



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CEREDO-KENOVA MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

MARCH 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Ceredo-Kenova Middle School in Wayne County was conducted January 9, 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 reasons 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 system administrator and 16 school personnel, observed 10 classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

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

Office of Education Performance Audits – Dr. Michelle Samples, Coordinator.

West Virginia Department of Education - Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Stacey Lusk-Butcher	Principal	Baileysville Elementary Middle, Wyoming County
Rachel Sexton	Coordinator	Office of Special Programs, Raleigh County

SCHOOL PERFORMANCE

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

89 WAYNE COUNTY

Lynn Hurt, Superintendent

302 CEREDO-KENOVA MIDDLE SCHOOL – FOCUS

Tonji Bowen, Principal

Grades 06-08, Enrollment 253 (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 Ceredo-Kenova Middle School a Focus school. Focus schools are those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia's methodology for identifying Focus schools differs by programmatic level. Elementary and middle schools will use the achievement gap component of the WVAI.

A middle school designated as a Focus school can exit this status when the school meets its academic achievement goals on the WESTEST2 student subgroups and no longer has the largest academic achievement gaps.

Designation Status for Ceredo-Kenova Middle School.

Designation:	FOCUS	Next Year's Target:	48.792
Index Score:	33.0483	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	46.0898	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	12.22
Achievement Gaps Closed (20% of the index score)	7.88
Observed Growth (15% of the index score)	3.05
Adequate Growth (20% of the index score)	5.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.90</u>
Total Accountability Index (out of 100)	33.05

The West Virginia Accountability Index targets are 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 are set with a goal of all middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Ceredo-Kenova Middle School did not achieve the Accountability Index Target. When considering the achievement target, a significant gap exists between current performance of each subgroup and the target of 75 percent.

**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	93.75%	62.67%	37.33%	93.75%	52.00%	48.00%
6	Black	> 95%	>95%	< 5%	> 95%	66.67%	33.33%
6	Special Education	92.31%	91.67%	8.33%	92.31%	>95%	< 5%
6	Low Socioeconomic Status	92.86%	79.49%	20.51%	92.86%	69.23%	30.77%
6	Total	93.98%	64.10%	35.90%	93.98%	52.56%	47.44%
7	White	> 95%	58.33%	41.67%	> 95%	52.78%	47.22%
7	Black	66.67%	>95%	< 5%	66.67%	>95%	< 5%
7	Hispanic	> 95%	>95%	< 5%	> 95%	>95%	< 5%
7	Limited English Proficiency	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
7	Special Education	> 95%	>95%	< 5%	> 95%	91.67%	8.33%
7	Low Socioeconomic Status	94.87%	67.57%	32.43%	94.87%	64.86%	35.14%
7	Total	> 95%	60.00%	40.00%	> 95%	54.67%	45.33%
8	White	90.28%	72.31%	27.69%	90.28%	52.31%	47.69%
8	Black	50.00%	>95%	< 5%	50.00%	>95%	< 5%
8	Special Education	92.31%	>95%	< 5%	92.31%	91.67%	8.33%
8	Low Socioeconomic Status	83.33%	76.67%	23.33%	83.33%	60.00%	40.00%
8	Total	89.19%	72.73%	27.27%	89.19%	53.03%	46.97%

Attendance Rate = 98.00%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroups for mathematics and reading/language arts. In mathematics, Grade 7 scored the highest with 40.00 percent proficient, followed by Grade 6 with 35.90 percent proficient and Grade 8 with 27.27 percent proficient. The black and special education subgroups were significantly lower in all grade levels with less than 5 percent of students at the proficient level; Grade 6 special education scored 8.33 percent proficient. Additionally, the Grade 7 Hispanic subgroup scored less than 5 percent proficient.

In reading/language arts, Grade 6 scored 47.44 percent proficient. Grade 7 scored 45.33 percent proficient, and Grade 8 scored 46.97 percent proficient. While gaps were prevalent in several subgroups at each grade level, the black and special education subgroups in all grades were of great significance with less than 10.00 percent of students proficient in reading/language arts except the black subgroup in Grade 6.

