



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WEST FAIRMONT MIDDLE SCHOOL

MARION COUNTY SCHOOL SYSTEM

FEBRUARY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of West Fairmont Middle School in Marion County was conducted December 8, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the declining student achievement and the subgroup 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 and Technology – Karen Karr, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Carter A. Hillman	High School Principal	Richwood High School Nicholas County
Ernest J. Jarvis	Middle School Principal	Summersville Junior High School Nicholas County
Troy L. Ravenscroft	Principal	Union Educational Complex School Grant County
Susan M. Sowers	Coordinator of High Schools	Jefferson County Schools
Joe A. Starcher	Director	Brooke High School Brooke County
Ronald E. Stephens	High School Principal	Musselman High School Berkeley County

SCHOOL PERFORMANCE

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

47 MARION COUNTY

Thomas K. Deadrick, Superintendent

306 WEST FAIRMONT MIDDLE SCHOOL – Needs Improvement

Robert R. Rockie Delorenzo, Principal

Grades 05 - 08

Enrollment 641 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	569	631	630	99.84	60.56	Yes	Yes	✓
White	447	496	496	100.00	64.20	Yes	Yes	✓
Black	110	120	119	99.16	44.95	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	51	62	62	100.00	29.41	Yes	No	✗
Low SES	265	316	315	99.68	44.31	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	569	631	630	99.84	65.84	Yes	Yes	✓
White	447	496	496	100.00	68.45	Yes	Yes	✓
Black	110	120	119	99.16	56.88	Yes	Yes	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	51	62	62	100.00	23.52	Yes	No	✗
Low SES	265	316	315	99.68	50.37	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.5%

47 MARION COUNTY
Thomas K. Deadrick, Superintendent
306 WEST FAIRMONT MIDDLE SCHOOL – Needs Improvement
Robert R. Rockie Delorenzo, Principal
Grades 05 - 08
Enrollment 622 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	584	613	610	99.51	47.34	Yes	Yes	✓
White	462	487	484	99.38	50.97	Yes	Yes	✓
Black	101	103	103	100.00	33.66	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	64	70	67	95.71	22.22	Yes	Confidence Interval	✓
Low SES	272	296	293	98.98	30.25	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	584	613	611	99.67	45.71	Yes	Yes	✓
White	462	487	485	99.58	48.05	Yes	Yes	✓
Black	101	103	103	100.00	35.64	Yes	Confidence Interval	✓
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	64	70	68	97.14	20.31	Yes	No	✗
Low SES	272	296	294	99.32	31.25	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 94.5%**

WEST FAIRMONT MIDDLE SCHOOL

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
05	143	134	143	134	100.00	27.61	23.88	23.13	20.90	4.48	48.51
06	169	163	169	163	100.00	23.31	22.70	24.54	22.09	7.36	53.99
07	165	157	164	157	99.39	35.67	21.02	21.02	11.46	10.83	43.31
08	136	130	134	129	98.53	31.01	26.36	13.95	17.83	10.85	42.64

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	143	134	143	134	100.00	32.84	22.39	21.64	17.16	5.97	44.78
06	169	163	169	163	100.00	25.15	30.06	25.15	15.95	3.68	44.79
07	165	157	164	157	99.39	21.66	34.39	22.93	15.29	5.73	43.95
08	136	130	135	130	99.26	23.08	26.92	28.46	13.08	8.46	50.00

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

West Fairmont Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts. West Fairmont Middle School achieved AYP in the racial/ethnicity black (B), the SE, and the economically disadvantaged (SES) subgroups in mathematics, and the B and SES subgroups in reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 5 – 51.49 percent in mathematics and 55.22 percent in reading; Grade 6 – 46.01 percent in mathematics and 55.21 percent in reading; Grade 7 – 56.69 percent in mathematics and 56.05 percent in reading; Grade 8 – 57.36 percent in mathematics and 50.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that West Fairmont Middle School performed within the point range (765 – 505) for distinction accreditation status.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Data Analysis.
2. Confidentiality Training.
3. TechSteps.
4. Thinkfinity.
5. Acuity.
6. West Virginia Writes.
7. Professional Learning Communities.
8. Response to Intervention.
9. Cambium Vmath.
10. MOBI Training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that West Fairmont Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

7.1.3. Learning environment. The school's Positive Behavior Support (PBS) program—Bear Bucks, Paw Prints, CUBS, VIP, “high tables”— was commendable for its development of positive behavior traits through all grade levels. A variety of programs were available for students to excel. In addition, the Project ISAAC after school program provided students multiple opportunities for enrichment and academic engagement.

