



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNDSVILLE MIDDLE SCHOOL

MARSHALL COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Moundsville Middle School in Marshall County was conducted March 5-6, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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 32 school personnel and one school administrator, observed 33 classrooms, and examined school records

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair –Deborah Ashwell

West Virginia Department of Education – Lori Whitt, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Kim Kehrer	Director of Special Programs	Pleasants County
Mike Winland	Director of Secondary Education	Wood County
M. Fay Pritchard	Principal	New Martinsville School, Wetzel County
David R. Mazza	Assistant Principal	Bridgeport Middle School

SCHOOL PERFORMANCE

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

48 MARSHALL COUNTY

Michael Hince, Superintendent

401 MOUNDSVILLE MIDDLE SCHOOL – TRANSITION

Sandy McAllister, Principal

Grades 06-08, Enrollment 512

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Moundsville Middle School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress toward the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Moundsville Middle School.

Designation:	TRANSITION	Next Year's Target:	42.5535
Index Score:	31.5763	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	38.8115	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	9.26
Achievement Gaps Closed (20% of the index score)	10.40
Observed Growth (15% of the index score)	3.52
Adequate Growth (20% of the index score)	3.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.90</u>
Total Accountability Index (out of 100)	31.58

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Moundsville Middle School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 42.5535 for 2013-2014 and the proficiency target of 75 percent by 2020, with a current index score of 31.5763, Moundsville Middle has a steep trajectory to achieve both short and long term targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

**MOUNDVILLE MIDDLE SCHOOL
Grade-Level Proficiency Data
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
6	White	> 95%	58.33%	41.67%	> 95%	62.18%	37.82%
6	Black	33.33%	<5%	> 95%	33.33%	<5%	> 95%
6	Asian	> 95%	<5%	> 95%	> 95%	>95%	< 5%
6	Multiracial	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
6	Special Education	88.89%	93.75%	6.25%	88.89%	87.50%	12.50%
6	Low Socioeconomic Status	94.17%	64.95%	35.05%	94.17%	69.07%	30.93%
6	Total	> 95%	57.50%	42.50%	> 95%	61.87%	38.13%
7	White	> 95%	69.41%	30.59%	> 95%	61.18%	38.82%
7	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
7	Hispanic	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
7	Limited English Proficiency	> 95%	<5%	> 95%	> 95%	<5%	> 95%
7	Special Education	> 95%	87.50%	12.50%	> 95%	83.33%	16.67%
7	Low Socioeconomic Status	> 95%	74.00%	26.00%	> 95%	65.00%	35.00%
7	Total	> 95%	68.93%	31.07%	> 95%	61.02%	38.98%
8	White	> 95%	71.22%	28.78%	> 95%	56.12%	43.88%
8	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
8	Special Education	> 95%	80.00%	20.00%	> 95%	80.00%	20.00%
8	Low Socioeconomic Status	> 95%	82.42%	17.58%	> 95%	64.84%	35.16%
8	Total	> 95%	71.43%	28.57%	> 95%	56.43%	43.57%

Attendance Rate = 98.00%

The Grade-Level Proficiency Data for School Year 2013 chart depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

In mathematics, Grade 6 had the highest level proficiency with 42.50 percent, followed by Grade 7 with 31.07 percent proficient, and Grade 8 with 28.57 percent proficient. The low socioeconomic group profile mirrored the total group profile; however, these students had lower level proficiency than the total group as Grade 6 had 35.05 percent proficient, Grade 7 had 26.00 percent proficient, and Grade 8 had 17.58 percent proficient. The special education subgroup demonstrated significantly lower levels of proficiency as Grade 8 had 20.00 percent proficient, Grade 7 had 12.50 percent proficient, and Grade 6 had 6.25 percent proficient.

