

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOOREFIELD ELEMENTARY SCHOOL

HARDY COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Moorefield Elementary School in Hardy County was conducted March 13, 2012. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Dr. Beth Cipoletti, Assistant Director, Office of Assessment and Accountability

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Paula Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Gene Brock	Middle School Principal	Warm Springs Middle School Morgan County
Keri Cunningham	Intermediate School Assistant Principal	Orchard View Intermediate School Berkeley County
Jeff Pancione	Elementary School Principal	Augusta Elementary School Hampshire County

SCHOOL PERFORMANCE

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

31 HARDY COUNTY

Barbara Whitecotton, Superintendent

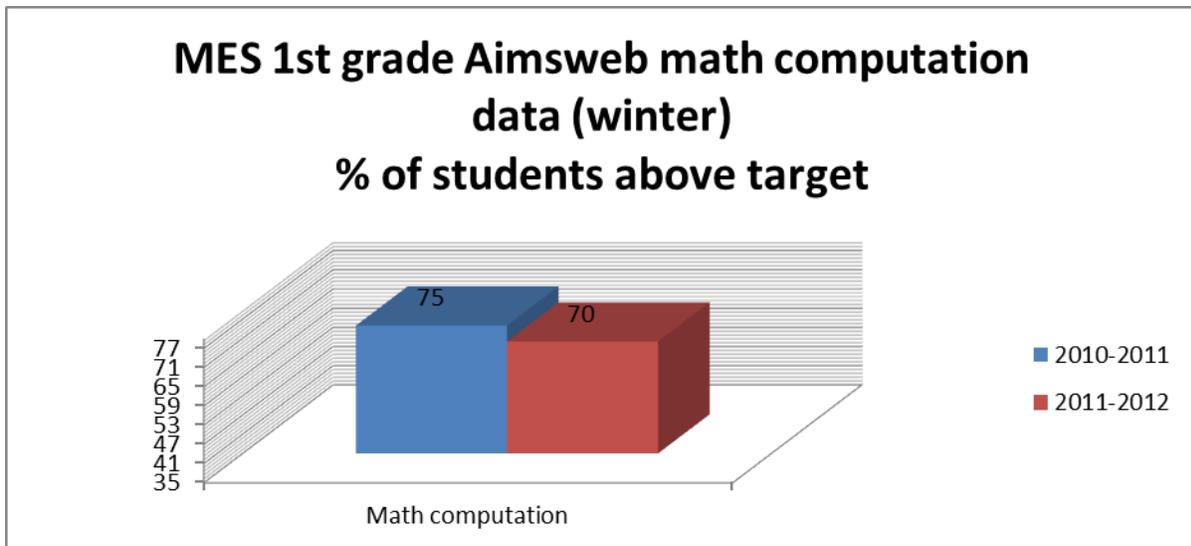
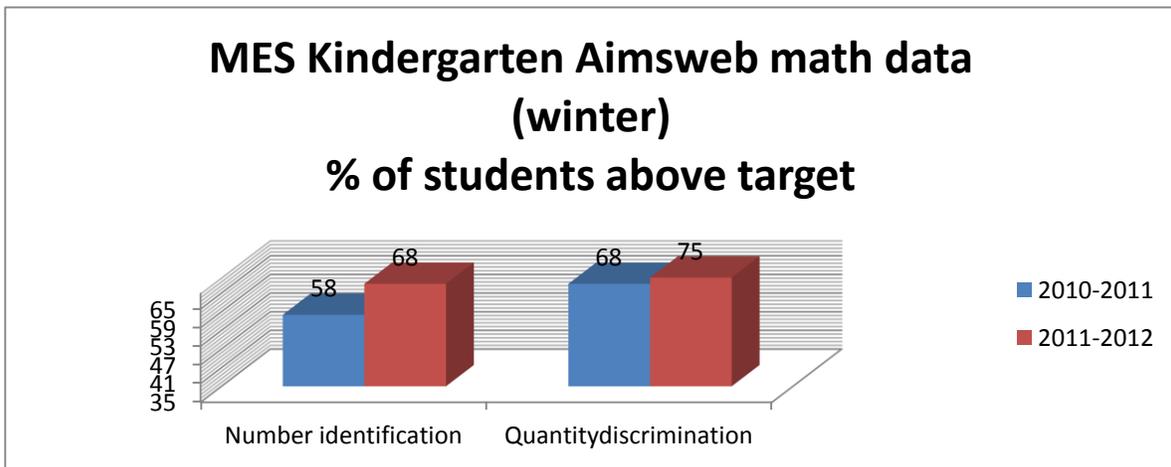
202 MOOREFIELD ELEMENTARY SCHOOL

