



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOOREFIELD INTERMEDIATE SCHOOL

HARDY COUNTY SCHOOL SYSTEM

APRIL 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Moorefield Intermediate School in Hardy County was conducted October 12, 2010.

A Follow-up Education Performance Audit of Moorefield Intermediate School was conducted January 12-13, 2012. The purpose of the follow-up review 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.

31 HARDY COUNTY

Barbara Whitecotton, Superintendent

205 MOOREFIELD INTERMEDIATE SCHOOL – New School

Bonnie Rogers, Principal

Grades 03 - 05

Enrollment 307 (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	291	307	307	100.00	50.85	NA	NA	NA
White	265	278	278	100.00	52.83	NA	NA	NA
Black	11	11	11	100.00	36.36	NA	NA	NA
Hispanic	15	18	18	100.00	26.66	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	40	100.00	28.94	NA	NA	NA
Low SES	163	178	178	100.00	41.10	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	291	307	307	100.00	51.89	NA	NA	NA
White	265	278	278	100.00	53.58	NA	NA	NA
Black	11	11	11	100.00	27.27	NA	NA	NA
Hispanic	15	18	18	100.00	40.00	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	40	100.00	26.31	NA	NA	NA
Low SES	163	178	178	100.00	42.94	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

31 HARDY COUNTY
Barbara Whitecotten, Superintendent
205 MOOREFIELD INTERMEDIATE SCHOOL – Needs Improvement
Bonnie Rogers, Principal
Grades 03 - 05
Enrollment 316 (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	295	310	310	100.00	38.30	Yes	Yes	✓
White	277	288	288	100.00	39.71	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	11	14	14	100.00	9.09	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	12.12	NA	NA	NA
Low SES	160	173	173	100.00	30.00	Yes	Confidence Interval	✓
LEP	10	12	12	100.00	10.00	NA	NA	NA
Reading/Language Arts								
All	295	310	310	100.00	27.79	Yes	Confidence Interval	✓
White	277	288	288	100.00	29.24	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	11	14	14	100.00	0.00	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	33	35	35	100.00	9.09	NA	NA	NA
Low SES	160	173	173	100.00	18.12	Yes	No	✗
LEP	10	12	12	100.00	0.00	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.8%

31 HARDY COUNTY
Barbara Whitecotten, Superintendent
205 MOOREFIELD INTERMEDIATE SCHOOL – Needs Improvement
Bonnie Rogers, Principal
Grades 03 - 05
Enrollment 318 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	306	322	321	99.68	28.10	Yes	No	X
White	280	290	290	100.00	30.71	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	15	18	17	94.44	0.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	62	61	98.38	5.35	Yes	No	X
Low SES	189	203	202	99.50	19.57	Yes	No	X
LEP	16	20	19	95.00	0.00	NA	NA	NA
Reading/Language Arts								
All	306	322	321	99.68	28.10	Yes	No	X
White	280	290	290	100.00	30.00	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	15	18	17	94.44	13.33	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	56	62	61	98.38	5.35	Yes	No	X
Low SES	189	203	202	99.50	18.51	Yes	No	X
LEP	16	20	19	95.00	12.50	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Moorefield Intermediate School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged, (SES) subgroup in reading/language arts for the 2009-2010 school year. The school was a new school in 2008-2009 and according to the approved State NCLB School Accountability Plan this is the first year the school did not meet AYP; therefore, the school meets the criteria for AYP.

Moorefield Intermediate School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts and in the SES subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) and the limited English proficiency (LEP) subgroups with the number (N) less than 50 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 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 3 – 62.16 percent in mathematics and 62.17 percent in reading; Grade 4 – 62.96 percent in mathematics and 79.02 percent in reading; Grade 5 – 60.19 percent in mathematics and 77.67 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal. The principal and staff must monitor and assess professional developing/training to assure all teachers and appropriate staff execute and deliver the information correctly, adjust instruction as necessary, and sustain effective programs and strategies.

