



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PLEASANTS COUNTY MIDDLE SCHOOL

PLEASANTS COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Pleasants County Middle School in Pleasants County was conducted February 11, 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 one school administrator, 19 school personnel, and four groups of students, and observed 23 classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Leader – Deborah Ashwell, Coordinator

West Virginia Department of Education – Gloria Burdette, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Todd Alexander	Assistant Superintendent	Cabell County
Joan Haynie	Administrative Assistant	Clay County
Shelby Haines	Director of Special Programs	Marshall County
Athanasia Butcher	Principal	Gilmer County High School, Gilmer County
Douglas Cross	Principal	Hurricane Middle School, Putnam County
Christine Miller	Principal	East Fairmont Jr. High School, Marion County

SCHOOL PERFORMANCE

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

67 PLEASANTS COUNTY

George M. Wells, Superintendent

301 PLEASANTS COUNTY MIDDLE SCHOOL – TRANSITION

Lori Barnhart, Principal

Grades 5-8, Enrollment 383 (uncertified)

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 Pleasants County 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 Pleasants County Middle School.

Designation:	TRANSITION	Next Year's Target:	36.1111
Index Score:	28.7624	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	31.2954	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	7.78
Achievement Gaps Closed (20% of the index score)	8.87
Observed Growth (15% of the index score)	4.22
Adequate Growth (20% of the index score)	3.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.89</u>
Total Accountability Index (out of 100)	28.76

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 are 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.

Pleasants County Middle School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 36.1111 for 2013-2014 and the proficiency target of 75 percent by 2020, with a current index score of 28.7624, Pleasants County Middle School 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.

**PLEASANTS COUNTY 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
5	White	94.12%	68.75%	31.25%	94.12%	80.00%	20.00%
5	Hispanic	> 95%	>95%	< 5%	> 95%	>95%	< 5%
5	Multiracial	> 95%	>95%	< 5%	> 95%	>95%	< 5%
5	Special Education	> 95%	88.89%	11.11%	> 95%	88.89%	11.11%
5	Low Socioeconomic Status	94.34%	82.00%	18.00%	94.34%	84.00%	16.00%
5	Total	94.25%	69.51%	30.49%	94.25%	80.49%	19.51%
6	White	> 95%	70.37%	29.63%	> 95%	60.49%	39.51%
6	Black	> 95%	<5%	> 95%	> 95%	<5%	> 95%
6	Hispanic	> 95%	33.33%	66.67%	> 95%	66.67%	33.33%
6	Asian	> 95%	>95%	< 5%	> 95%	>95%	< 5%
6	Multiracial	> 95%	>95%	< 5%	> 95%	<5%	> 95%
6	Special Education	> 95%	82.35%	17.65%	> 95%	76.47%	23.53%
6	Low Socioeconomic Status	> 95%	74.42%	25.58%	> 95%	65.12%	34.88%
6	Total	> 95%	68.97%	31.03%	> 95%	59.77%	40.23%
7	White	> 95%	65.35%	34.65%	> 95%	67.33%	32.67%
7	Hispanic	> 95%	66.67%	33.33%	> 95%	66.67%	33.33%
7	Multiracial	> 95%	>95%	< 5%	> 95%	>95%	< 5%
7	Special Education	95.00%	84.21%	15.79%	95.00%	89.47%	10.53%
7	Low Socioeconomic Status	> 95%	72.13%	27.87%	> 95%	75.41%	24.59%
7	Total	> 95%	65.71%	34.29%	> 95%	67.62%	32.38%
8	White	> 95%	64.37%	35.63%	> 95%	45.98%	54.02%
8	Hispanic	50.00%	>95%	< 5%	50.00%	>95%	< 5%
8	Multiracial	> 95%	<5%	> 95%	> 95%	<5%	> 95%
8	Special Education	88.89%	>95%	< 5%	88.89%	87.50%	12.50%
8	Low Socioeconomic Status	> 95%	76.60%	23.40%	> 95%	63.83%	36.17%
8	Total	> 95%	64.04%	35.96%	> 95%	46.07%	53.93%

Attendance Rate = 97.80%

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 8 scored the highest with 35.96 percent proficient, followed by Grade 7 with 34.29 percent proficient, Grade 6 with 31.03 percent proficient, and Grade 5 with 30.49 percent proficient. Whereas the total percent proficient was higher as each grade progressed, this was not the case with subgroup proficiency. In the special education subgroup, the percent proficient fluctuated as Grade 6 had 17.65 percent proficient, Grade 7 had 15.79 percent proficient, Grade 5 had 11.11 percent proficient, and Grade 8 had less than five percent proficient. The low socioeconomic subgroup was lower than the all subgroup as Grade 7 had 27.87 percent proficient, Grade 6 had 25.58 percent proficient, Grade 8 had 23.40 percent proficient, and Grade 5 had 18.00 percent proficient.