L. Wade Armentrout, Principal

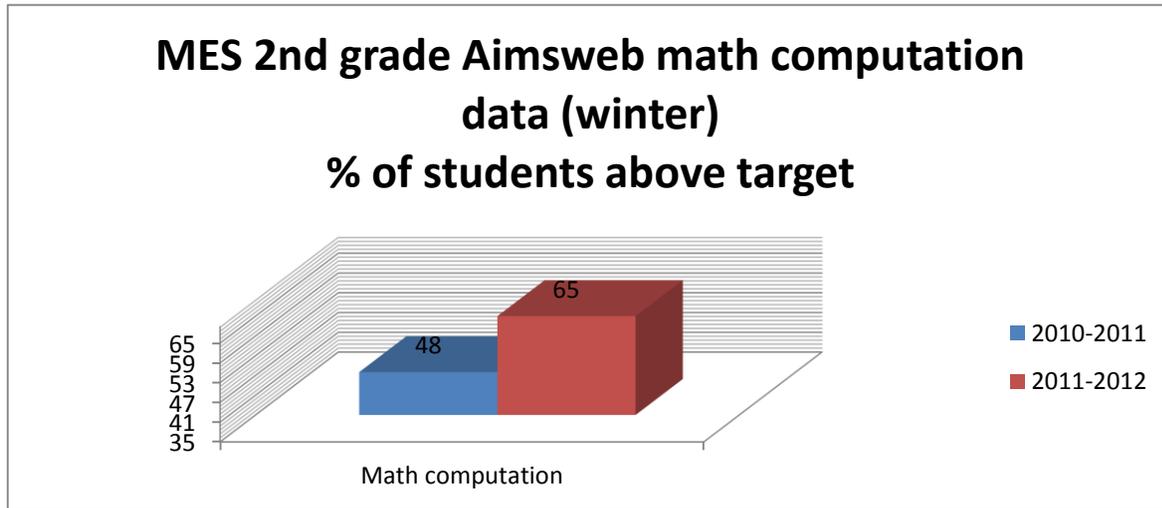
Grades PK-02

Enrollment 469 (2nd month 2011-2012 enrollment report)

Mathematics (All Grades)