1. TechSteps.
2. Whiteboard/Thinkfinity.
3. Time to Teach.
4. Response to Intervention (RTI).
5. Depth of Knowledge.
6. Data Data Everywhere.
7. Teaching Listening Skills.
8. Professional Learning Communities.
9. Creating a Welcoming School Environment.
10. Lexile/Quantile Training.
11. Formative Assessment Book Study.
12. Data Analysis.
13. Curriculum Mapping.

14. Odyssey.
15. Teaching Special Education Students.
16. Formative Assessment.
17. Student Assistance Team (SAT) Referral Process.
18. Extended Standards for Alternate Performance Task Assessment (APTA) Students.

FOLLOW-UP REVIEW

STANDARD NOT MET. Moorefield Intermediate School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts for two consecutive years. Moorefield Intermediate School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the special education (SE) subgroups in mathematics and reading/language arts, and in the SES subgroup in mathematics for the 2010-2011 school year. Although not large enough to constitute a subgroup for accountability, the Hispanic (H) subgroup needs attention and plans for improved performance.

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 Temporary Accreditation status at the January 2012 State Board meeting.

EDUCATION PERFORMANCE AUDIT

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 educational opportunities including enrichment and acceleration. (Policy 2510)**

Five teachers did not exhibit high expectations for all students. Students were off task and not challenged particularly in those classes. The decline in student achievement compels the school's staff to challenge students with high quality instruction throughout the entire class period.

While students appeared on task in the other classrooms, schoolwide instructional practices did not produce results on the 2010 WESTEST2 assessment. The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts.

Mathematics		
	Students Proficient	Students Not Proficient
All	113	182
White	110	167
Hispanic	1	10
Special Education	4	29
SES	48	112
LEP	1	9

Reading/Language Arts		
	Students Proficient	Students Not Proficient
All	82	213
White	81	196
Hispanic	0	11
Special Education	3	30
SES	29	131
LEP	0	10

FOLLOW-UP REVIEW

COMPLIANCE. All students were on task during the two days of the follow-up Education Performance Audit. The principal indicated that this was monitored through classroom walk-throughs and staff was given training on time-on-task and high expectations.

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)

Science was not being taught with the 50 percent minimum hands on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – *21st Century Science K-8 Content Standards 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.” Teachers gave varying answers to the degree of hands-on science activities. They did not provide any specific reasons for this lack of instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team verified through teacher interviews, student interviews, and a review of lesson plans that science was being instructed with the active inquiries, investigations, and hands on activities in excess of 50 percent of the time. Teachers stated that they had sufficient materials to achieve this percentage.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Five teachers did not vary instructional strategies. These teachers primarily used teacher directed instruction. A variety of instructional strategies is essential to maintain student attention and learning and to meet the needs of all types of learners.

FOLLOW-UP REVIEW

COMPLIANCE. The Team noted a wide variety of instructional strategies in all classes. Teacher interviews and a review of lesson plans verified that this was happening on a daily basis.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The school's Five-Year Technology Plan needed to be revised.

Four computer laboratories, three mobile and one stationary, were available for student use. However, the Team observed very little computer usage during the day of the Education Performance Audit. Additionally, computer laboratory logs were nonexistent to show usage of the laboratories throughout the school year. Interactive Smart boards were installed in classrooms throughout the building; however, the majority of the Smart boards were being used as display screens only and not being used to facilitate interactive instruction. The Team observed classrooms and interviewed teachers and found that the available technology instructional tools were not being used extensively for instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan was complete and approved by the West Virginia Department of Education, Office of Instructional Technology. Teachers and students were using technology both in the classrooms and in the computer laboratories.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A written Multicultural Plan was not in place that included a written zero tolerance plan for harassment and bullying as required by Policy 2421. Multicultural activities were minimal at the school to expose students to cultures outside Hardy County.

FOLLOW-UP REVIEW

COMPLIANCE. A thorough and concise Multicultural Plan was in place that outlined a complete zero tolerance plan for harassment and bullying. Numerous multicultural activities were occurring at the school throughout the school year.