In reading/language arts, Grade 8 scored the highest with 53.93 percent proficient, followed by Grade 6 with 40.23 percent proficient, Grade 7 with 32.38 percent proficient, and Grade 5 with 19.51 percent proficient. In the special education subgroup, the percent proficient fluctuated as Grade 6 had 23.53 percent proficient, Grade 8 had 12.50 percent proficient, Grade 5 had 11.11 percent proficient, and Grade 7 had 10.53 percent proficient. The low socioeconomic subgroup profile mirrored the total percent proficient; however, the percent proficient was lower in this subgroup at each grade level than the total percent proficient. The difference in the low socioeconomic subgroups and the all subgroup ranged from 3.51 percent in Grade 5 to 17.76 percent at Grade 8.

**PLEASANTS COUNTY 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		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	146 (41%)	120 (33%)	94 (26%)	44.0	32.5%	164 (46%)	108 (30%)	88 (24%)	39.0	36.3%
	County	294 (42%)	209 (30%)	200 (28%)	42.0	34.3%	309 (44%)	227 (32%)	164 (23%)	39.0	37.3%
	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	48.8%
Hispanic Sub-Group	School	*	*	*	41.0	33.3%	*	*	*	33.0	22.2%
	County	*	*	*	35.0	31.3%	*	*	*	42.0	31.3%
	State	590 (36%)	523 (32%)	539 (33%)	49.0	39.5%	511 (31%)	500 (31%)	627 (38%)	54.0	44.9%
White Sub-Group	School	142 (41%)	114 (33%)	90 (26%)	43.0	32.5%	157 (45%)	105 (30%)	84 (24%)	39.0	36.4%
	County	287 (42%)	200 (29%)	195 (29%)	42.0	34.6%	300 (44%)	221 (33%)	158 (23%)	39.0	37.1%
	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	27 (46%)	20 (34%)	12 (20%)	39.0	12.5%	25 (42%)	18 (31%)	16 (27%)	38.0	14.1%
	County	58 (50%)	34 (30%)	23 (20%)	34.0	19.9%	53 (46%)	37 (32%)	25 (22%)	37.0	15.2%
	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	119 (40%)	100 (33%)	82 (27%)	44.0	36.7%	139 (46%)	90 (30%)	72 (24%)	39.0	40.8%
	County	236 (40%)	175 (30%)	177 (30%)	43.0	37.6%	256 (44%)	190 (32%)	139 (24%)	40.0	42.2%
	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	86 (43%)	65 (33%)	48 (24%)	42.0	23.1%	89 (45%)	59 (30%)	51 (26%)	39.0	26.9%
	County	167 (45%)	108 (29%)	96 (26%)	40.0	25.9%	170 (46%)	120 (32%)	80 (22%)	37.0	26.8%
	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	40.8%
Non-LSES Sub-Group	School	60 (37%)	55 (34%)	46 (29%)	45.0	44.3%	75 (47%)	49 (30%)	37 (23%)	39.0	47.9%
	County	127 (38%)	101 (30%)	104 (31%)	45.0	44.2%	139 (42%)	107 (32%)	84 (25%)	42.0	49.5%
	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	69 (40%)	59 (35%)	43 (25%)	43.0	32.4%	86 (50%)	45 (26%)	40 (23%)	34.0	27.9%
	County	159 (43%)	110 (30%)	103 (28%)	41.0	33.9%	174 (47%)	107 (29%)	90 (24%)	37.0	28.6%
	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	77 (41%)	61 (32%)	51 (27%)	44.0	32.7%	78 (41%)	63 (33%)	48 (25%)	42.0	43.9%
	County	135 (41%)	99 (30%)	97 (29%)	43.0	34.9%	135 (41%)	120 (36%)	74 (22%)	42.0	46.9%
	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. In mathematics, all subgroups were determined to have typical growth. In reading/language arts, the Hispanic and male subgroups demonstrated low growth, while all other subgroups demonstrated typical growth.

Mathematics. As the chart indicates, the percent proficient in mathematics was 32.5 percent. The Hispanic subgroup proficiency was 33.3 percent compared to the white subgroup with 32.5 percent proficiency. The special education subgroup proficiency was 12.5 percent while the non-special education subgroup proficiency was 36.7 percent, indicating a gap of 24.2 percent. The low socioeconomic subgroup proficiency was 23.1 percent while the non-low socioeconomic subgroup proficiency was 44.3 percent, indicating a gap of 21.2 percent. There was statistically no difference between female and male subgroup performance.

