



**Office of Education  
Performance Audits**

**SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MOOREFIELD INTERMEDIATE SCHOOL**

**HARDY COUNTY SCHOOL SYSTEM**

**OCTOBER 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.” One of the 14 High Quality Standards cited during the October 12, 2010, audit had not been corrected and the State Board issued the school Conditional Accreditation status and a September 4, 2012, Date Certain to correct the remaining finding and a May 31, 2015, Date Certain to achieve adequate yearly progress (AYP).

A Second Follow-up Education Performance Audit at Moorefield Intermediate School occurred August 20, 2012, to check if improvement efforts had been sustained and the remaining standard (7.1.13) had been corrected.

## 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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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
<b>Reading/Language Arts</b>								
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%**

**31 HARDY COUNTY**  
Barbara Whitecotten, Superintendent  
**205 MOOREFIELD INTERMEDIATE SCHOOL – Needs Improvement**

Bonnie Rogers, Principal  
Grades 03 - 05  
Enrollment 337 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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
<b>Mathematics</b>								
All	326	341	341	100.00	47.85	Yes	Confidence Interval	✓
White	304	313	313	100.00	48.68	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	10	10	10	100.00	30.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	61	64	64	100.00	16.39	Yes	Safe Harbors	✓
Low SES	206	219	219	100.00	41.74	Yes	Safe Harbors	✓
LEP	11	15	15	100.00	36.36	NA	NA	NA
<b>Reading/Language Arts</b>								
All	326	341	341	100.00	39.87	Yes	Safe Harbors	✓
White	304	313	313	100.00	40.46	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	10	10	10	100.00	20.00	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	61	64	64	100.00	11.47	Yes	No	✗
Low SES	206	219	219	100.00	33.98	Yes	Safe Harbors	✓
LEP	11	15	15	100.00	18.18	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.

### SECOND FOLLOW-UP REVIEW

**Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are:**

#### Mathematics

AS (+19.75 percent)  
W (+17.97 percent)  
H (+30.00 percent)  
SE (+11.04 percent)  
SES (+22.17 percent)  
LEP (+36.36 percent)

#### Reading/Language Arts

AS (+11.77 percent)  
W (+10.46 percent)  
H (+6.67 percent)  
SE (+6.12 percent)  
SES (+15.47 percent)  
LEP (+5.68 percent)

**Moorefield Intermediate School failed to adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts for two consecutive years. Moorefield Intermediate School achieved AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts and in the SE subgroup in mathematics by application of the confidence interval and/or safe harbors. Increases in student achievement were realized in all subgroups. Although not large enough to constitute a**



subgroup for accountability the racial/ethnicity Hispanic (H) and the limited English proficiency (LEP) subgroups need attention and plans for improved performance.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

**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.

#### **SECOND FOLLOW-UP REVIEW**

**COMPLIANCE.** A review of individual classroom schedules revealed that all classes were meeting or exceeding the number of instructional minutes per day required by West Virginia Board of Education Policy 2510.

## 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 be to 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.

## **SECOND FOLLOW-UP CONCLUSION**

The learning environment at Moorefield Intermediate School remained positive and conducive to the learning environment. A high degree of increases in student achievement were shown from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2. The principal and staff are highly recommended to continue to strive to increase student achievement and to maintain the high level of professionalism at the school.

## **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.

### **SECOND FOLLOW-UP CONCLUSION**

**Moorefield Intermediate School and Hardy County demonstrated the capacity to correct the remaining deficiency found at the school. The principal and staff continued to receive high quality staff development and to challenge students to achieve at higher levels. These improvements must continue to ensure student and school success.**

## **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.

### **SECOND FOLLOW-UP TEAM SUMMARY**

**The staff of Moorefield Intermediate School had strived to correct the remaining deficiency from the original Education Performance Audit, and showed great strides in improving student achievement in all subgroups. The administration and staff are strongly encouraged to continue these efforts and to challenge all students to work at their highest levels.**

## 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		5.1.1	May 31, 2015

### Education Performance Audit Summary

The remaining deficiency (7.1.13. Instructional day) had been corrected. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Conditional Accreditation status of Moorefield Intermediate School due to failing to achieve adequate yearly progress in (AYP) 5.1.1. Achievement with a May 31, 2015, Date Certain to achieve AYP.

Conditional Accreditation status was based on the 2011 WESTEST2 results. The Office of Education Performance Audits is currently reviewing the 2012 WESTEST2 results which may result in Moorefield Intermediate School being issued another accreditation status when the data are analyzed and the School District Approval Status and School Accreditation Status Report of Ratings is presented to the State Board at the December 2012 meeting.