Mathematics (All Grades) Continued



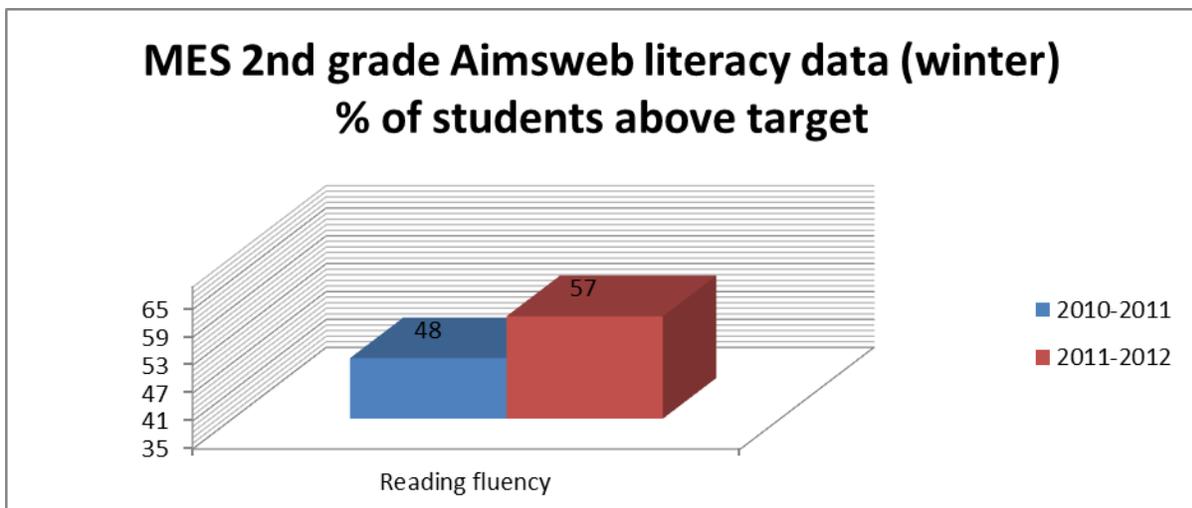
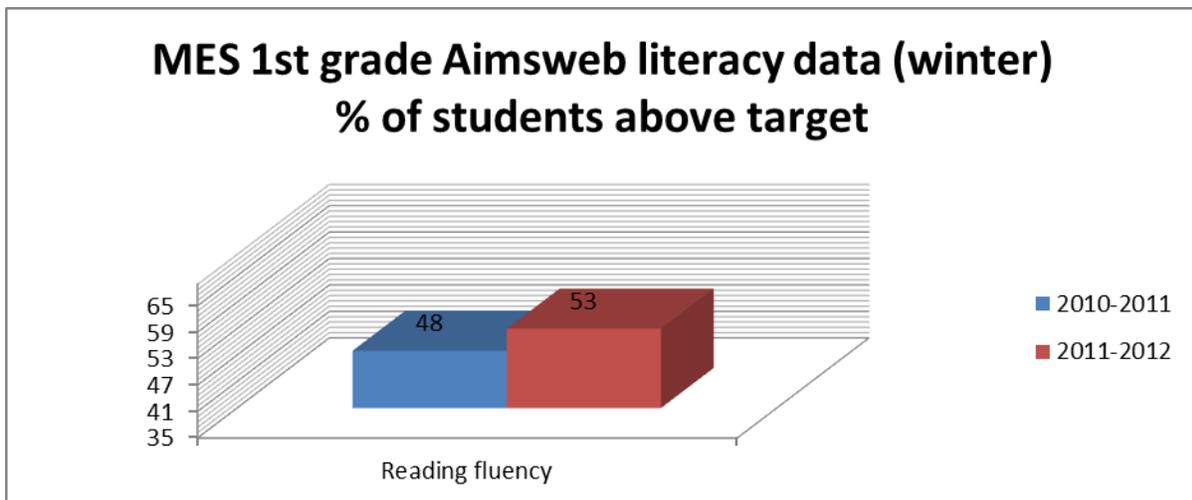
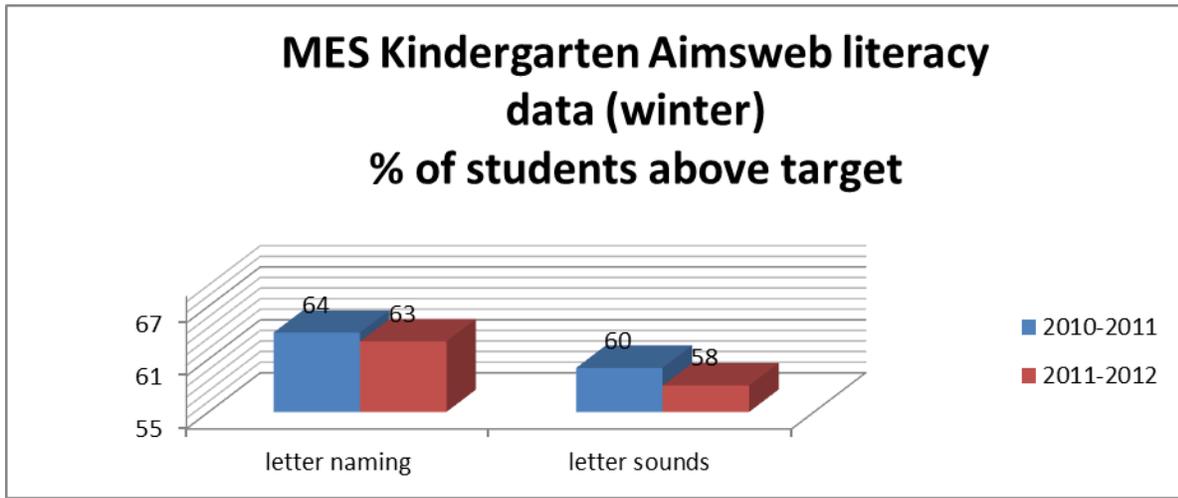
Mathematics