- 7.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Instructional time in one Grade 3 classroom was less than the minimum requirement of 315 minutes. This Grade 3 class consisted of 275 instructional minutes; consequently, students were losing 35 minutes daily of valuable instruction.

FOLLOW-UP REVIEW

NONCOMPLIANCE. It was not evident that all classes were meeting the required number of instructional minutes during the school day. Many classroom schedules were not being followed as written and classroom rest room breaks were occurring without time being taken out of the schedule. Transitional time from one class to another was not reflected in classroom schedules.

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.

Eleven teachers could not discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were addressing the goals of the plan in their classrooms. The school's goals and action steps are to be mutually developed, revised annually based on the school and student needs, and be the basis for school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan. Teachers could also discuss the classroom activities that were occurring to help the school meet the goals of the plan.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

According to the guidance counselor, procedures were not in place for emergency student counseling services when the counselor is scheduled at Moorefield Elementary School.

An up-to-date counseling log was not maintained to show that students were being provided specific guidance and counseling.

FOLLOW-UP REVIEW

COMPLIANCE. This was the first year for the current counselor at the school. The counselor was very organized and knowledgeable of the counseling needs of the students. A thorough counseling log was maintained and the counselor was readily available to return to the school in emergency situations if she were at Moorefield Elementary School.

- 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)**

Lesson plans in eight classes were incomplete or nonexistent. Many of these teachers could not produce lesson plans for previous weeks as they indicated the plans were "on the computer". A substitute teacher would have great difficulty in following the lesson plans. Although the end of the first quarter had not yet arrived, the principal had not checked lesson plans. An active plan for monitoring and guiding lesson plans must be developed to ensure the development and delivery of high quality lessons designed to improve student proficiency.

FOLLOW-UP REVIEW

COMPLIANCE. All lesson plans were complete, written in advance, checked by the administration, and could be followed by a substitute teacher.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

While the principal provided a great deal of data analysis, a majority of teachers could not explain how they used the data to adjust instruction based on student needs. Data analysis was not being used to address classroom and individual student weaknesses.

FOLLOW-UP REVIEW

COMPLIANCE. Extensive work had been completed on the use of data to guide classroom curriculum. All teachers were articulate on the wide variety of data being used and could pinpoint areas of weakness in each individual class and for each student. Examples of data being used included: Benchmarks, Star Reader, Star Math, WESTEST2, Data Walls, Acuity, and Phonics Screener.

7.6. Personnel

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

Seven teachers had certification issues. The principal and central office staff must work with the West Virginia Department of Education, Office of Professional Preparation to correct these issues.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers held the appropriate certification.

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

One first year teacher was not meeting with her mentor at least one time per week as required by W.Va. Code §18A-3-2b *Beginning Teacher Internship*. The principal was not aware of meetings being conducted with the beginning teacher and the mentor. West Virginia Code also expresses that the school principal shall be the chair of the professional support team for the beginning teacher. This beginning teacher internship program needs to be instituted according to the specifications of West Virginia Code.

FOLLOW-UP REVIEW

COMPLIANCE. All new teachers were meeting with their mentor as required by W.Va. Code §18A-3-2b and West Virginia Board of Education Policy 5900. The principal was involved in this process.

7.7. 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)

An AIDS Education Policy was not in place at the school.

FOLLOW-UP REVIEW

COMPLIANCE. An AIDS Education Policy was in place.

7.8. Leadership

- 7.8.1. 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)

Leadership promoting a 21st century school and education program was not apparent at both the school and classroom levels demonstrated by students not being challenged in classes, a lack of various instructional strategies, available technology not being used to facilitate interactive instruction, lessons not prepared for instruction, etc.

Due to the number and degree of deficiencies specific to student achievement found at Moorefield Intermediate School, the Team determined that the central office administration, the West Virginia Center for Professional Development, the West Virginia Department of Education, and RESA 8 needed to provide assistance to the building administrator in operating and managing the school.

FOLLOW-UP REVIEW

COMPLIANCE. Administrative and classroom leadership was evident buildingwide. Assistance had been received by the various agencies and the Team observed evidence of this assistance. Only one deficiency (7.1.13. Instructional day) remained from the 14 deficiencies found in the original Education Performance Audit, which showed that a great deal of work had been completed at the school.

