



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WAYNE MIDDLE SCHOOL**

**WAYNE COUNTY SCHOOL SYSTEM**

**JULY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Wayne Middle School in Wayne County was conducted January 27, 2011.

A Follow-up Education Performance Audit of Wayne Middle School was conducted March 29, 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 – Allen D. Brock, Coordinator

### TEAM MEMBERS

Name	Title	School/County
R. David Boggs	Elementary School Principal	Spencer Elementary School Roane County
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
Natalie D. Freshwater	Elementary/Middle School Principal	Walton Elementary/Middle School Roane County
Kimberly A. Frum	Elementary School Principal	Reedy Elementary School Roane County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Christie M. Willis	Elementary School Assistant Principal	Jefferson Elementary School Wood County

## SCHOOL PERFORMANCE

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

### 89 WAYNE COUNTY

Gary Adkins, Superintendent

### 305 WAYNE MIDDLE SCHOOL – Needs Improvement

Tony Clay, Principal

Grades 06 - 08

Enrollment 513 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	489	514	512	99.61	47.22	Yes	Confidence Interval	✓
White	479	503	501	99.60	46.54	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	93	100	99	99.00	22.82	Yes	No	✗
Low SES	312	334	333	99.70	39.22	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	489	514	512	99.61	59.13	Yes	Yes	✓
White	479	503	501	99.60	58.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	93	100	99	99.00	25.00	Yes	No	✗
Low SES	312	334	333	99.70	52.41	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 94.9%**

**89 WAYNE COUNTY**  
Gary Adkins, Superintendent  
**305 WAYNE MIDDLE SCHOOL – Needs Improvement**  
Tony Clay, Principal  
Grades 06 - 08  
Enrollment 518 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	492	522	522	100.00	36.99	Yes	Yes	✓
White	480	510	510	100.00	36.87	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	94	94	100.00	15.66	Yes	No	✗
Low SES	288	312	312	100.00	30.20	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	492	522	522	100.00	37.39	Yes	Yes	✓
White	480	510	510	100.00	37.50	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	83	94	94	100.00	13.25	Yes	No	✗
Low SES	288	312	312	100.00	28.47	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 95.8%**

**89 WAYNE COUNTY**  
Gary Adkins, Superintendent  
**305 WAYNE MIDDLE SCHOOL – Needs Improvement**  
Tony Clay, Principal  
Grades 06 - 08  
Enrollment 571 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	536	581	572	98.45	30.28	Yes	No	<b>X</b>
White	528	572	563	98.42	29.98	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	99	106	105	99.05	8.16	Yes	No	<b>X</b>
Low SES	342	378	372	98.41	23.39	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	536	581	573	98.62	37.00	Yes	No	<b>X</b>
White	528	572	564	98.60	36.81	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	99	106	105	99.05	6.12	Yes	No	<b>X</b>
Low SES	342	378	373	98.67	30.40	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 96.0%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Wayne Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for two consecutive years, and in the economically disadvantaged (SES) subgroup in reading/language arts for the 2009-2010 school year. Wayne Middle School achieved AYP in the SES subgroup in mathematics 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 6 – 65.03 percent in mathematics and 61.35 percent in reading; Grade 7 – 58.58 percent in mathematics and 65.68 percent in reading; Grade 8 – 65.62 percent in mathematics and 60.62 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 Wayne 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. Smart Board and Classroom Responders.
2. TechSteps.
3. Classroom Management.
4. Project Based Learning.
5. Acuity and Writing Roadmap.

6. Response to Intervention.
7. Live Grades.
8. Differentiated Instruction.
9. Professional Learning Communities.
10. Special Education Teacher Update.
11. Data Analysis.
12. AIMSWeb.
13. Plato.
14. National Middle School Convention.
15. WVEIS on the Web.
16. West Virginia Board of Education Policy 4350.
17. Respect and Protect.
18. Read 180.

### **FOLLOW-UP REVIEW**

**STANDARD NOT MET.** Wayne Middle School failed to achieve adequate yearly progress (AYP) and failed to meet the index for full accreditation status. The school failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), the special education (SE), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts. The school was issued Temporary Accreditation status January 11, 2012, revised the Five-Year Strategic Plan, and was upgraded to Conditional Accreditation status March 14, 2012, with a June 30, 2015 Date Certain to achieve AYP.

**Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.**

**Mathematics: AS (-6.71 percent), W (-6.89 percent), SE (-7.50 percent), and SES (-6.81 percent).**

**Reading/language arts: AS (-0.39 percent), W (-0.69 percent), SE (-7.13 percent), and SES (+1.93 percent).**

**Student performance continues to decline in both mathematics and reading/language arts in seven of eight subgroups. Assistance must be sought from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to increase student achievement.**

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. 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)**

At least half the teachers observed during the Education Performance Audit did not vary instructional strategies. Teacher directed instruction was the main strategy that the Team observed. A wider variety of instructional strategies was needed to foster student engagement and interest and understanding of the content areas.

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Approximately 25 percent of the staff observed were not varying instructional strategies. Teacher directed instruction remained the main strategy that the Team observed. Student interviews confirmed this practice was the normal method of curriculum delivery in these classes.

#### 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.**

None of the teachers interviewed could discuss the goals and action steps of the school's Five-Year Strategic Plan. The Five-Year Strategic Plan must be a guiding force in curriculum at the school.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers interviewed could clearly discuss the goals and action steps of the school's Five-Year Strategic Plan and what they were doing in their classes to meet the goals.



- 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)**

The guidance counselor was not spending at least 75 percent of the work day in a direct counseling relationship with students. The counselor was scheduling Student Assistance Team (SAT) meetings, 504 meetings, and preparing the master schedule for the school. The counselor was also the chair of the SAT meetings.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** When interviewed, the counselor stated that the time spent in direct student counseling was “near 75 percent”; however, this percentage could not be verified. The Team observed that the counselor was supervising a landscaping program 30 minutes each day. This activity severely interfered with the amount of time the counselor was available for counseling students. Wayne Middle School has a high number of students to be served by one counselor; therefore, the Team strongly recommended that the counselor’s supervision of the landscaping program be discontinued.

### **7.6. Personnel**

- 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)**

While the new teachers and mentors were meeting on a regular basis, the principal was not involved in any of these meetings. W.Va. Code §18A-3-2b *Beginning teacher internships*, requires monthly meetings of a professional support team. The Code further specifies that a professional support team is comprised of the school principal, who shall chair the professional support team.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Wayne Middle School had two new teachers. These teachers were meeting with their mentor as outlined in West Virginia Board of Education Policy 5900. The principal was meeting regularly with the new teachers and their mentors and had written verification of the support team meetings.

## **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

### **7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

The Team observed numerous students wearing hats in classes, which was a violation of the school's rules. This was a violation in which teachers did not enforce a basic school rule. The lack of consistent school rule enforcement resulted in inconsistency in applying school rules, procedures, and behavioral expectations.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** No violations of the school rules were observed throughout the day of the Follow-up Education Performance Audit. Teachers and administration stated that a concerted effort was in place to effectively enforce school rules.

## **NEW ISSUE:**

### **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 reteaching, enrichment, and acceleration. (Policy 2510)**

Wayne Middle School had 38 classes, each of 30 minutes in length, titled "Math Skills" and "Reading Skills" classes throughout the day in which students were to be working on mathematics and reading skills. There were no West Virginia 21st Century content standards and objectives (CSOs) in these classrooms and the classes appeared to be more of a study hall time. Through teacher interviews it was revealed that many of the teachers of these classes view this as study hall time in which students may work if they want, but are not required to work. These classes did not promote high achievement in many of the instances.

Students were assigned to the office as office aides. These students answered the telephone and ran errands for the office staff. This practice did not promote high expectations toward learning and achievement as there was no direct instruction or relationship to the CSOs.

General observations throughout the day of the Follow-up Education Performance Audit found numerous students off task and completely disengaged from the learning process in individual classrooms.

**RECOMMENDATION**

**7.1.3. Learning environment.** Custodian closets that contained cleaning chemicals were not secured. The Team recommended that all custodian closets be secured to prevent students from gaining access to the cleaning chemicals.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. All cleaning chemicals were secured.**

## **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 Wayne 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 principal must monitor classrooms and provide high quality staff development geared toward a greater variety of instructional strategies. Student attention in classes tends to decrease when instruction is provided by only one learning modality.

