



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOOREFIELD INTERMEDIATE SCHOOL

HARDY COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Moorefield Intermediate School in Hardy County was conducted October 12, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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. The review was limited in scope and concentrated on the school's declining achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Robin Anglin, Coordinator,
Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sterling Beane,
Jr., Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Jena Hinchman	Elementary School Assistant Principal	Tuscarora Elementary Berkeley County
Thomas Wood	General Supervisor	Marshall 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

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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA

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	**	**	**	**	**	NA	NA	NA
Hispanic	11	14	14	100.00	9.09	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
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%

MOOREFIELD INTERMEDIATE SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	118	111	118	111	100.00	29.73	32.43	24.32	9.91	3.60	37.84
04	84	81	84	81	100.00	32.10	30.86	22.22	12.35	2.47	37.04
05	108	103	108	103	100.00	33.01	27.18	24.27	13.59	1.94	39.81

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	118	111	118	111	100.00	36.04	26.13	26.13	10.81	0.90	37.84
04	84	81	84	81	100.00	50.62	28.40	14.81	6.17	0.00	20.99
05	108	103	108	103	100.00	46.60	31.07	14.56	7.77	0.00	22.33

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

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.

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

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.

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.

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.

- 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.

- 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.

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.

- 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.

- 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.

- 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.

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.

- 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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

The Team identified 14 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.12. Multicultural activities.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.6.2. Licensure.
- 7.6.4. Teacher and principal internship.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Moorefield Intermediate School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Moorefield Intermediate School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Moorefield Intermediate School and Hardy County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.