In reading/language arts, Grade 8 had the highest proficiency level with 43.57 percent, followed by Grade 7 with 38.98 percent proficient, and Grade 6 with 38.13 percent proficient. The low socioeconomic group profile mirrored the total group profile; however, these students had lower level proficiency than the total group as Grade 8 had 35.16 percent proficient, Grade 7 had 35.00 percent proficient, and Grade 6 had 30.93 percent proficient. The special education subgroup demonstrated significantly lower levels of proficiency as Grade 8 had 20.00 percent proficient, Grade 7 had 16.67 percent proficient, and Grade 6 had 12.50 percent proficient.

MOUNDSVILLE MIDDLE SCHOOL Growth Model School Level Summary Results by Sub-Group

***Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Math 2013					RLA 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	196 (43%)	144 (31%)	120 (26%)	40.0	34.1%	211 (46%)	133 (29%)	115 (25%)	39.0	39.6%
	County	834 (35%)	803 (33%)	765 (32%)	48.0	42.5%	917 (38%)	759 (32%)	716 (30%)	45.0	44.1%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
Black Sub-Group	School	*	*	*	59.0	20.0%	*	*	*	21.0	20.0%
	County	7 (33%)	7 (33%)	7 (33%)	52.0	29.6%	7 (35%)	9 (45%)	4 (20%)	44.0	22.2%
	State	2,677 (37%)	2,180 (30%)	2,303 (32%)	47.0	32.1%	2,581 (36%)	2,216 (31%)	2,308 (32%)	48.0	38.5%
Hispanic Sub-Group	School	*	*	*	54.0	50.0%	*	*	*	51.0	50.0%
	County	*	*	*	56.0	47.8%	*	*	*	39.0	34.8%
	State	590 (36%)	523 (32%)	539 (33%)	49.0	39.4%	511 (31%)	500 (31%)	627 (38%)	54.0	44.8%
White Sub-Group	School	192 (43%)	141 (31%)	117 (26%)	40.0	33.9%	208 (46%)	129 (29%)	112 (25%)	39.0	39.7%
	County	817 (35%)	780 (33%)	745 (32%)	48.0	42.7%	896 (38%)	737 (32%)	700 (30%)	45.0	44.5%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	19 (45%)	12 (29%)	11 (26%)	38.0	13.8%	22 (52%)	11 (26%)	9 (21%)	33.0	15.5%
	County	99 (43%)	69 (30%)	63 (27%)	40.0	16.2%	100 (44%)	70 (31%)	58 (25%)	40.0	14.1%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	177 (42%)	132 (32%)	109 (26%)	41.0	36.9%	189 (45%)	122 (29%)	106 (25%)	40.0	42.9%
	County	735 (34%)	734 (34%)	702 (32%)	49.0	46.0%	817 (38%)	689 (32%)	658 (30%)	46.0	48.1%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	114 (41%)	88 (32%)	74 (27%)	41.0	25.6%	132 (48%)	74 (27%)	70 (25%)	39.0	33.0%
	County	432 (36%)	411 (34%)	370 (31%)	46.0	35.7%	466 (39%)	399 (33%)	345 (29%)	45.0	36.2%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	82 (45%)	56 (30%)	46 (25%)	39.0	47.2%	79 (43%)	59 (32%)	45 (25%)	40.0	49.7%
	County	402 (34%)	392 (33%)	395 (33%)	50.0	51.2%	451 (38%)	360 (30%)	371 (31%)	46.0	54.4%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	106 (43%)	77 (31%)	65 (26%)	40.0	31.9%	122 (49%)	67 (27%)	58 (23%)	36.0	29.6%
	County	429 (36%)	407 (34%)	365 (30%)	47.0	40.7%	488 (41%)	380 (32%)	327 (27%)	43.0	34.9%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	90 (42%)	67 (32%)	55 (26%)	41.0	36.9%	89 (42%)	66 (31%)	57 (27%)	46.0	51.8%
	County	405 (34%)	396 (33%)	400 (33%)	51.0	44.3%	429 (36%)	379 (32%)	389 (32%)	48.0	53.8%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

***Note:** Schools are those schools that have at least a 4th grade.

*Denotes cell size <20.

The Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high growth (green cells) based on previous performance.

