



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

TAYLOR COUNTY MIDDLE SCHOOL

TAYLOR COUNTY SCHOOL SYSTEM

APRIL 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Taylor County Middle School in Taylor County was conducted March 14, 2011.

A Follow-up Education Performance Audit of Taylor County Middle School was conducted February 24, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

83 TAYLOR COUNTY

J. Diane Watt, Superintendent

302 TAYLOR COUNTY MIDDLE SCHOOL – Needs Improvement

Pamela Gallaher, Principal

Grades 05 - 08

Enrollment 673 (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	643	671	670	99.85	55.60	Yes	Yes	✓
White	633	656	655	99.84	55.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	88	94	94	100.00	21.59	Yes	No	✗
Low SES	339	360	360	100.00	44.83	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	643	671	670	99.85	65.10	Yes	Yes	✓
White	633	656	655	99.84	65.18	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	88	94	94	100.00	20.45	Yes	No	✗
Low SES	339	360	360	100.00	55.16	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.9%

83 TAYLOR COUNTY
J. Diane Watt, Superintendent
302 TAYLOR COUNTY MIDDLE SCHOOL – Needs Improvement
Pamela Gallaher, Principal
Grades 05 - 08
Enrollment 711 (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	678	705	701	99.43	42.07	Yes	Yes	✓
White	664	689	685	99.41	42.36	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	88	87	98.86	13.58	Yes	No	✗
Low SES	346	367	364	99.18	33.72	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	678	705	700	99.29	40.65	Yes	Yes	✓
White	664	689	684	99.27	40.45	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	88	86	97.72	12.50	Yes	No	✗
Low SES	346	367	363	98.91	32.36	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.3%**

83 TAYLOR COUNTY
Charles R. Maynard, Superintendent
302 TAYLOR COUNTY MIDDLE SCHOOL – Needs Improvement
Pamela Gallaher, Principal
Grades 05 - 08
Enrollment 708 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	683	714	712	99.71	46.70	Yes	Confidence Interval	✓
White	673	702	700	99.71	46.95	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	89	88	98.87	23.45	Yes	Safe Harbors	✓
Low SES	351	379	377	99.47	34.18	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	683	714	711	99.57	49.12	Yes	Confidence Interval	✓
White	673	702	699	99.57	49.25	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	89	88	98.87	14.81	Yes	No	✗
Low SES	351	379	376	99.20	39.42	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Taylor County Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for two consecutive years. Taylor County Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. 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 5 – 58.06 percent in mathematics and 59.14 percent in reading; Grade 6 – 63.75 percent in mathematics and 56.87 percent in reading; Grade 7 – 53.11 percent in mathematics and 61.58 percent in reading; Grade 8 – 57.24 percent in mathematics and 59.60 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Taylor County Middle School performed within the point range (504-422) for full accreditation status.

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

1. Project Based Learning.
2. West Virginia 21st Century Learning: Utilizing the West Virginia 21st Century Content Standards and Objectives (CSOs).
3. Explicit Vocabulary Instruction.
4. Acuity.

5. Writing Roadmap/West Virginia Writes.
6. TechSteps.
7. Taylor County Cyberschool Computing Fundamentals.
8. Response to Intervention.
9. Framework for High Performing Middle Schools.
10. Building Culture.
11. Teach21.
12. Infinity.
13. Testmate Clarity.
14. Gradequick Online.
15. Edline.
16. Student Responders.
17. Using Smart Boards in the Classroom.
18. Odyssey.
19. Accelerated Reader.
20. Lexiles/Quartiles.
21. Discipline Tips and Techniques.
22. Evaluations/Walkthroughs.
23. Instructional Practice Inventory.
24. Developing Clear Learning Targets (I Can Statements).
25. Standards-Based Curriculum.
26. Differentiated Instruction.
27. Kansas Writing Instruction.
28. WESTEST2/Online Writing Assessment.
29. HIV/AIDS.
30. Stephen Covey "Seven Habits of Highly Effective Teens".
31. Blogging.
32. 504.
33. Depth of Knowledge.
34. Confidentiality.

FOLLOW-UP REVIEW

Achieved Standard.

Taylor County Middle School made gains in all subgroups in mathematics and reading/language arts. A significant gain was made in mathematics in the special education (SE) subgroup (+9.87 percent). Significant gains in reading/language arts were made in the all students (AS) subgroup (+8.47 percent), the racial/ethnicity white (W) subgroup (+8.80 percent), and the economically disadvantaged (SES) subgroup (+7.06 percent).

Even though the percentage of students scoring at the proficiency level improved in both mathematics and reading/language arts in all subgroups, Taylor County Middle School did not meet adequate yearly progress (AYP) in the SES subgroup in mathematics and the SE subgroup in reading/language arts.

