

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOOREFIELD MIDDLE SCHOOL

HARDY COUNTY SCHOOL SYSTEM

JUNE 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Moorefield Middle School in Hardy County on January 26, 2005.

A Follow-up Education Performance Audit of Moorefield Middle School in Hardy County was conducted May 11, 2006. 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 2003-2004

31 HARDY COUNTY
Ronald V. Whetzel, Superintendent

301 MOOREFIELD MIDDLE SCHOOL - Needs Improvement

Barbara Whitecotton, Principal
Grades 05 - 08
Enrollment 480

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	457	478	478	100.00	60.83	Yes	Yes	✓
White	435	453	453	100.00	62.06	Yes	Yes	✓
Black	17	18	18	100.00	35.29	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	256	269	269	100.00	50.78	Yes	Confidence Interval	✓
Spec. Ed.	78	85	85	100.00	20.51	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	457	478	478	100.00	80.08	Yes	Yes	✓
White	435	453	453	100.00	81.14	Yes	Yes	✓
Black	17	18	18	100.00	58.82	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	256	269	269	100.00	74.21	Yes	Yes	✓
Spec. Ed.	78	85	85	100.00	34.61	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.8%

Adequate Yearly Progress (AYP) Information by Class 2003-2004

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	108	103	108	103	100.00	6.80	27.18	53.40	11.65	0.97	66.02
06	114	109	114	109	100.00	5.50	37.61	38.53	15.60	2.75	56.88
07	129	126	129	126	100.00	5.56	28.57	47.62	16.67	1.59	65.87
08	127	119	127	119	100.00	10.92	34.45	41.18	13.45	0.00	54.62

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	108	103	108	103	100.00	6.80	18.45	56.31	16.50	1.94	74.76
06	114	109	114	109	100.00	3.67	12.84	40.37	33.94	9.17	83.49
07	129	126	129	126	100.00	4.76	15.08	34.92	38.10	7.14	80.16
08	127	119	127	119	100.00	2.52	15.97	47.90	23.53	10.08	81.51

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	2	2%	26	21%	21	17%	60	48%	3	2%	4	3%	9	7%	125

Note: Eighty-seven percent (87%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

2003-2004

Percentage of Students	School Year
43.23%	2003-04
45.09%	2002-03
33.829%	2001-02

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high-quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

31 HARDY COUNTY

Ronald V. Whetzel, Superintendent

301 MOOREFIELD MIDDLE SCHOOL - Passed

L. Wade Armentrout, Principal

Grades 05 - 08

Enrollment 446

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	429	456	456	100.00	72.26	Yes	Yes	✓
White	405	430	430	100.00	73.33	Yes	Yes	✓
Black	15	16	16	100.00	53.33	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	221	243	243	100.00	62.89	Yes	Confidence Interval	✓
Spec. Ed.	66	70	70	100.00	36.36	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	429	456	456	100.00	83.21	Yes	Yes	✓
White	405	430	430	100.00	83.70	Yes	Yes	✓
Black	15	16	16	100.00	80.00	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	221	243	243	100.00	78.73	Yes	Yes	✓
Spec. Ed.	66	70	70	100.00	43.93	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.9%

Adequate Yearly Progress (AYP) Information by Class

2004-2005

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	114	109	114	109	100.00	2.75	22.02	56.88	12.84	5.50	75.23
06	107	103	107	103	100.00	4.85	19.42	43.69	28.16	3.88	75.73
07	113	105	113	105	100.00	7.62	25.71	43.81	18.10	4.76	66.67
08	122	112	122	112	100.00	6.25	22.32	45.54	23.21	2.68	71.43
Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	114	109	114	109	100.00	3.67	18.35	55.96	20.18	1.83	77.98
06	107	103	107	103	100.00	2.91	7.77	43.69	35.92	9.71	89.32
07	113	105	113	105	100.00	3.81	14.29	43.81	29.52	8.57	81.90
08	122	112	122	112	100.00	3.57	12.50	28.57	41.96	13.39	83.93

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
HARDY COUNTY	164	1%	16%	64%	15%	4%	18%	82%
MOOREFIELD MIDDLE	108	2%	19%	64%	13%	3%	20%	80%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Moorefield Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE). In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Conditional Accreditation status at the February 9, 2005 State Board meeting.

Moorefield Middle School met AYP in the economically disadvantaged (SES) subgroup in mathematics by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken. Furthermore, the school must be aware of and address the performance of students in the racial/ethnic black (B) subgroup in both mathematics and reading/language arts.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

FOLLOW-UP REVIEW

COMPLIANCE. Moorefield Middle School achieved adequate yearly progress (AYP) in all subgroups. The special education (SE) subgroup relied upon the safe harbors provision and the economically disadvantaged (SES) subgroup relied on the confidence interval. Additionally, the racial/ethnicity black (B) subgroup scored low in mathematics, but had too few students for accountability. Scores were good for the B subgroup in reading/language arts.

EDUCATION PERFORMANCE AUDDIT

NONCOMPLIANCES

6.1. Curriculum

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

One classroom had very little evidence of manipulatives being used by students. A great deal of instruction consisted of teacher directed instruction.

While it was evident that most science classes included hands-on activities at least 50 percent of the time, one group of Grade 6 students indicated that this was not the case in their science class. Students indicated very little hands-on activities, and there was no evidence to prove that this was incorrect through lesson plans or classroom observations.

FOLLOW-UP REVIEW

COMPLIANCE. Ample evidence existed that manipulatives were being used in mathematics. A review of lesson plans and observations showed that science students were involved with hands-on activities.

6.2. Student and School Performance

6.2.3. 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)

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced including a greater understanding of essential questions. Several plans has items such as “discuss pages 49-57” with no clarification as to the issues that were to be presented to and discussed with the students.

FOLLOW-UP REVIEW

COMPLIANCE. Lesson plans for all teachers were developed on laptop computers and submitted electronically to the principal. A standard format was being utilized for lesson plans that allowed for adequate and comprehensive plans.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Moorefield Middle School and Hardy County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Moorefield Middle School demonstrated their capacity to meet standards. The new leadership at the school was focused on the learning process and student achievement.

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.

17.1. 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 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.

17.1.11. Grades 6-12 science facilities. Rooms 3 and 33 did not have darkening provisions.

17.1.12. Grades 7-12 auditorium/stage. Acoustical panels, film screens, and controlled illumination were not available.

17.1.15 Health service units. A refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

The facility issues remained unchanged.

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.

Given the achievement levels of students in the special education (SE) subgroup, Moorefield Middle School and Hardy County must continue to implement West Virginia's required curriculum and the instruction that will improve achievement. Moorefield Middle School was actively pursuing assistance from RESA VIII and the West Virginia Department of Education to assist with school improvement efforts.

FOLLOW-UP CONCLUSION

The school made progress and has implemented several high quality practices that resulted in improved WESTEST scores and very good Statewide Writing Assessment results. Preliminary writing scores showed 92 percent of the students were At or Above Mastery.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
31-301 Moorefield Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Hardy County School System and continue the **Full Accreditation** status of Moorefield Middle School.