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	112 (51%)	59 (27%)	47 (22%)	34.0	33.8%	84 (39%)	69 (32%)	64 (29%)	44.0	46.6%
	County	1,554 (40%)	1,233 (31%)	1,132 (29%)	43.0	38.0%	1,354 (35%)	1,208 (31%)	1,342 (34%)	50.0	48.3%
	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%
Black Sub-Group	School	*	*	*	37.0	0.0%	*	*	*	17.0	25.0%
	County	18 (47%)	15 (39%)	5 (13%)	35.0	22.9%	14 (37%)	11 (29%)	13 (34%)	53.0	41.7%
	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%
White Sub-Group	School	109 (52%)	55 (26%)	47 (22%)	34.0	35.1%	80 (38%)	68 (32%)	62 (30%)	44.0	47.6%
	County	1,528 (40%)	1,209 (31%)	1,118 (29%)	43.0	38.1%	1,333 (35%)	1,185 (31%)	1,322 (34%)	50.0	48.4%
	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	21 (68%)	6 (19%)	4 (13%)	26.0	2.6%	18 (58%)	5 (16%)	8 (26%)	28.0	5.3%
	County	233 (43%)	170 (32%)	135 (25%)	39.0	15.6%	202 (38%)	143 (27%)	188 (35%)	49.0	17.4%
	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	91 (49%)	53 (28%)	43 (23%)	35.0	39.8%	66 (35%)	64 (34%)	56 (30%)	44.0	54.6%
	County	1,321 (39%)	1,063 (31%)	997 (29%)	44.0	42.4%	1,152 (34%)	1,065 (32%)	1,154 (34%)	50.0	54.3%
	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	55 (51%)	34 (32%)	18 (17%)	34.0	24.8%	47 (44%)	30 (28%)	29 (27%)	37.0	35.0%
	County	849 (41%)	660 (32%)	585 (28%)	43.0	33.1%	771 (37%)	644 (31%)	669 (32%)	47.0	42.8%
	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	57 (51%)	25 (23%)	29 (26%)	34.0	42.7%	37 (33%)	39 (35%)	35 (32%)	48.0	58.1%
	County	705 (39%)	573 (31%)	547 (30%)	44.0	50.2%	583 (32%)	564 (31%)	673 (37%)	53.0	62.2%
	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	65 (57%)	25 (22%)	24 (21%)	29.0	31.7%	55 (48%)	29 (25%)	30 (26%)	35.0	41.3%
	County	793 (40%)	640 (33%)	530 (27%)	42.0	37.1%	720 (37%)	570 (29%)	667 (34%)	48.0	40.7%
	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	47 (45%)	34 (33%)	23 (22%)	37.0	36.1%	29 (28%)	40 (39%)	34 (33%)	53.0	52.8%
	County	761 (39%)	593 (30%)	602 (31%)	45.0	39.0%	634 (33%)	638 (33%)	675 (35%)	52.0	56.3%
	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 chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as 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 except for females demonstrated low growth. In reading/language arts, the black and special education subgroups demonstrated low growth.

As the chart indicates, the schoolwide percent proficient in mathematics was 33.8 percent and 46.6 percent in reading/language arts. In mathematics, the black (0.0 percent), special education (2.6 percent), and low socioeconomic (24.8 percent) subgroups scored significantly lower than those not in the subgroup. Females scored 4.4 percent higher than males.

Reading/language arts percent proficient results showed the black (25.0 percent), special education (5.3 percent), and low socioeconomic (35.0 percent) subgroups scored significantly lower than those not in the subgroup. Females scored 11.5 percent higher 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 is gathered and reported.

The purpose of this assessment is to provide career awareness exploration activities; also, 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. With plenty of time before students graduate, teachers can use this information to focus on areas of need when students are not meeting the national benchmarks.