The staff at Taylor County Middle School has worked diligently to improve student learning and achievement. Teachers conducted extensive student assessment data analysis to detect areas in which students did not perform well and used the analysis to devise strategies to improve learning in the identified areas. The curriculum maps were revised and updated and teachers were trained in applying them to social studies, mathematics, reading/language arts, and science. RESA 7 staff worked with the Taylor County Middle School staff to conduct the Instructional Practices Inventory (IPI). The results of the IPI were used to improve instructional practices. Staff members participated in the summer 2011 Taylor County School District Achieves Academy.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

- 6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, that a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Taylor County Middle School performed within the point range (553.00-485.89) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Over half of the language arts and social studies teachers indicated that the textbook was guiding the curriculum and that the textbooks were aligned to the West Virginia 21st Century content standards and objectives (CSOs). The CSOs must guide the curriculum and the textbook used as a resource to deliver the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. The principal, with the assistance of the county staff and faculty committees, led the faculty in revising the curriculum maps for all content areas. Additionally, the staff was trained in using the curriculum maps in planning instruction. The content standards and objectives (CSOs) were woven into the curriculum maps and used to guide instruction. The principal monitored implementation of the CSOs through classroom walkthroughs and lesson plan reviews.

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)

Four teachers did not keep students on task from bell to bell. An average of 10-15 minutes instructional time was lost in these classrooms.

One teacher was having a great deal of difficulty with classroom management. The class was total chaos and the teacher lacked control of the class. This was a new teacher who did not have a mentor.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited classrooms of the four teachers and other teachers, interviewed teachers, and reviewed lesson plans and determined that instruction was being planned and delivered for the entire class periods.

The principal worked with the teacher on classroom management techniques and the techniques had been implemented in the classroom. The Team found that classroom organization and management had improved. This teacher was new to Taylor County Middle School, but was a teacher in Taylor County the prior year and had a mentor assigned that year.

The school administrators monitored instruction during classroom walkthroughs, evaluation observations, and lesson plan reviews.

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)

Three Grades 5 and 6 science teachers reported that less than 35 percent of the science instruction involved experimentation or hands-on activities. They indicated that time constraints and facilities were the reasons for the low percentage. West Virginia Board of Education Policy 2520.3 – *21st Century Science K-8 Content Standard 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.”

FOLLOW-UP REVIEW

COMPLIANCE. The science teachers were provided assistance in locating information and resources on the Internet, such as the Teach 21 website, where they could find help in designing investigation and hands-on activities for their classes. Additional furniture and equipment were supplied to science classrooms that had limited science furniture and equipment. Teacher interviews, classroom observations, and lesson plans reviews confirmed that science classes were being taught with at least 50 percent active inquiries, investigations, and hands-on activities.

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)

Fifteen teachers did not vary instructional strategies during the Team’s observation periods. The instruction in these classes was teacher directed. A greater variety of instructional strategies must be employed to ensure student interest and involvement.

FOLLOW-UP REVIEW

COMPLIANCE. The staff participated in training on varying instruction strategies and differentiating instruction. Many more classrooms had SmartBoards and teachers were trained in using them in instruction. Team classroom visits and lesson plan reviews verified that teachers were using various instructional strategies and students were actively involved in the lessons. Teachers and students were using SmartBoards in just about all classrooms the Team visited.

The principal modeled the use of varying instructional strategies during presentations to staff on the Instruction Support and Enhancement dismissal (ISE) days.

The principal and assistant principal monitored implementation of effective instructional strategies during classroom walkthroughs, evaluation observations, and lesson plan reviews.

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)

Nine teachers stated that they were not conducting writing assignments at least one time per week with students. Students must be given instruction in writing in every applicable class to ensure mastery in writing.

FOLLOW-UP REVIEW

COMPLIANCE. In cooperation with the school's Benedum Coordinator and West Virginia University (WVU), all faculty members were trained in techniques to use for student writing in all content areas. At the beginning of the 2011-2012 school year, the principal conveyed the expectation that all teachers would provide instruction in writing at least weekly. Teachers included writing instruction in their lesson plans and kept a log of writing assignments. The principal regularly reviewed these logs. The Team visited classrooms throughout the school and observed evidence that the faculty was teaching writing across the curriculum and students were writing in all classes.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

One teacher had a materials list that had required materials on it. This list was sent home to parents at the beginning of the school year.

FOLLOW-UP REVIEW

COMPLIANCE. The staff and parents were informed that materials required for instruction would be provided by the school and required materials lists were not to be given to parents.

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)

Through a check of the school's master schedule, students were receiving only 317 instructional minutes daily and not the required 330 instructional minutes. The schedule did not include time for students to transition from one class to another which resulted in the lost instructional time.

FOLLOW-UP REVIEW

COMPLIANCE. The school's schedule was revised and showed 342 minutes of instructional time each day. This exceeded the required 330 daily instructional minutes for middle schools.

