



**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
MOUNDSVILLE MIDDLE SCHOOL
MARSHALL COUNTY SCHOOL SYSTEM
JANUARY 2009**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Moundsville Middle School in Marshall County on March 21, 2007.

A Follow-up Education Performance Audit of Moundsville Middle School in Marshall County was conducted December 1, 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.

48 MARSHALL COUNTY

Alfred N. Renzella, Superintendent

401 MOUNDSVILLE MIDDLE SCHOOL – Needs Improvement

M. Jan Madden, Principal

Grades 07 - 08

Enrollment 425 (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	406	425	422	99.29	70.47	Yes	Yes	✓
White	399	417	414	99.28	69.94	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	239	252	250	99.20	61.18	Yes	Confidence Interval	✓
Spec. Ed.	61	64	63	98.43	25.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	406	425	420	98.82	82.08	Yes	Yes	✓
White	399	417	412	98.80	81.77	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	239	252	248	98.41	76.27	Yes	Yes	✓
Spec. Ed.	61	64	61	95.31	38.98	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.4%

48 MARSHALL COUNTY
Alfred N. Renzella, Superintendent
401 MOUNDSVILLE MIDDLE SCHOOL – Needs Improvement
M. Jan Madden, Principal
Grades 07 - 08
Enrollment 425 (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	400	419	407	97.13	72.01	Yes	Yes	✓
White	395	414	402	97.10	71.64	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	214	227	218	96.03	62.67	Yes	Confidence Interval	✓
Spec. Ed.	51	55	52	94.54	20.40	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	400	419	410	97.85	77.35	Yes	Confidence Interval	✓
White	395	414	405	97.82	77.31	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	214	227	221	97.35	66.66	Yes	No	✗
Spec. Ed.	51	55	53	96.36	28.57	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.6%**

48 MARSHALL COUNTY
Alfred N. Renzella, Superintendent
401 MOUNDSVILLE MIDDLE SCHOOL – Passed
M. Jan Madden, Principal
Grades 07 - 08
Enrollment 390 (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	373	392	378	96.42	77.07	Yes	Yes	✓
White	363	379	365	96.30	76.70	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	207	214	201	93.92	68.52	By Average	Confidence Interval	✓
Spec. Ed.	42	44	42	95.45	30.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	373	392	379	96.68	81.09	Yes	Yes	✓
White	363	379	368	97.09	80.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	207	214	204	95.32	73.00	Yes	Confidence Interval	✓
Spec. Ed.	42	44	42	95.45	27.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Moundsville Middle School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the October 2006 State Board meeting.

Moundsville Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. Also, Moundsville Middle School achieved AYP in the special education (SE) subgroup in reading/language arts through safe harbors. 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 close the achievement gap for the SE and SES students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in mathematics: Grade 7 – 29.57 percent and Grade 8 – 29.47 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

Moundsville Middle School students scored below the State and county average on the Statewide Writing Assessment. The percentage of students scoring at or above mastery was 60 percent as compared to West Virginia at 75 percent and Marshall County at 66 percent.

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

1. WESTEST Data Analysis.
2. Five-Year Strategic Plan.
3. PLATO and EDUtest.
4. ACT Explore.
5. Differentiated Instruction.

FOLLOW-UP REVIEW

MET STANDARD. The number of special education (SE) students at the school dropped below the number (N) of 50; therefore, the school is not held accountable for adequate yearly progress (AYP) for this cell. The percent proficient for the 42 SE students tested in mathematics was 30 percent, far below the State's percent proficient. Moundsville Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SE).

6.1. Curriculum

6.1.2. 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)

Two math teachers kept different classes at the same pace. This practice did not allow variations and flexibility for an individual class. The reason given to the Team for this practice was for teacher convenience in lesson planning and grading.

FOLLOW-UP REVIEW

COMPLIANCE. The Team checked lesson plans and interviewed teachers and administrators and verified the practice of teachers keeping different classes of the same subject at the same pace had ceased. The school was focusing on gearing instruction to the students' needs rather than the convenience of all students at the same pace.

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)

Lesson plans were incomplete in approximately 50 percent of the classrooms. Many plans only listed the page numbers and problem number as the assignment. Several teachers had "No School" for snow days, indicating plans were not written in advance. The principal must provide written feedback to improve plans that are incomplete and deficient.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While the quality of the lesson plans had improved, the Team observed examples of poor lesson planning. All lesson plans must include the steps to implement the plan of the day and any materials above and beyond the textbook.