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

ACT EXPLORE RESULTS			
Grade 8			
	2010-2011	2011-2012	2012-2013
English WV	14.1	14.1	14.3
English Wayne County	14.1	14.2	14.6
English Ceredo-Kenova Middle	14.6	15.0	16.0
Mathematics WV	14.8	14.6	14.8
Mathematics Wayne County	14.8	14.7	15.0
Mathematics Ceredo-Kenova Middle	15.7	15.7	15.8
Reading WV	14.1	14.0	14.0
Reading Wayne County	14.1	14.3	14.4
Reading Ceredo-Kenova Middle	15.0	15.0	15.3
Science WV	15.9	15.8	16.0
Science Wayne County	15.8	15.8	16.4
Science Ceredo-Kenova Middle	16.1	16.0	16.7
Composite WV	14.8	14.8	14.9
Composite Wayne County	14.8	14.9	15.2
Composite Ceredo-Kenova Middle	15.4	15.5	16.1

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

The ACT EXPLORE trend data over the past three years indicated a slight increase in all areas and the composite score. The standard benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Ceredo-Kenova Middle School scored higher than the benchmarks in English and reading but lower than the benchmarks in mathematics and science. This has been the trend over the past three years. The Team further observed that Ceredo-Kenova Middle School's 2012-2013 scores were substantially higher than the State in English, reading, and the Composite. The science score was also higher than the State. The mathematics score 15.8 was slightly lower than the State (16.0).

Ceredo-Kenova Middle School should maximize the performance of Grade 8 students on the ACT EXPLORE and translate this to improving student achievement on the WESTEST2.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Schoolwide, the percent of students proficient has fluctuated in all subgroups and in both mathematics and reading/language arts; however, all scores declined significantly from 2011-2012 to 2012-2013

According to the principal, the following professional development and/or training opportunities were provided to the staff through a county plan.

1. Policy Reviews.
 - a. Policy 4321.1, *Standards for School Nutrition*.
 - b. Policy 4350, *Collection, Maintenance and Disclosure of Student Data*.
 - c. Policy 5000, *Procedures for Designated Hiring and Transfer of School Personnel*.
2. Teacher/Counselor Evaluation System.
3. Instructional Practices.
 - a. Common Core/Next Generation Standards.
 - b. Differentiated Instruction.
 - c. Art in Schools.
 - d. Technology in the Classroom.
 - e. Co-Teaching.
 - f. Math Strategies.
 - g. Edmentum/PLATO Courseware.
 - h. Closing the Achievement Gap.
4. Data/Assessment.
 - a. Data Analysis.
 - b. Focus School Diagnostic Visit and Debrief.
5. Other Topics.
 - a. Safety/Crisis Training.
 - b. Crisis Prevention Institute.
 - c. Make It Happen Leadership Conference (for Focus Schools).
 - d. Council for Exceptional Children State Conference.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Ceredo-Kenova Middle School staff December 2, 2013, to review the standards in West Virginia Board of Education Policy 2320 and prepare staff for the audit.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team determined the principal did not hold high expectations for staff regarding practices that directly impact student achievement. When asked about a school policy regarding the frequency teachers were to post student grades through the Engrade system, the principal responded that teachers are “encouraged” to update grades weekly and to check daily for parent messages posted on Engrade. The principal stated this was an expectation not just a suggestion; however, the principal communicated this as a suggestion on the teacher observation forms.

Through observations and interviews, the Team determined high expectations were present, in some classes but not pervasive throughout the school. One teacher spent 28 minutes on a bell ringer activity followed by a partner activity where students were to write a paragraph. Little instruction was provided prior to the students beginning to write. Other teachers had difficulty filling the entire 42 minute class period with instruction. Activities were well planned and presented; however, the Team observed a great deal of down time transitioning between activities.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

The facility overall was not welcoming in its appearance as the school was dirty on the outside and had mold growing on the building due to a leaky gutter/roof area. Violations reported by regulatory agencies, i.e., Fire Marshal, remained uncorrected, posing on-going safety risks to students and staff. Science areas lacked appropriate equipment and materials required to adequately conduct laboratory experiments and for teachers to deliver the science content standards and objectives of West Virginia Board of Education Policy 2520.3.