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.**

Only about one third of the teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were working to meet those goals. The Five-Year Strategic Plan must be a driving force in curriculum delivery.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-Year Strategic Plan had been updated and revised. The plan's goals were discussed and developed in faculty departmental meetings and then reviewed and approved by the total faculty. The principal prepared a tri-fold document that summarized the plan and listed the school's goals. This was distributed to all faculty members and copies of the plan were provided. Interviews with faculty members indicated that the faculty was familiar with the school goals and action plans and were implementing the action plans in classroom instruction.

- 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)**

Very few of the lesson plans had been checked by the administration during the first and second quarters.

Twelve teachers who had multiple classes were keeping these classes on the same pace. This did not allow for differentiation based on student needs.

One teacher had lesson plans only for the current week. The teacher stated that the other plans had been thrown away.

Eight teachers had lesson plans that could not be followed by a substitute teacher or the plans did not contain enough information to fill a class period.

Special education teacher lesson plans did not have current modifications for their students.

FOLLOW-UP REVIEW

COMPLIANCE. The principal formed a faculty committee to review sample lesson plans and select or construct a common lesson plan template for the school. The committee used the Teach 21 website and sample lesson plans from Harrison County and other counties to develop its own lesson plan format. The principal and assistant principal regularly reviewed lesson plans to ensure the plans contain all the necessary components for good teaching. The Team reviewed a sample of lesson plans and found them to be complete with a section for modifications for special education students. The plans could be followed by substitute teachers.

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 beginning teacher did not have a mentor.

FOLLOW-UP REVIEW

COMPLIANCE. All beginning teachers during the 2011-2012 year had assigned mentors.

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)

Due to the number and quality of deficiencies found at Taylor County Middle School, the Team determined that the Taylor County Central Office administration, the West Virginia Center for Professional Development, the West Virginia Department of Education, and RESA 7 needed to assist the building administrator in the school's operation.

FOLLOW-UP REVIEW

COMPLIANCE. The principal contacted the West Virginia Department of Education, Office of School Improvement, and was provided assistance in developing an improvement plan to address the findings in the OEPA audit report.

Taylor County Schools, Director of Curriculum, provided assistance in professional development for the staff that included forming the Taylor County School District Achieves Academy. The director also provided several training activities for the staff.

RESA 7 staff provided training in using SmartBoards in instruction, Pathways to Knowledge, social studies, administration of the Instructional Practices Inventory (IPI), and TechSteps.

The West Virginia Department of Education staff assisted the school staff in preparing the Acuity Tests and conducted training using classroom responders.

The assistant principal attended the Beginning Administrators' Academy offered by the West Virginia Center for Professional Development (CPD). The principal participated in the CPD sponsored book study, *What Great Principals Do Differently*.

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

Multiple issues were cited during the Education Performance Audit that would cause a decrease in student achievement. The principal and Taylor County superintendent must actively and aggressively pursue remedies to the deficiencies found at the school and ensure that all students receive a high quality education based on the West Virginia 21st Century content standards and objectives (CSOs), the school's Five-Year Strategic Plan, and analyses of student data. Classroom curriculum must be challenging and rooted in research-based programs and practices.

FOLLOW-UP REVIEW CONCLUSION

All teachers participated in training in the West Virginia 21st Century content standards and objectives (CSOs) and were using the CSOs to guide classroom instruction. Faculty committees reviewed and updated the Five-Year Strategic Plan and the plan was being used to develop activities to improve student learning and achievement. Student test data were studied and analyzed by the faculty and discussed in the teacher team meetings to design instruction targeted to student weaknesses. Professional development programs were conducted to improve teachers' knowledge of teaching practices and guide them in delivering effective classroom instruction.

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 Taylor 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.**

Due to the high number of deficiencies and the specific areas of citing that directly affect student achievement, the Team determined that the school will have difficulty in correcting the issues without outside support.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

FOLLOW-UP REVIEW CONCLUSION

The school administration and teaching staff received outstanding support from the West Virginia Department of Education, the Taylor County Central Office administration, RESA 7, and the West Virginia Center for Professional Development. The school staff worked diligently to address each deficiency in the original Education Performance Audit report. Improved student achievement and learning is a continual process and the faculty has made strides in resolving deficiencies in the Education Performance Audit. The school staff plans to continue to address improvement standards.

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 playgrounds/recreational areas were not separated from streets and parking and were not well equipped and appropriate for the age level.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have sufficient laboratory workspace, a fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, or main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not provided.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following:

19.1.11. The main science laboratory had a main gas line shut-off.

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.

Taylor County Middle School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

Taylor County Middle School received support from the State education agencies to address the Education Performance Audit report and student achievement. The principal and staff were using the School Support System document to provide direction for continuous improvement.

COMPLETED BY THE OFFICE OF EDUCATION PERFORMANCE AUDITS

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Taylor County Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of **Taylor County Middle School**.