

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOOREFIELD MIDDLE SCHOOL

HARDY COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Moorefield Middle School in Hardy County was conducted on February 9, 2005. 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 Unified School 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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Jim Parker, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Tom Sands, Coordinator, Office of Child Nutrition

West Virginia Department of Education Team Leader – Kathy Talley, Coordinator, Office of Child Nutrition

TEAM MEMBERS

| Name | Title | School/County |
|------------------|-----------------------------|---|
| Garrett Carskdon | Primary School Principal | Burlington Primary School Mineral County |
| Norma Collins | Elementary School Principal | Central Elementary Kanawha County |
| Dr. Jack Kaufman | Professor of Education | Mercer County |
| Kay Lee | Primary School Principal | Dunbar Primary Center Kanawha County |

SCHOOL PERFORMANCE

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

31-301 MOOREFIELD MIDDLE SCHOOL - Needs Improvement

HARDY COUNTY

Barbara Whitecotton, Principal

Grades 05 - 08

Enrollment 480

| Group | Number Enrolled for FAY | Number Enrolled on April 20 | Number Tested | Participation Rate | Percent Proficient | Met Part. Rate Standard | Met Assessment Standard | Met Subgroup Standard |
|------------------------------|-------------------------|-----------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 457 | 478 | 478 | 100.00 | 60.83 | Yes | Yes | ✓ |
| White | 435 | 453 | 453 | 100.00 | 62.06 | Yes | Yes | ✓ |
| Black | 17 | 18 | 18 | 100.00 | 35.29 | NA | NA | NA |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Low SES | 256 | 269 | 269 | 100.00 | 50.78 | Yes | Confidence Interval | ✓ |
| Spec. Ed. | 78 | 85 | 85 | 100.00 | 20.51 | Yes | No | ✗ |
| LEP | ** | ** | ** | ** | ** | ** | ** | ** |
| Reading/Language Arts | | | | | | | | |
| All | 457 | 478 | 478 | 100.00 | 80.08 | Yes | Yes | ✓ |
| White | 435 | 453 | 453 | 100.00 | 81.14 | Yes | Yes | ✓ |
| Black | 17 | 18 | 18 | 100.00 | 58.82 | NA | NA | NA |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Indian | * | * | * | * | * | * | * | * |
| Asian | ** | ** | ** | ** | ** | ** | ** | ** |
| Low SES | 256 | 269 | 269 | 100.00 | 74.21 | Yes | Yes | ✓ |
| Spec. Ed. | 78 | 85 | 85 | 100.00 | 34.61 | Yes | No | ✗ |
| LEP | ** | ** | ** | ** | ** | ** | ** | ** |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.8%

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 |
| 05 | 108 | 103 | 108 | 103 | 100.00 | 6.80 | 27.18 | 53.40 | 11.65 | 0.97 | 66.02 |
| 06 | 114 | 109 | 114 | 109 | 100.00 | 5.50 | 37.61 | 38.53 | 15.60 | 2.75 | 56.88 |
| 07 | 129 | 126 | 129 | 126 | 100.00 | 5.56 | 28.57 | 47.62 | 16.67 | 1.59 | 65.87 |
| 08 | 127 | 119 | 127 | 119 | 100.00 | 10.92 | 34.45 | 41.18 | 13.45 | 0.00 | 54.62 |

| Reading | | | | | | | | | | | |
|----------------|--------------------|-----------------|---------------|-------------------|-------------------|---------------|----------------------|----------------|----------------------|----------------------|-------------------|
| Class | Tested Enr. | FAY Enr. | Tested | FAY Tested | Part. Rate | Novice | Below Mastery | Mastery | Above Mastery | Distinguished | Proficient |
| 05 | 108 | 103 | 108 | 103 | 100.00 | 6.80 | 18.45 | 56.31 | 16.50 | 1.94 | 74.76 |
| 06 | 114 | 109 | 114 | 109 | 100.00 | 3.67 | 12.84 | 40.37 | 33.94 | 9.17 | 83.49 |
| 07 | 129 | 126 | 129 | 126 | 100.00 | 4.76 | 15.08 | 34.92 | 38.10 | 7.14 | 80.16 |
| 08 | 127 | 119 | 127 | 119 | 100.00 | 2.52 | 15.97 | 47.90 | 23.53 | 10.08 | 81.51 |

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

| 4.0 | | 3.5 | | 3.0 | | 2.5 | | 2.0 | | 1.5 | | 1.0 | | N | | Total Freq. |
|------|----|------|----|------|-----|------|-----|------|-----|------|----|------|----|------|----|----------------|
| Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | Freq | % | |
| 0 | 0% | 2 | 2% | 26 | 21% | 21 | 17% | 60 | 48% | 3 | 2% | 4 | 3% | 9 | 7% | 125 |

Note: Eighty-seven percent (87%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

| Percentage of Students | School Year |
|------------------------|-------------|
| 43.23% | 2003-04 |
| 45.09% | 2002-03 |
| 33.829% | 2001-02 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Moorefield Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: special education students (SE). 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 Conditional Accreditation status at the February 9, 2005 State Board meeting.