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)

While multiple instructional strategies were utilized in some classrooms, they were inconsistently practiced throughout the school. The Team observed multiple instructional strategies, such as, partner collaboration and the use of the Internet for research

activities from room to room; however, activities were not varied during the class period. Instruction in most classrooms was teacher directed and students instructed to work in partner collaboration groups.

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)

Teachers reported having sufficient instructional materials; however, the Team observed limited materials in rooms such as science and art. The science allocation was reported as \$550 for the entire year for all science labs. The Team determined this was insufficient to provide a full science curriculum including investigation and experimental activities to the entire school for a year.

Observations of the science classrooms showed that the demonstration lab was not equipped in any way for delivering the science curriculum content. Student labs were also not functioning and not equipped to enable experimentation, investigation, and hands-on student activities. The rooms were too small to allow for student movement for active science experiments.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Through interviews the Team determined that while direct classroom developmental guidance was provided, a regular schedule and consistent curriculum were not evident. The guidance counselor talked with students to ascertain what the lesson content should address and reported she had accessed the Learning, Individualized Needs, Knowledge and Skills (LINKS) curriculum on the West Virginia Department of Education website for some lessons. A consistent schedule and set curriculum were not followed to ensure a thorough developmental guidance program was delivered.

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.

Teachers could discuss the process by which the strategic plan was developed and discuss the goals in general, but did not indicate they had much involvement in the plan's development. The leadership team developed the plan and elicited staff input during faculty senate meetings. The only areas in which teachers provided feedback were in

editing the beliefs and mission statement. The strategic plan was not used as the foundational document to guide school improvement over the long term or short term.

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

Although the guidance counselor did spend at least 75 percent of the work day in direct contact with students, there was little planning or structure to that contact. The counselor indicated she did not use a needs assessment or other data to determine areas of need. A regular schedule of developmental guidance was not evident.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

While the students demonstrated knowledge of their own assessment data and discussed the importance of understanding their performance strengths and weaknesses, the Team found teachers were less articulate in describing how they use assessment data to affect instruction.

The guidance counselor reported she checks the D/F/I report from WVEIS each six weeks to identify students who have failed a course. The school utilized after school tutoring and a Support for Personalized Learning (SPL) program during school to strengthen students' skills. However, when asked about the Early Warning System (EWS) found on WVEIS, which would allow the administrator to identify at-risk students more quickly, the principal was unaware of it and had not received training in its use.

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 regulatory agency reports. The Team found that many of the Fire Marshal findings remained uncorrected. The principal had clearly defined the required corrections in specific classrooms. Teachers signed that they had corrected the findings. The following four findings had not been corrected.

1. Refrigerator was plugged into a power strip in the Library.
2. Items were still stored less than 24 inches from the ceiling in Room 5.
3. Fire extinguishers had not been inspected since mid-November.
4. Exit on the far side of the cafeteria was blocked by a trash can, mop, broom and mop bucket.

The annual financial audit had not been completed to date.

The General Sanitation Inspection revealed maintenance issues, more than half had not been corrected. The building is scheduled for painting outside during the summer. This will correct one item.

7.5. ADMINISTRATIVE PRACTICES AND SCHOOL-COMMUNITY RELATIONS.

7.5.4. Physical Assessment. The school participates in the appropriate statewide physical assessment program.

While the current data had not been entered for the Fitnessgram, the previous data were available. The physical education teacher retired effective January 1, 2014. The principal verified the physical assessment had been completed; however, results of the Fitnessgram for the fall 2013 semester had not been entered into the West Virginia Education Information System (WVEIS).

7.6. PERSONNEL.

7.6.1. Hiring. County boards follow hiring practices set forth in W.Va. Code. (W.Va. Code §§18A-4-7a, 18A-4-8, and 18-2E-3a)

Ceredo-Kenova Middle School was operating with five long-term substitutes at the time of the Education Performance Audit. One teacher resigned two days before school started. Another teacher was on long-term medical leave and made the decision to resign in October 2013. Three other teachers retired effective January 1, 2014. West Virginia Code requires positions be posted within 20 working days of the position openings. The Code further requires that vacant positions be continually posted until filled. These positions had not been posted as of the date of the review.