Mathematics. All subgroups showed typical growth in mathematics. As the chart indicates, the percent proficient in mathematics was 34.1 percent. The black subgroup proficiency was 20.0 percent proficient compared to the white subgroup with 33.9 percent proficient, indicating a 13.9 percent gap. The Hispanic subgroup (50.0 percent) scored 16.1 percent higher proficiency than the white subgroup (33.9 percent). The special education subgroup percent proficient was 13.8 percent while the non-special education subgroup proficiency was 36.9 percent, indicating a 23.1 percent gap. The low socioeconomic subgroup proficiency was 25.6 percent while the non-low socioeconomic subgroup proficiency was 47.2 percent, indicating a 21.6 percent gap. Females (36.9 percent) scored 5 percent proficient higher than males (31.9 percent).

Reading/Language Arts. The black and special education subgroups showed low growth in reading/language arts while all other subgroups showed typical growth. Reading/language arts proficiency was 39.6 percent. The black subgroup (20.0) scored 19.7 percent lower proficiency than white subgroup (39.7 percent). The Hispanic subgroup (50.0 percent) scored 10.3 percent higher proficiency than the white subgroup (39.7 percent). The special education subgroup percent proficient was 15.5 percent while the non-special education subgroup proficiency was 42.9 percent, indicating a 27.4 percent gap. The low socioeconomic subgroup proficiency was 33.0 percent while the non-low socioeconomic subgroup proficiency was 49.7 percent, indicating a 16.7 percent gap. Females (51.8 percent) scored 22.2 percent proficient higher than males (29.6 percent).

ACT EXPLORE Assessment Results

The ACT EXPLORE Test is designed to assess middle school students' general educational development and their complex, critical thinking skills. The tests cover four curriculum areas: English, mathematics, reading, and science reasoning. In addition, information about students' educational career plans, interests, high school course work plans, and self-identified needs for assistance is gathered and reported.

The purpose of this assessment is to provide career awareness exploration activities. The results are used by students in Grade 8 to develop their individualized plans for Grades 9 and 10. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. ACT EXPLORE scores provide early indicators of whether students are on track for college. When students are not meeting the national benchmarks, teachers can use this information in a timely manner to focus on areas of need.

Benchmarks: English: 13 Math: 17 Reading: 15 Science: 20

ACT EXPLORE RESULTS			
Grade 8			
	2010-2011	2011-2012	2012-2013
English WV	14.1	14.1	14.3
English Marshall County	13.3	13.7	14.0
English Moundsville Middle	12.6	13.2	13.2
Mathematics WV	14.8	14.6	14.8
Mathematics Marshall County	14.6	14.4	14.2
Mathematics Moundsville Middle	14.1	14.1	13.6
Reading WV	14.1	14.0	14.0
Reading Marshall County	13.6	13.5	13.5
Reading Moundsville Middle	13.0	13.1	13.1
Science WV	15.9	15.8	16.0
Science Marshall County	15.6	15.6	15.5
Science Moundsville Middle	15.2	15.1	15.0
Composite WV	14.8	14.8	14.9
Composite Marshall County	14.4	14.4	14.4
Composite Moundsville Middle	13.8	14.0	13.8

Source: http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE_index.html

The ACT EXPLORE trend data over the past three years indicated slight increases in English and reading and decreases in mathematics and science with no significant change in the composite score from 2010-2011 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Moundsville Middle School scored slightly above the national benchmark in English but significantly below the benchmark in all other areas. Students scored lower than the county and State averages in all areas.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

A review of data from the WV Achieves webpage indicated that schoolwide, mathematics scores have shown a slow but steady increase over the last three years. Reading/language arts scores have fluctuated approximately 3 percentage points over the same three years. The low socioeconomic status subgroup demonstrated a steady increase in mathematics of 5.45 percent and a slight increase in reading of 0.83 percent, while the special education subgroup scores have fluctuated as much as 13.4 percentage points in mathematics and 6.1 percentage points in reading. The State's accountability focus in 2012-2013 moved to growth, and scores indicated that almost all subgroups, with the exception of the black and the special education subgroups in reading, demonstrated typical growth.