Reading/Language Arts. The percent proficient in reading/language arts was 36.3. The Hispanic subgroup proficiency was 22.2 percent compared to the white subgroup with 36.4 percent proficiency, indicating a 14.2 percent gap. The special education subgroup proficiency was 14.1 percent while the non-special education subgroup proficiency was 40.8 percent, indicating a 26.7 percent gap. The low socioeconomic subgroup proficiency was 26.9 percent while the non-low socioeconomic subgroup proficiency was 47.9 percent, indicating a 21.0 percent gap. Females had 16.0 percent higher proficiency than males.

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 was gathered and reported.

The purpose of this assessment was 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 Pleasants County	13.4	13.1	14.5
English Pleasants County Middle	13.4	13.1	14.5
Mathematics WV	14.8	14.6	14.8
Mathematics Pleasants County	14.8	14.4	14.1
Mathematics Pleasants County Middle	14.8	14.4	14.1
Reading WV	14.1	14.0	14.0
Reading Pleasants County	13.6	13.4	14.3
Reading Pleasants County Middle	13.6	13.4	14.3
Science WV	15.9	15.8	16.0
Science Pleasants County	15.3	15.0	16.0
Science Pleasants County Middle	15.3	15.0	16.0
Composite WV	14.8	14.8	14.9
Composite Pleasants County	14.3	14.0	14.9
Composite Pleasants County Middle	14.3	14.0	14.9

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

The ACT EXPLORE trend data over the past three years indicated increases in English, reading, and science and a decrease in mathematics from 2010-2011 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Pleasants County Middle School scored above the national benchmark in English, but below the benchmark in all other areas.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Schoolwide, the percent proficient fluctuated in subgroups for both mathematics and reading/language arts over the last four years; however, the percent proficient declined slightly in the all subgroup as well as the low socioeconomic subgroup from 2011-2012 to 2012-2013. The special education subgroup increased slightly in both mathematics and reading/language arts for the same time period.

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

- Teacher Evaluation System.
- State and County Policy Review.
- Stress Management and Dealing with Difficult People in the Workplace.
- Support for Personalized Instruction.
- Common Core and Next Generation Standards: English/Language Arts and Mathematics.
- Instructional Intervention Team.
- Positive Behavior Support.
- Advisory/LNKS.
- LiveGrades.
- STAR Reading and Math.
- Support for Specially Designed Instruction.
- Crisis Response Planning/Crisis Prevention Intervention.
- Co-teaching and Differentiated Instruction.
- Acuity.
- Kansas Writing Strategies.
- MATHia.
- Carnegie Learning.
- Writing Standards-Based Individualized Education Programs (IEPs).
- Odysseyware.
- Beginning Teacher Academy.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Pleasants County Middle School staff January 13, 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 Pleasants County Middle School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.1. Curriculum based on content standards and objectives. The Team recognized the extraordinary efforts of the English/language arts team, including collaboration, lesson planning, and delivery of instruction. Other departments within the school could use this team approach as a model for developing teams.

7.1.3. Learning environment. The Team observed a safe and secure environment for learning to take place. Expectations were posted in locations throughout the building including: Classrooms, hallways, and the cafeteria. The local school improvement council (LSIC) organized a safety committee/team at the school level which addressed potential security issues.

Students knew the expectations and were able to transition from class to class quickly and smoothly. Teachers transitioned quickly from one class to the next. Transition time from dismissal of one class to instruction beginning the next class was generally 3 minutes or less.

Additionally, the school provided mental health services through individual, group, and family counseling on site. A local therapist was scheduled to come to the school two days a week to provide these necessary services.

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 determined approximately half the staff did not demonstrate high expectations for students. Class discussions were fact-based, requiring rote memorization rather than higher level thinking and reasoning skills. Many classrooms were lecture style in nature, and individual paper/pencil assignments followed the lecture. In addition, the class identified in the master schedule as “tutorial” did not consist of prior planning or direct instruction for the 45-minute class period. Students brought work from other classes to be completed during tutorial or they brought nothing at all. Each teacher determined his or her own procedure for this class. One teacher provided reading material if students did not bring work. Another teacher allowed students to talk and move about the room doing activities of their own choosing and did not provide instruction the entire period. The Team did not see lesson plans for any of the tutorial classes.

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)

The Team could not verify that 50 percent of the science curriculum included investigative, hands-on, or experimental activities. While laboratory activities and experiments were noted in lesson plans, they occurred approximately one time per week, equaling 20 percent of the curriculum.