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)

One teacher was not certified to teach middle school mathematics.

7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Copies of service personnel evaluations were not available for the Team to review. Once completed, the evaluations were sent to the central office. When asked to describe the county service personnel evaluation policy, the principal indicated one evaluation was completed annually at the end of the year for each service employee. According to the Wayne County policy, the immediate supervisor was to provide an orientation at the beginning of each employment term. Based on the number of years of service, tenured non-certified employees required one evaluation while non-tenured non-certified employees required two evaluations.

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)

The school staff displayed a family atmosphere with a strong desire for students to succeed. The principal was supported by the staff as evidenced through interviews and review of the RESA 2 diagnostic visit report. The principal was seen as encouraging and supportive. The Team found that comments in lesson plans and observations were written as suggestions even when expectations had been set and the teacher had not met the expectations on more than one occasion.

Within the school, grade level teacher leadership had not consistently been developed or encouraged. One grade level team, Grade 8, had common planning and demonstrated stronger teaching skills; knowledge of the strategic plan; and knowledge of student data. The other grade level teams would benefit from the same opportunities to plan and learn together.

With regard to distributed leadership, teachers have voice through Faculty Senate, the Local School Improvement Council, and the school leadership team; however, no means existed for students to have voice in school decisions. The principal indicated that a goal for next year is to create a student leadership group.

RECOMMENDATIONS

7.1.6. Instruction in writing. WESTEST2 2012-2013 reading/language arts results revealed that writing was a stronger component than reading with the following proficiency rates: Grade 6 - 64 percent versus 36 percent; Grade 7 - 62 percent versus 38 percent; and Grade 8 - 55 percent versus 45 percent. The principal indicated that writing data were analyzed by subgroup and analytic trait to determine weak areas. When asked how the weak areas were approached instructionally on a schoolwide level, she reported there was no schoolwide emphasis, but teachers were “encouraged” to teach areas of weakness. She also reported that she had tried working with science and social studies teachers to create prompts and utilize the WV Writes program, but she had been unsuccessful in getting them to implement the program within their curriculum.

To ensure increases in student achievement, the Team recommended the principal work with staff to identify what they consider to be “non-negotiables” in reaching this goal, and enforce a schoolwide focus on these items. The principal and staff may consider revisiting the school’s core beliefs stated in the strategic plan and develop school policies that would strengthen and demonstrate the beliefs.

7.1.7. Library/educational technology access and technology application. Given the loss of staff knowledgeable of technology and website maintenance, the Team recommended the school consider accessing additional training in technology use to ensure technology continues to be used most efficiently. In addition, many computers were outdated resulting in much slower processing and operations.

7.1.9. Programs of study. The Team observed, while the school had a method to provide instruction in a foreign language, limited offerings were available for students and no students were enrolled in a foreign language course. If students wished to take the elective class, instruction was provided through the Virtual School option. The principal reported that no student expressed interest in taking a foreign language course the current school year (2013-2014). Students at Ceredo-Kenova Middle School enter high school with less access and exposure to foreign language credits than other middle school students. Rather than having students sign up for classes, the Team recommended the counselor and principal review student achievement data to identify students who would be more successful in more challenging classes and schedule the virtual class(es) to meet students’ needs at all levels.

7.2.3. Lesson Plans. As a result of interviews and lesson plan reviews, the Team recommended the principal be more assertive in providing written feedback. Comments provided on teachers’ lesson plans needed to reflect instructional feedback, particularly for those areas identified in the school’s strategic plan. The principal indicated she always writes something positive and then makes suggestions. In reviewing a sample of lesson plans, the Team found many suggestions were managerial in nature, requiring teachers to meet a standard from the OEPA training manual, i.e., “Please keep in mind

showing differentiation in plans.” When asked if she ever made comments relative to instruction, the principal reported she had made very few such comments, as she felt the staff was strong in their use of instructional strategies.

7.6.3. Evaluation. While the staff was following the correct evaluation procedures – (completing the self-reflection, setting student learning goals, and completing observations all within required timelines), the use of data to drive such goals was not evident. The Team recommended that the teachers participate in further staff development to better analyze data for use in setting professional goals.