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 Intermediate 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 Education Performance Audit Team was greatly concerned because of the numerous deficiencies found at Moorefield Intermediate School. The principal must actively and aggressively pursue high quality programs and practices to correct these deficiencies to increase student achievement. The faculty appeared to be fractured into a variety of groups that were working toward different goals; therefore, the first actions of the principal must to be guide the faculty into a cohesive unit that works toward the common school goals and student proficiency. Technology and other resources were available; however, these resources were not being used efficiently or effectively to bring about school and student success.

FOLLOW-UP CONCLUSION

There were several new teachers at Moorefield Intermediate School for the 2011-2012 school year. Through interviews and classroom observations it was evident that the teachers were working as a more cohesive unit. Teachers reported that the change in teachers, coupled with the facts stated in the original Education Performance Audit report, resulted in a self-evaluation by the staff. It was reported by a large majority of the teachers that the learning atmosphere at the school was the best that it has been since the school was constructed four years ago. The Team saw evidence of collaboration among specific grade level teachers and vertical teaming was also very strong. The Team believed that the strength of the teachers will foster improvements in student achievement.

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 Intermediate 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 number and degree of deficiencies reported by the Education Performance Audit Team coupled with the very low student and school achievement showed that the school lacked the capacity to improve student and school performance. The school has not targeted available resources to improve teaching and learning.

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

FOLLOW-UP CONCLUSION

Moorefield Intermediate School and Hardy County demonstrated the capacity to correct all but one of the deficiencies found in the original Education Performance Audit report. A multitude of evidence was shown to reveal cohesiveness among the various grade level teachers. According to teachers, data analysis guided curriculum delivery to a higher level than in the past four years. The principal is strongly urged to continue to foster the positive learning environment and solid teaching that the Team observed on the two day follow-up Education Performance Audit.

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 five acres, plus one acre for each 100 students over 240. The playgrounds/recreational areas were not well-equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** Online periodical indexes and copying equipment were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have display boards or a ceramic kiln. The music facilities were not located away from quiet areas of the building and did not have chairs with folding arms, and did not have acoustical treatment. The physical education facilities did not have a drinking fountain, a data projector, or a 50 inch screen monitor.

- 19.1.15. Health service units.** The health service unit did not have a refrigerator with locked storage.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously identified except for the following.

- 19.1.1.** New equipment had been purchased to make the playground/recreational areas well equipped and appropriate for the age level.
- 19.1.5.** Online periodical indexes and copying equipment were available.
- 19.1.10.** The art facility had display boards.
- 19.1.15.** The health service unit had a 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.

Moorefield Intermediate School is likely to maintain the course of its current performance levels if it does not receive continuous and sustained support from local and State education agencies. The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

While a great deal of work had been done at Moorefield Intermediate School and greater cohesiveness among teachers was evident, the 2012 WESTEST2 will show the effectiveness of this work. With the addition of several new teachers and the greatly improved learning environment, the Team believed that student achievement will increase; however, the school is cautioned that the improvements that have been put into place must continue to evolve. Time must be given to fully implement the programs and practices that have been put into place in order to see the ultimate goal of greater student achievement come to fruition.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
31-205 Moorefield Intermediate	Conditional Accreditation	7.1.13		September 4, 2012
			5.1.1	May 31, 2015

Education Performance Audit Summary

One finding (7.1.13. Instructional day) from the original Education Performance Audit continued as an issue at the school.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Moorefield Intermediate School Conditional Accreditation status with a September 4, 2012 Date Certain to correct the remaining finding and a May 31, 2015 Date Certain to achieve adequate yearly progress (AYP). If the noncompliance is not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5. (n) (6). The same consequences apply if the school does not make AYP by the Date Certain for student achievement.

The OEPA will conduct another follow-up review after September 4, 2012 to determine that improvement efforts have been sustained, the remaining standard (7.1.13) has been corrected, and student achievement has improved.