The school's Five-Year Strategic Plan must be the basis for the classroom curriculum. Teachers must have a fundamental knowledge of the school's and students' needs as contained in the plan and must be well versed on how to apply these needs in the classrooms.

### **FOLLOW-UP CONCLUSION**

**High expectations and student engagement were severely lacking in many instances at Wayne Middle School. The principal must aggressively address this issue with assistance from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education. Student achievement will not increase until these issues are addressed and eliminated.**

## **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 Wayne 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.**

The Team determined that the principal and staff have the capacity to correct the identified deficiencies.

The Team recommended that the Wayne County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**Wayne Middle School did not demonstrate the capacity to correct the deficiencies found in the original Education Performance Audit and the school did not achieve adequate yearly progress (AYP). The principal had provided staff development for the staff that included: Read 180, Data Analysis, TechSteps, Collaborative Classroom, Differentiated Instruction, Document Based Questions, Instructional Practices Inventory (IPI), Professional Learning Communities (PLC), Teach 21, Thinkfinity, and West Virginia Writes. However, these sessions were not effective in providing high quality instruction based on the Education Performance Audit results and declining student achievement on the WESTEST2.**

**Wayne County Schools will need to examine current program effectiveness and improve the instructional strategies to build the school's capacity to improve student and school achievement.**

## 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 site was not large enough for future expansion and on-site, solid surface parking was not sufficient for staff, visitors, and individuals with disabilities.
- 19.1.2. Administrative and service facilities.** A reception/waiting area was not available.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Copying equipment was not available.
- 19.1.8. Grades 1-12 classrooms.** Rooms 301A (Special Programs), and 301B (Art) were not of adequate size, did not have various communications technology,

and did not have adequate storage. Room 303 (Special Programs) was not of adequate size.

- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, two deep sinks, hot and cold water, counter space, mechanical ventilation, and a ceramic kiln. The music facility was not located away from quiet areas of the building. The physical education facility did not have provisions for two or more teaching stations.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. All science classrooms did not have hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, main gas shut-off, and adequate storage.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided and a locker/dressing room was not available.

### **FOLLOW-UP CONCLUSION**

**Facility resource needs remained as previously identified except for the following.**

- 19.1.2. A reception/waiting area was provided.**
- 19.1.3. Communication technology was provided in the teachers' workroom.**
- 19.1.8. Rooms 301A and 301B were of adequate size and had communications technology and adequate storage. Room 303 was converted to a storeroom.**
- 19.1.10. The art facility had access to natural and artificial light, two deep sinks, hot and cold water, counter space, and a ceramic kiln.**
- 19.1.11. The science facilities had a fire extinguisher, blanket, first aid kit, and adequate storage.**
- 19.1.14. A teachers' dining area of adequate size was provided and a locker/dressing room was available.**

## **EARLY DETECTION AND INTERVENTION**

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

Given the declining achievement levels of students in all subgroups, Wayne Middle School and Wayne County must implement high yield instructional practices and instruction that will improve student achievement. Wayne County must actively pursue assistance from RESA 2, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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

### **FOLLOW-UP TEAM SUMMARY**

**Wayne Middle School had received assistance from the Wayne County Central Office, RESA 2, and the West Virginia Department of Education. Additional assistance is required to correct the deficiencies that remained from the original Education Performance Audit and to increase student and school achievement.**



## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
89-305 Wayne Middle	Conditional Accreditation	7.1.2; 7.1.5; 7.2.2		January 31, 2013
			5.1.1	May 31, 2015

### Education Performance Audit Summary

Two findings (7.1.5. Instructional strategies and 7.2.2. Counseling services) from the original Education Performance Audit continued as issues at the school and a new finding (7.1.2. High expectations) emerged.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Wayne Middle School Conditional Accreditation status with a January 31, 2013 Date Certain to correct the remaining findings and improve student achievement in all subgroups. The OEPA further recommends that the school be given a May 31, 2015 Date Certain to achieve adequate yearly progress (AYP). If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W. Va. Code §18-2E-5. (n) (6). The same consequences apply if the school does not make AYP by the Date Certain for student achievement.

The OEPA will conduct another follow-up review after January 31, 2013 to determine that improvement efforts have been sustained and the remaining standards have been corrected.