Kindergarten students increased in Number Identification from 58 percent above target in 2010-2011 to 68 percent in 2011-2012, and in Quantity Discrimination from 68 percent in 2010-2011 to 75 percent in 2011-2012.

Grade 1 students had a slight decrease of Math Computation from 75 percent above target in 2010-2011 to 70 percent in 2011-2012.

Grade 2 students had a significant increase of Math Computation from 48 percent above target in 2010-2011 to 65 percent in 2011-2012.

Literacy (All Grades)



Literacy

Kindergarten students decreased slightly in Letter Naming from 64 percent above target in 2010-2011 to 63 percent in 2011-2012 and in Letter Sounds from 60 percent in 2010-2011 to 58 percent in 2011-2012.

Grade 1 students had a moderate increase in Reading Fluency from 48 percent above target in 2010-2011 to 53 percent in 2011-2012.

Grade 2 students had a moderate increase in Reading Fluency from 48 percent above target in 2010-2011 to 57 percent in 2011-2012.

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

1. Book Study: *Parents on Your Side*.
2. Positive Behavior Support – Bucket Fillers.
3. Developing Smart Goals.
4. Student Learning Outcomes.
5. Common Core Standards.
6. Effectively Using Mathematics Manipulatives.
7. Smartboard Lesson Planning.
8. Instructional Practices Inventory.
9. Effectively Using Literacy Stations for Above Mastery Students.
10. Conducting Compelling Conversations.
11. Cross-Grade Meetings to Investigate Curriculum Gaps.
12. Developing Children’s Literacy Centers.
13. Investigating APL and PBL Strategies.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. **High expectations.** High expectations were evident buildingwide. All students were kept on task from bell to bell with high quality instruction. All teachers stressed the importance of high quality student work and responsibility. Student behavior while in the classrooms and walking from class to class showed that the students responded positively to the high demands of the staff. The principal held all staff to high standards and demonstrated this himself.
- 7.8.1. **Leadership.** The principal led the school in a positive and effective manner. The principal was organized and was knowledgeable of the needs of the school and students. He held himself to high standards and fostered leadership in the individual classrooms. Teachers demonstrated leadership through attending professional development sessions and applying best practices in classroom instruction.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

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 Moorefield Elementary School in providing a thorough and efficient system of education. Hardy 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 Hardy 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 principal and staff of Moorefield Elementary School were extremely knowledgeable of the students' mastery levels and specific skills that required intervention for mastery. The principal, assistant principal, and teachers had implemented high quality programs and practices to increase student achievement. Teachers adjusted curriculum and instruction were adjusted to assure student mastery of the West Virginia 21st Century content standards and objectives (CSOs).

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 Moorefield Elementary 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 capacity to achieve and provide a safe and educationally stimulating atmosphere was demonstrated by the administration and staff of Moorefield Elementary School. High quality professional development was provided that was specific to the school's Five-Year Strategic Plan and students' needs. The Five-Year Strategic Plan clearly identified the direction in which the school was going. The principal had cultivated an effective and efficient relationship with the Hardy County Central Office and utilized their assistance.

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.

- 19.1.10. Specialized instructional areas.** Black-out areas were not provided in the art facility. (Did not impact program and student performance).

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.

Moorefield Elementary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target any areas of concern that the staff had in regards to curriculum and student behavior.

Education Performance Audit Summary

The Team presented two commendations (7.1.2. High expectations and 7.8.1. Leadership) and the school met all standards. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Moorefield Elementary School.