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

1. Carnegie Math and MATHia.
2. Writing SMART Goals.
3. Educator Evaluation System.
4. Next Generation Standards.
5. WESTEST2 Data Analysis.
6. Behavior Intervention.
7. Physical Crisis Intervention (Crisis Prevention Institute).
8. Technology training.
 - a. Ipads.
 - b. Web 2.0.
 - c. Digital Story Telling.
 - d. Study Island.
 - e. Grade Quick.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Moundsville Middle School staff January 29, 2014, to review the standards in Policy 2320 and prepare staff for the audit.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Moundsville Middle School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The Team recognized the focus and energy of the administrators and staff to create a positive atmosphere which focused not only on students' academic instruction but also on their social and emotional development. Students were encouraged to join a club or organization. As a result of their involvement, students received icons which were attached to their lockers. These icons provided additional motivation for other students to be involved in a school activity. The principal reported that parents would call to ask how their students could get an icon on their locker. The staff met with individual students to find an activity of interest. In addition, staff and students recognized other students for their acts of kindness through daily announcements and a paper chain with these acts written on each link and displayed in the school.
- 7.1.11. Guidance and advisement.** The Team commended the school for its cohesive guidance and advisement program. The counselor provided regular class sessions on specific developmental guidance topics based on a needs assessment from teachers. Individual and group counseling sessions were provided as needed. The career counselor provided transition services to meet the needs of Grade 8 students as they reviewed their ACT EXPLORE results and developed their individual student transition plans. The school prevention resource officer provided classroom sessions on anti-bullying, drug and alcohol prevention, and other legal issues, as well as individual mentoring and intervention as needed. These three staff members coordinated efforts to meet the students' needs.
- 7.1.13. Instructional day.** The instructional day was extended through the Saturday School program. The school, through a grant, provided two meals and instruction every Saturday (excluding holidays) for up to four hours. Students were referred by a teacher or a parent to receive additional assistance in homework completion or specific skill development. Approximately 12-15 students took advantage of this program weekly.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed low expectations throughout the school in approximately half the classrooms visited, with the exception of the Grade 6 team. Through the checks for understanding, the majority of teachers observed used low level questions requiring only recall of facts, often answering their own questions before students were given an opportunity to respond. Presentation style was generally lecture format with worksheets following the instruction. Round robin style oral reading occurred in one class for the majority of the observation period. In these classrooms, student engagement ranged from passively disengaged during oral reading to actively talking to classmates when students lost interest or did not understand how to complete the assignment.

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)

The Team observed a lack of variety in instructional strategies. Lesson plans and instructional delivery reflected limited scaffolding to support different learning styles. The Team did not see evidence of support for personalized learning through interventions.

Computer programs coordinated with the mathematics textbooks were utilized as a support to the mathematics curriculum. These programs were self-paced, allowing students to work ahead of the daily class instruction or spend more time on a skill if necessary; therefore, the computer program, while designed to support the mathematics instruction, did not support what was actually taught day to day. One student may be accelerated a grade level above the current class instruction while another student may actually be several lessons behind the current daily instruction. This reinforcement may be beneficial to advanced students, but may increase the achievement gap for students who need the current skill reinforced or retaught.

The Team observed the use of technology in the computer laboratories for writing and mathematics; however, the observed classroom computer use was limited to Elmos as overhead projectors.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career

clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

West Virginia Department of Education Course Information for Policy 2510 indicated Math I was not being taught according to the programs of study requirements of Policy 2510. Specifically, the students did not received the required minutes of instruction.

The Team verified the Math I course offered to a select group of Grade 8 students, while beneficial to meet the advanced needs of these students, did not meet the required 8100 minutes of instruction to award a high school credit. The school had not obtained a waiver from the West Virginia Board of Education to provide a course with fewer than 8100 minutes. The class period was 43 minutes per day, resulting in 7740 minutes total.