Moorefield Middle School met AYP in the economically disadvantaged (SES) subgroup in mathematics by the application of the confidence interval and may have an achievement deficiency if immediate action is not taken. Furthermore, the school must be aware of and address the performance of students in the racial/ethnic black (B) subgroup in both mathematics and reading/language arts.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.4. **Instruction.** The Team commended all persons who contributed to the success and student involvement of the science fair. In the past 14 years, there have been 12 grand champion regional winners from Moorefield Middle School. School efforts and community financial support resulted in a higher level of participation of students across all ability levels. Participants included special education, gifted, and regular education students with winners from all groups. Winners received savings bonds and awards valued in excess of \$3800.
- 6.1.5. **Instructional strategies.** In order to address the deficiencies in the special education (SE) subgroup, Moorefield Middle School had moved toward a standards-based curriculum which will provide for the diverse student learning styles. Students receiving special education services had been moved into inclusive classrooms with support systems to differentiate their instructional needs. Special needs students needing more

intensive assistance in the areas of mathematics, reading/language arts were assigned separate class time to develop their skills before entering an inclusive classroom.

An after-school program had been implemented to provide additional help to students who have difficulty in their classes. The goals of the program are to provide organizational skills, the pre-teaching of skills, the reteaching of skills, and the completion of homework that does not get finished in class.

The teaching staff had been involved in training to improve their educational practices for all students. A team of two teachers were involved with the Differentiated Instruction Cadre being trained by the West Virginia Department of Education (WVDE). In addition, a group of 20 teachers and the building principal were involved in a study group to learn about the differentiating of instruction in the regular classroom to ensure that all students receive the same content based on the Content Standards and Objectives (CSOs).

All teaching staff were trained in using graphic organizers to increase the understanding and retention of curriculum. Additional training in the use of graphic organizers in a standards-based lesson is planned for April 2005. Teachers involved in inclusion were trained in co-teaching and the teaming process.

6.1.7. Library/educational technology access and technology application. Technology was used extensively. All students and staff had access to laptop computers. The school had a wireless network that facilitates use of technology across the curriculum. Through teacher and student interviews, The Team found that a great deal of importance is placed on regular technology use.

The Team commended the Vocational Agriculture program's use of multidisciplinary skills and technology. This program emphasized group learning, problem solving, and agriculture as well as all areas of basic skills.

6.8.1. Leadership. The principal was well organized and dedicated to the achievement of all students. The principal was a positive role model for students and staff and carried out the administrative responsibilities efficiently and effectively.

The Team commended the professional support staff that managed the office and maintained a warm, welcoming, and business-like atmosphere. It is this type of behavior that promotes a positive image of the school to the community and visitors alike.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

6.1. Curriculum

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

One classroom had very little evidence of manipulatives being used by students. A great deal of instruction consisted of teacher directed instruction.

While it was evident that most science classes included hands-on activities at least 50 percent of the time, one group of Grade 6 students indicated that this was not the case in their science class. Students indicated very little hands-on activities, and there was no evidence to prove that this was incorrect through lesson plans or classroom observations.

6.2. Student and School Performance

6.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced including a greater understanding of essential questions. Several plans has items such as “discuss pages 49-57” with no clarification as to the issues that were to be presented to and discussed with the students.

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.

None identified.

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 Middle School in achieving capacity, the following resources are recommended.

| HIGH QUALITY STANDARDS | RECOMMENDED RESOURCES |
|---|---|
| 6.1.4. Instruction. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |
| 6.2.3. Lesson plans and principal feedback. | West Virginia Department of Education Office of Instructional Services (304) 558-7805 |

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Moorefield Middle School and Hardy County have the capacity to correct the identified deficiencies.

Identification of Resource Needs

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

17.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.11. Grades 6-12 science facilities.** Rooms 3 and 33 did not have darkening provisions.
- 17.1.12. Grades 7-12 auditorium/stage.** Acoustical panels, film screens, and controlled illumination were not available.
- 17.1.15 Health service units.** A refrigerator with locked storage was not available.

Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

Given the achievement levels of students in the special education (SE) subgroup, Moorefield Middle School and Hardy County must continue to implement West Virginia's required curriculum and the instruction that will improve achievement. Moorefield Middle School was actively pursuing assistance from RESA VIII and the West Virginia Department of Education to assist with school improvement efforts.

School Accreditation Status

| School | Accreditation Status | Education Performance Audit High Quality Standards | Annual Performance Measures Needing Improvement | Date Certain |
|--------------------------|---------------------------|--|---|--------------|
| 31-301 Moorefield Middle | Conditional Accreditation | 6.1.4; 6.2.3 | 5.1.1 (SE) | May 31, 2007 |

Education Performance Audit Summary

The Team identified two (2) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the special education (SE) subgroup.

Moorefield Middle School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Moorefield Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).