The Team commended the social studies teacher for the high number (more than 100) of Golden Horseshoe winners over the course of his teaching career. The Team also found his approach to teaching the digital native generation commendable.

The building was a clean, educationally stimulating environment and pride was evident by both staff and students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Grades 6 and 7 science teachers reported 40 percent laboratories and hands-on activities in their classes. There was no reported lack of materials. West Virginia Board of Education Policy 2520.3 – 21st Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Revisions were needed to the school’s Five-Year Strategic Plan.

Category	Criteria	Approved	Needs Improvement
Plan Committee	<ul style="list-style-type: none"> ➤ Stakeholders represent various school groups and committees that can assist in aligning improvement efforts toward common goals. ➤ Provides a narrative describing how the plan was written and how it is monitored and revised throughout the year. ➤ Verifies how parents, community and other external stakeholders are involved in the development and revisions of the plan. 		<p>Students should be included on planning committee.</p> <p>Narrative needs to explain plan for monitoring/revising on a continuing basis.</p>
Parental Involvement	<ul style="list-style-type: none"> ➤ Plan embeds parental involvement ➤ High expectations for parents, families, and community to become partners in education ➤ Utilizes community resources to strengthen school programs ➤ Current county/school parent involvement initiatives are listed. 	Great use of community resources.	Need to embed parental involvement initiatives into the plan.

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)

Five teachers did not have inclusive lesson plans from the beginning of the school year. However, these teachers provided lesson plans for the day and or week of the Education Performance Audit.

The Team found the following circumstances regarding those lesson plans.

- | | |
|-----------|---|
| Teacher 1 | Lesson plans contained in the lesson plan book began November 1, 2010. No planning was shown prior to November 1. |
| Teacher 2 | Lesson plans were only available for the current week. No other plans were available. |
| Teacher 3 | Lesson plans were only available for the current week and for the weeks that lesson plans were reviewed. |
| Teacher 4 | Lesson plans were for the current day. The teacher said the rest of the plans were in the spouse's car. |
| Teacher 5 | Some daily lesson plans were missing. |

Four teachers had lesson plans that were not complete and/or could not be followed by a substitute teacher. The principal must ensure that all teachers have lesson plans that are written in advance and can be followed by a substitute teacher.

RECOMMENDATION

7.1.12. Multicultural activities. While there were numerous examples of multicultural activities within individual classrooms, the Team believed there needed to be better schoolwide planning. Interviews found that there was not a strong buildingwide approach to multicultural activities and some teachers did not actively participate in providing multicultural activities to much extent.

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 West Fairmont Middle School in providing a thorough and efficient system of education. Marion 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 Marion 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.

The Team saw excellent instruction and student time on task and it was evident that the teachers and administration were working toward increasing student achievement. The principal was providing high quality leadership and the teachers were knowledgeable of the students' needs. The Team strongly recommended that the school continue to elicit support from the Marion County central office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement high quality professional development to more effectively deliver curriculum.

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 West Fairmont 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 believed that the principal and staff have the capacity to correct the issues found at the school.

The Team recommended that the Marion County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement at 304-558-3199 to arrange a School Support System visit for correcting the deficiencies and improving student and school performance.

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.

- 19.1.1. School location.** The school site was not well landscaped and was not suitable for special instructional needs, i.e., outdoor learning. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** On-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have display facilities. The music facility did not have acoustical treatment. The physical education facility did not have a drinking fountain or a display case.

- 19.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and materials were not available for all science classes: AC and DC current, compressed air, gas, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** The school did not have an auditorium/stage.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The health service unit did not have a bulletin board, toilet, or refrigerator with locked 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.

West Fairmont Middle School must continue to strive to provide high quality instruction based on thorough data analysis, the West Virginia 21st Century content standards and objectives, and the goals and action steps contained in the school's Five-Year Strategic Plan.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified three high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.4. Instruction.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.

The Team presented one commendation (7.1.3. Learning environment), one recommendation (7.1.12. Multicultural activities), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

West Fairmont Middle 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 initial report to guide West Fairmont Middle School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct West Fairmont Middle School and Marion County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.