7.4. REGULATORY AGENCY REVIEWS.

7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

The Team reviewed all regulatory agency reports. The Team found that the items listed in the February 24, 2014, Fire Safety Division Housekeeping Requirements Report had not been corrected. A power strip was plugged into an extension cord in the Band Room, an extension cord was being used in the Music Room, and the stairwell doors and fire rated doors were propped open. The Fire Safety Inspection Report dated January 11, 2012, also noted “the doors required to be kept closed shall not be in open position at any time.” At the time of the Education Performance Audit all stairwell doors were in the open position throughout the school building.

RECOMMENDATIONS

7.1.4. Instruction. Teachers had participated in professional learning communities (PLCs); however, these meetings resembled staff meetings rather than PLCs. The Team recommended professional development in PLCs to cover topics in depth such as, differentiated instruction, support for personalized learning, and instructional strategies to meet students’ needs.

7.1.7. Library/educational technology access and technology application. The Team observed adequate technology resources within the building. Teachers utilized technology in labs to support instruction in content and writing; however, the Team recommended additional professional development for technology integration.

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 Moundsville Middle School in providing a thorough and efficient system of education. Marshall 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 Marshall 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 school staff had analyzed data and developed a strategic plan to address student achievement and technology, but had not effectively implemented a cohesive plan to address the low achievement through data-driven interventions and research-based instructional strategies. Teachers had received professional development through individual and schoolwide sessions. On-going professional development, professional learning communities, and data analysis are needed to address student achievement through effective instructional strategies and interventions.

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 Moundsville Middle 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.

Building Capacity - Transition School

The school and students will receive additional support upon request. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

The assistant principal had been the acting principal for almost a year. The week prior to the Education Performance Audit, she was named the permanent principal. Marshall County is in the process of hiring a new assistant principal. The school has a positive climate and culture. With support from the central office, the principal and staff have the capacity to correct the deficiencies found during the 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.

19.1.8. Grades 1-12 classrooms. One room did not have adequate storage (202); four rooms did not have 28-30 ft² per student (116, 132, 204, and 403); one room did not have an instructional board or bulletin board (123); one room did not have fully controllable lighting as the light switch was broken all school year (118). (Adversely impacts program and student performance.)

19.1.10. Specialized instructional areas. The location and size of special education rooms were not conducive to effective instruction or an appropriate learning environment. The class roster for Room 204 indicated 15 students were enrolled; 12 students were in attendance, but one student had to sit on the floor because there were not enough seats in the room. The classroom size could not accommodate 15 students. Room 132 was located adjacent to the cafeteria, a great distance from the regular flow of

student traffic and other academic classrooms. (Adversely impacts program and student performance.)

19.1.11. Grades 6-12 science facilities. The science laboratories, Rooms 114, 115, and 120, did not have gas, DC current, blanket Room (Rooms 114, 115, and 120). Room 114 did not have darkening provisions. (Adversely impacts program and student performance.)

EARLY DETECTION AND INTERVENTION

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

WESTEST2 data were analyzed each year. Content standards that each grade level did not master were identified and addressed by the current grade level teachers and the next grade level teachers to ensure missing skills were retaught. The administrator and staff identified that the school needed reteach time. Students were administered benchmark assessments; however, the results were not used on an individual level. Teachers reviewed overall scores and determined whether additional group instruction was needed, but the school did not have a process for identifying and remediating individual student skill weaknesses. The principal and superintendent have plans to implement an intervention and enrichment period in the master schedule next year to address this need.

EDUCATION PERFORMANCE AUDIT SUMMARY

Moundsville Middle School's Education Performance Audit examined 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 Moundsville Middle School in improvement efforts.

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

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.9. Programs of study.
- 7.4.1. Regulatory agency reviews.

The Team presented three commendations (7.1.3. Learning environment, 7.1.11. Guidance and advisement, and 7.1.13. Instructional day) and two recommendations (7.1.4. Instruction; 7.1.7. and Library/educational technology access and technology application). The Team further noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

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 Moundsville Middle School and Marshall 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.