7.7.1. School rules, procedures, and expectations. During the interview, the principal reported that in-school suspension took place in a small area inside her office. The principal is required to leave her office to monitor halls during class changes and breaks. At times she had the counselor cover while she had to be out of her office. In-school suspension did not occur very often (four times between August and January); however, any student serving in-school suspension could be left unsupervised and secluded for brief periods of time. The Team recommended an alternate plan be developed for in-school suspension.

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 Ceredo-Kenova Middle School in providing a thorough and efficient system of education. Wayne 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 Wayne 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 master schedule did not contain a foreign language class. When determining the need for a foreign language course offering, the staff indicated a course would be provided if students showed an interest. It is the responsibility of the administration to provide the content necessary for students to meet the graduation requirements and be college and career-ready by the time they graduate. West Virginia Board of Education Policy 2510 states a foreign language shall be offered annually in Grades 5-8. The teaching of foreign language in Grades 5 and 6 is encouraged. A foreign language course, in the same foreign language, must be offered in Grade 7 and Grade 8.

8.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W. Va. Code §18-9D-15 and §18-9D-16 (d))

This school was in serious need of extensive interior and exterior facility improvements to upgrade it to provide accommodations that meet 21st century instruction and learning.

Ceredo-Kenova Middle School was constructed under the “pod” concept and students travel through classrooms to get to and from their classrooms. While this movement was orderly, it presented less than optimal conditions for a 21st century school. Additionally, some classrooms were detached from the central facility (art room, cafeteria, guidance counselor’s office/Grade 6 instructional area, gymnasium, etc.) which required students to enter and exit during severe weather. One heating ventilation and air conditioning unit was not operating and the temperature was uncomfortable in several areas of the school. The principal stated that the unit would be repaired in the spring or summer.

The interior of all facilities need upgrades to provide a stimulating environment for students and teachers. Classrooms walls were dingy and marred; student desks were damaged and mismatched; and old style chalkboards, pencil sharpeners, teachers' desks were prevalent. When asked about the Ten Year Comprehensive Educational Facilities Plan (CEFP) for updating or renovating the school, the county superintendent indicated that the CEFP did not include any plans for updating or renovating Ceredo-Kenova Middle School. The Team recommended that the West Virginia Department of Education, Office of School Facilities, assist the Wayne County School System in a needs assessment for this school and the school district county board include necessary improvements in the CEFP to improve the effectiveness and efficiency of Ceredo-Kenova Middle School in educating students.

8.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

The school was operating with five long-term substitute teachers at the time of the Education Performance Audit. One position was vacant two days prior to school opening. Three substitute teachers started the day before the Team arrived. One other individual had been substituting frequently throughout the fall semester. These positions had not been posted as of the date of the audit. While these positions may require a long-term substitute teacher for the remainder of the year, the Team recommended the positions be posted according to W.Va. Code so that full-time permanent employees will be ready to transition smoothly into those jobs as early as possible.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

As a Focus school, Ceredo-Kenova was required to have a diagnostic visit conducted in collaboration with the West Virginia Department of Education and the RESA 2 staff. A report was submitted to the school with recommendations to address each of the seven areas of the West Virginia Standards for High Quality Schools.

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 Ceredo-Kenova 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.

A Focus Assistance Support Team (FAST), comprised of members from the West Virginia Department of Education (WVDE), the Regional Education State Agency (RESA 2) and the local education agency (LEA), will work closely to assist the school in implementing the West Virginia School Improvement Framework. This will ensure the efforts are aligned and focused to support appropriate interventions to improve student subgroup achievement and graduation rates.

Over 50 percent of the staff will be new at the beginning of the 2014-2015 school year. The principal needs to take this opportunity to set high expectations through guiding teachers in lesson planning and instructional delivery followed by reinforcing those expectations during walk-throughs and observations. Corrective feedback and monitoring to ensure the feedback is implemented will provide the necessary guidance teachers require in order to change or enhance instructional practices.