6.6. Personnel

- 6.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The Team interviewed teachers and administrators and found that formal teacher evaluations, observations, and goal setting were not being conducted in the proper manner, as required by W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310. Two teacher observations were not signed and two observations were signed prior to the actual observation being completed. A sign-in sheet was not available for people to access personnel evaluations.

FOLLOW-UP REVIEW

COMPLIANCE. Observations were completed in detail and the first observation for each teacher was conducted before November 1, 2008.

6.8. Leadership

- 6.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

This is the first full year the principal has served the school. This report provides a guide to leadership areas critical to leading Moundsville Middle School.

Given the number and types of deficiencies found at the school, it is evident that the leadership of the school is in need of assistance from the Marshall County administration, RESA VI, and the West Virginia Department of Education. It is imperative that the school's administration take a stronger lead in dealing with the various issues and take the necessary steps to correct these deficiencies to ensure student achievement.

FOLLOW-UP REVIEW

PARTIAL NONCOMPLIANCE. Until the final noncompliance has been corrected, the Team continues to recommend that the Marshall County Central Office staff assist with developing the principal's leadership and understanding the importance of adhering to West Virginia Code and West Virginia Board of Education policies.

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 Moundsville Middle School in providing a thorough and efficient system of education. Marshall 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 Marshall County or the accreditation status of the schools.

7.1.1. 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 principal must conduct regular classroom observations to ensure that high quality instruction is being delivered. These observations must focus on varied instructional strategies, co-teaching between special education teachers and general education teachers, and time on task.

The school's Five-Year Strategic Plan must be revised to include objectives and high quality action steps to address the low scores in the special education (SE) subgroup. This plan must be disseminated to all teachers and be a key component in the development of the classroom curriculum.

FOLLOW-UP CONCLUSION

Lesson plan development must be a priority of the principal. All lesson plans must be completed in a thorough and concise manner and must reflect high quality instruction and high expectations for all students.

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 effectiveness of collaboration between general education teachers and special education teachers must be improved. Given the low percent proficient in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Programs, Extended & Early Learning.

Programs are needed to assist teachers in the proper development of lesson plans and in implementing the writing process. These issues would better serve the school and have a direct impact on student achievement.

The Five-Year Strategic Plan needed to be revised to address the needs of the special education (SE) subgroup and effectively implemented and applied to result in improved student, school, and school system performance.

FOLLOW-UP CONCLUSION

Capacity must continue to be developed in preparing high quality lesson plans. Direction and assistance from the Marshall County Central Office must be provided to correct this deficiency.

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.

- 17.1.1. School location.** The topography of the site was not varied enough to provide a desirable appearance but without steep inclines. On-site, solid surface parking for staff, visitors, and the handicapped was not sufficient.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 17.1.5. Library/media and technology center.** The library did not have pamphlets or recordings for student use.
- 17.1.8. Grades 1-12 classrooms.** Rooms 211 and 214 did not have adequate storage.
- 17.1.10. Specialized instructional areas.** The art facilities did not have black-out areas. The physical education facilities did not have a drinking fountain.

17.1.11. Grades 6-12 science facilities. All science rooms did not have adequate space and 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 provided in all classrooms: AC and DC current, balance cases, darkening provisions, ventilation fume hood, demo table, fire extinguisher, blanket, and emergency showers.

FOLLOW-UP CONCLUSION

17.1.4. Additional space had been provided for counselor use.

17.1.5. Recordings were provided.

17.1.8. Shelves, cabinets, and storage were provided for Rooms 211 and 214.

17.1.10. A drinking fountain was provided for the physical education facilities.

17.1.11. Emergency showers, fire extinguishers, AC/AD current, and a demo table were provided for all science facilities.

All other areas remained as described in the original education performance audit report.

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, Moundsville Middle School and Marshall County must implement high yield instructional practices that will improve students' achievement. Marshall County must actively pursue assistance from RESA VI, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

Assistance from Marshall County Central Office must continue to be sought by the school administration to correct the deficiency in lesson planning.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
48-401 Moundsville Middle	Temporary Accreditation	6.2.3 (6.8.1 - Partial Compliance)		April 30, 2009

Education Performance Audit Summary

One high quality standard had not been corrected and one had been partially corrected from the original Education Performance Audit.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Moundsville Middle School Temporary Accreditation status with an April 30, 2009 Date Certain to correct the remaining findings.

The OEPA will conduct another follow-up review after April 30, 2009 to determine that improvement efforts have been sustained and the partial compliant standard (6.8.1) and the noncompliant standard (6.2.3) have been corrected.