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 variety of instructional strategies - whole group, small group, and partner activities - throughout some classrooms with students utilizing computers or other technology for assessments, writing assignments, and instructional activities. However, in approximately half the classrooms observed, teachers were utilizing lecture as the primary presentation method; power point presentations accompanied many lectures; limited co-teaching was available; even though Interactive Smartboards were used by teachers, students did not interact with the smartboards in the classroom.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child’s weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team verified writing was clearly a focus throughout the school; however, writing was not being taught weekly in every class, specifically in mathematics, science, and some related arts classes. All English/language arts classes were instructing and assessing writing through the West Virginia Writes program and providing feedback regularly.

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)

The Team discovered that students attending a tutorial class did not receive the required 330 minutes per day of instruction. Student who had band, chorus, or Spanish in their schedules received a full instructional day (342 minutes). Students scheduled in tutorial class received 298 minutes of instruction per day.

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)

The West Virginia Department of Education, Office of Professional Preparation, reviewed professional educators' licensure and identified the following issues.

One teacher did not hold the appropriate endorsement nor was highly qualified for one course or caseload for which he was responsible. Appropriate paperwork had been completed; however, the teacher was waiting for the signature from the college where he enrolled in classes for the summer session.

One teacher was not highly qualified for the courses for which she was responsible. She held a permit for special education and was not eligible for a permit in a special education secondary content area until she holds a professional teaching certificate in special education. The teacher was continuing course requirements for certification.

RECOMMENDATIONS

7.1.7. Library/educational technology access and technology application. The Team recommended the school contact the West Virginia Department of Education, Office of Instructional Technology, to schedule a Blended Learning training to provide additional options for teachers to deliver curriculum through instructional technology.

7.2.1. County and School electronic strategic improvement plans. While the principal could demonstrate the school's strategic plan was developed with teacher input and was reviewed at every faculty meeting, the Team found that teachers were not well versed in the contents of the strategic plan. The Team recommended the principal utilize additional strategies to reinforce the importance of the strategic plan, check for understanding, and possibly include more teachers in the plan's development.

7.2.3. Lesson plans and principal feedback. When reviewing the principal's written feedback of lesson plans provided to the teachers, most comments were positive in nature, for example, only suggesting teachers may want to include the plans for the Flex class in their daily plans. The Team recommended the principal be more corrective in reviewing lesson plans and provide specific directives to improve lesson planning and instructional delivery.

7.3.1. Alternative education. The Team had difficulty determining a clearly outlined set of procedures defining how a student was assigned to alternative education. The Team recommended the school consider revisiting the alternative education plan. Posted rules in the alternative education classroom did not parallel the positive behavior plan the school implemented. The Team also recommended the alternative education classroom follow the same rules as the rest of the school if the intent is to integrate students back in the general population. The school should consider a coverage plan when the teacher of alternative education needs to leave the classroom on occasion. The Team also observed students standing around the hallway unsupervised for 10 minutes while the teacher attended to other business in the office.

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 Pleasants County Middle School in providing a thorough and efficient system of education. Pleasants 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 Pleasants 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.

Pleasants County Middle School had access to technology and instructional resources, yet the instructional time was below the required number of minutes per day for middle school students. Reduced instructional time combined with lower expectations may hinder the ability to improve student results.

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 Pleasants County 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. 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 Team concluded Pleasants County Middle School, with the support and professional resources available, has the capacity to correct the identified deficiencies. The English/language arts team approach could be replicated in other departments to strengthen the collaboration and instruction throughout the building. In addition, a full instructional day must be scheduled and delivered for students to have the opportunity to gain grade level skills and compete with other students statewide and nationally.

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.

19.1.10. Specialized instructional areas. The Art room did not have a ceramic kiln. The physical education facility did not have a data projector or 50 inch screen monitor. (May adversely impact student achievement.)

19.1.11. Grades 6-12 science facilities. The science laboratory did not have gas, a ventilation fume hood or demonstration table. (May adversely impact student achievement in science as measured by WESTEST2 and the ACT EXPLORE.)

19.1.15. Health service units. The health service unit did not have a curtained or small room with a cot. (Did not adversely impact student achievement.)

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.

While the school provided a flex period as the time when direct instructional intervention and enrichment was provided, the tutorial period could easily have been direct instructional time for electives or more intensive intervention as needed.

EDUCATION PERFORMANCE AUDIT SUMMARY

Pleasants County 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 Pleasants County Middle School in improvement efforts.

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

- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.13. Instructional day.
- 7.6.2. Licensure.

The Team presented two commendations (7.1.1. Curriculum based on content standards and objectives and 7.1.3. Learning environment) and four recommendations (7.1.7. Library/educational technology access and technology application, 7.2.1. County and School electronic strategic improvement plans, 7.2.3. Lesson plans and principal feedback, and 7.3.1. Alternative education). The Team further noted an indicator of efficiency, offered capacity building resources, and identified an early detection and intervention issue.

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 Pleasants County Middle School and Pleasants 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.