Achieving schoolwide high expectations and improved student and school performance starts with strong leadership setting high expectations and consistently reinforcing the expectations. Encouraging is necessary at times when something is not required. Consequences or supports need to be implemented when staff do not meet those expectations, whether by choice or by lack of necessary skills. It is important the principal continue to motivate and support staff, while also developing her own skills as an instructional leader.

The school would benefit from purposeful collaborative teams that focus on student data. Structured time for collaborative teams to meet needs to be included in the daily schedule. Institution of such teams can strengthen classroom instruction and aid in improving student achievement.

The teachers and administrator at Ceredo-Kenova Middle School must demonstrate the capacity to correct the deficiencies found during the Education Performance Audit. Due to the number of deficiencies found, it will be challenging for the principal to correct all the issues within one year. Additional assistance must be provided by the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement further

professional development for the staff and the administrator. The principal must provide corrective feedback to teachers to address weaknesses in data analysis, lesson planning, and instruction.

IDENTIFICATION OF RESOURCE NEEDS

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

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

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

- 19.1.1. School location.** The school is located next to a railroad track. (Did not adversely impact student performance.)
- 19.1.3. Teachers' workroom.** The school did not have a teacher workroom or communication technology available to teachers. (Did not adversely impact student performance.)
- 19.1.5. Library/media and technology center.** The library did not have an electronic card catalog or on-line periodical indexes. (Adversely impacts program and student performance.)
- 19.1.10. Specialized instructional areas.** The Art Room did not have mechanical ventilation or ceramic kiln; did not have provision for more than one teaching station, display case, projector or 50 inch screen monitor. (Adversely impacts program and student performance.)

- 19.1.11. Grades 6-12 science facilities.** Neither science classroom/laboratory (Rooms 11 and 12) had sinks equipped with hot water and cold water and gas; AC and DC current or compressed air; ventilation fume hood and demo table; fire extinguisher, blanket and emergency showers; or main gas shut-off. The size of the room, lack of work space, and absence of functional equipment prohibits the ability to conduct experiments or group activities. (Adversely impacts program and student performance.)
- 19.1.12. Grades 7-12 auditorium/stage.** An auditorium was not available. The gymnasium was used for large events. (Did not adversely impact program and student performance.)
- 19.1.14. Food service.** A teachers' dining area was not provided. A locker/dressing room for food service staff was not available. (Did not adversely impact program and student performance.)
- 19.1.15. Health service units.** Health service units were not provided. (May adversely impact students' health and safety.)

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 analysis had been completed. Student intervention groups were created based on 2013 WESTEST2 results. Groups were fluid and students were able to move from one skill group to another as mastery was achieved. This knowledge of data and student results needs to carry over into all classrooms as teachers differentiate instruction to meet students' needs.

The Team further noted that the majority of the special education instruction was provided a special education environment for all core subject areas, with the exception of one collaborative science class. The special education subgroup proficiency level (less than 5 percent proficient) indicated a need for Wayne County and the school to examine the structure of the special education programs and intervene in the current methods to improve performance. Furthermore, the West Virginia Department of Education, Office of Special Programs, is a valuable resource to assist Wayne Middle School in organizing special education programs to maximize the use of personnel and meet the students' needs.

EDUCATION PERFORMANCE AUDIT SUMMARY

Ceredo-Kenova 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 Ceredo-Kenova Middle School in improvement efforts.

The Team identified 13 high quality standards necessary to improve performance and progress.

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.8. Instructional materials.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.4. Data analysis.
- 7.4.1. Regulatory agency reviews.
- 7.5.4. Physical Assessment.
- 7.6.1. Hiring.
- 7.6.2. Licensure.
- 7.6.3. Evaluation.
- 7.8.1. Leadership.

The Team presented six recommendations (7.1.6. Instruction in Writing, 7.1.7. Library/educational technology access and technology application, 7.1.9. Programs of Study, 7.2.3. Lesson Plans, 7.6.3. Evaluations, and 7.7.1. School rules, responsibilities, and expectations), noted indicators 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 Ceredo-Kenova Middle School and Wayne 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.