



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MIDLAND TRAIL HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit	7
Initiatives for Achieving Adequate Yearly Progress	7
High Quality Standards.....	8
Indicators of Efficiency.....	9
Building Capacity to Correct Deficiencies.....	10
Identification of Resource Needs	11
Early Detection and Intervention	12
School Accreditation Status	13

INTRODUCTION

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

Name	Title	School/County
Greg LeMaster	Middle School Principal	Hurricane Middle Putnam County
Jack Parker	High School Assistant Principal	Independence High Raleigh County
Clarence Woodworth	Middle School Principal	Winfield Middle Putnam County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY
Chris Perkins, Superintendent

504 MIDLAND TRAIL HIGH SCHOOL – Passed

Diane Blume, Principal
Grades 09 - 12

Enrollment 348 (2nd 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
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%

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 360 (2nd 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
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%

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	83	80	83	80	100.00	8.75	32.50	46.25	11.25	1.25	58.75

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	83	80	83	80	100.00	7.50	11.25	52.50	22.50	6.25	81.25

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

Other Relevant Performance Data

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

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19327	8	29	50	11	2	1	87	13
FAYETTE COUNTY	491	3	29	55	11	2	1	87	13
MIDLAND TRAIL HIGH	80	5	20	63	10	1	1	88	13

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.13. Instructional day.** Common planning time for teachers teaching the same subjects was provided and was beneficial in allowing for staff collaboration and coordination of programs.
- 7.5.1. Parents and the community are provided information.** The school did a commendable job providing parents and community with pertinent school information. Newsletters were a vital resource for parents and students. Parents were contacted by the school concerning absences, drop-outs, discipline, etc., and conferences were scheduled to discuss solutions to these problems.

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.

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.

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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.7.2. Policy implementation.	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 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.

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.

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.

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	7.1.2; 7.7.2		

Education Performance Audit Summary

The Team identified two high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

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