UP CONCLUSION

Student engagement was evident in all classrooms. The principal monitored this daily and also through teacher observations.

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 Midland Trail 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 believed that the principal has the ability to correct the deficiencies found at the school. The Team believed that the school would not have to rely on the confidence interval to achieve adequate yearly progress (AYP) if all teachers engage all students in the learning process throughout the entire class period.

FOLLOW-UP CONCLUSION

All identified deficiencies were 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.

19.1.12. Grades 7-12 auditorium/stage. The high school auditorium was not of adequate size and was not designed with appropriate equipment and space. There was not space for an orchestra, it was not acoustically treated, and did not have broadcast capabilities. The high school stage was not of adequate size and did not have adequate storage.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the original Education Performance Audit.

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.

Midland Trail High School is likely to have difficulties in achieving adequate yearly progress (AYP) if it does not receive continuous and sustained staff development and monitoring in the area of classroom time management issues. All students must remain engaged in the learning process to close the achievement gap and increase student achievement.

FOLLOW-UP TEAM SUMMARY

Classroom management appeared to be greatly improved throughout the school. Mathematics scores increased approximately 5.5 percent in the all students (AS) subgroup from the 2006-2007 school year to the 2007-2008 school year. Reading/language arts scores over the same time period declined approximately 1.5 percent in the AS subgroup. The county and school must deal aggressively with the marginal mathematics percent proficient, declining reading/language arts percent proficient, and declining graduation rate.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-504 Midland Trail High	Full Accreditation			