



**Office of Education
Performance Audits**

SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAYNE MIDDLE SCHOOL

WAYNE COUNTY SCHOOL SYSTEM

MARCH 2014

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.” Two of the five High Quality Standards cited during the January 27, 2011, audit had not been corrected and a new finding emerged. The State Board issued the school Conditional Accreditation Status with a January 31, 2013, Date Certain to correct the remaining findings. In further action the State Board indicated that the school would be recommended for Low Performing Status and the ensuing consequences per W.Va. Code §18-2E-5 if the noncompliances were not corrected when the Second Follow-up Education Performance Audit occurred.

A second Follow-Up Education Performance Audit of Wayne Middle School occurred on January 8, 2014, to determine that improvement efforts had been sustained and the remaining standards (7.1.2; 7.1.5; and 7.2.2) had been corrected.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Dr. Michelle Samples	Coordinator	OEPA
Stacey Lusk-Butcher	Principal	Baileysville Elementary & Middle School, Wyoming 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

305 WAYNE MIDDLE SCHOOL - PRIORITY

Beth Webb, Principal

Grades 06 - 08

Enrollment 518 (uncertified 2013-2014)

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, the West Virginia Accountability Index (WVAI), 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 Wayne Middle School a Priority School. The school was among the lowest performing in the state based on the number of students at or above mastery on the WESTEST2. West Virginia identified a number of priority schools in 2013. They were those falling among the bottom 5 percent of Title I school performance, utilizing proficiency rates for the prior three years with a greater emphasis on 2011-2012 assessment data. Priority schools are those with the lowest performance on the State's general and alternate assessments.

Priority schools, due to their significant need, will not be eligible to exit Priority status until the end of the third year and must meet the following criteria to exit Priority status.

1. The school is no longer among the bottom 5 percent of Title I school performance.
2. The school demonstrates successful implementation of school turnaround strategies.
3. The school must demonstrate for the two most recent years that students in the all subgroup are meeting the Annual Measureable Objectives (AMO), or students in the all subgroup are demonstrating adequate growth in the distance between observed growth and target growth.

Designation Status for Wayne Middle School

Designation:	PRIORITY	Next Year's Target:	36.1075
Index Score:	30.802	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	31.2912	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	08.48
Achievement Gaps Closed (20% of the index score)	08.21
Observed Growth (15% of the index score)	05.31
Adequate Growth (20% of the index score)	04.00
<u>Attendance Rate (5% of the index score)</u>	<u>04.79</u>
Total Accountability Index (out of 100)	30.80

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

Wayne Middle School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the target index of 36.1075 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 30.802, Wayne Middle School has a steep trajectory to achieve both short term and long term targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

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

		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
6	White	> 95%	77.09%	22.91%	> 95%	53.63%	46.37%
6	Limited English Proficiency	> 95%	>95%	< 5%	> 95%	>95%	< 5%
6	Special Education	> 95%	>95%	< 5%	> 95%	92.59%	7.41%
6	Total	> 95%	77.09%	22.91%	> 95%	53.63%	46.37%
7	White	> 95%	63.69%	36.31%	> 95%	54.75%	45.25%
7	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
7	Special Education	92.86%	>95%	< 5%	92.86%	84.62%	15.38%
7	Total	> 95%	64.29%	35.71%	> 95%	55.49%	44.51%
8	White	> 95%	79.70%	20.30%	> 95%	62.94%	37.06%
8	Black	> 95%	<5%	> 95%	> 95%	<5%	> 95%
8	Special Education	94.59%	91.43%	8.57%	94.59%	91.43%	8.57%
8	Total	> 95%	79.29%	20.71%	> 95%	62.63%	37.37%

Attendance Rate = 95.80%

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

Mathematics. In mathematics, Grade 7 scored the highest with a total 35.71 percent proficient, followed by Grade 6 with 22.91 percent proficient, and Grade 8 with 20.71 percent proficient. The black, limited English proficient, and special education subgroups had a significantly lower percent proficient in all grade levels with the exception of the Grade 8 black subgroup.

Reading/Language Arts. In reading/language arts, Grade 6 scored 46.37 percent proficient, Grade 7 scored 44.51 percent proficient, and Grade 8 scored 37.37 percent proficient. Again, the black, limited English proficient, and special education subgroups had a significantly lower percent proficient in all grade levels with the exception of the Grade 8 black subgroup.

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

***Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST2 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	234 (44%)	174 (33%)	127 (24%)	38.0	26.8%	192 (36%)	173 (32%)	169 (32%)	47.0	42.5%
	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	*	*	*	25.0	25.0%	*	*	*	76.0	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	232 (44%)	173 (33%)	126 (24%)	38.0	26.8%	192 (36%)	172 (32%)	166 (31%)	47.0	42.6%
	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	36 (45%)	28 (35%)	16 (20%)	35.0	4.3%	34 (43%)	16 (20%)	30 (38%)	42.0	9.7%
	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	198 (44%)	146 (32%)	111 (24%)	40.0	31.2%	158 (35%)	157 (35%)	139 (31%)	47.0	48.9%
	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	131 (41%)	106 (33%)	82 (26%)	42.0	26.8%	118 (37%)	103 (32%)	97 (31%)	45.0	42.5%
	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	103 (48%)	68 (31%)	45 (21%)	36.0	(NA)	74 (34%)	70 (32%)	72 (33%)	48.0	(NA)
	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	124 (44%)	92 (32%)	68 (24%)	38.0	29.0%	101 (36%)	87 (31%)	96 (34%)	46.0	38.1%
	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	110 (44%)	82 (33%)	59 (24%)	38.0	24.3%	91 (36%)	86 (34%)	73 (29%)	48.0	47.6%
	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 Growth Model School Level Summary by Sub-Group Results chart identifies the percent proficient in each subgroup compared to the county and 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. Wayne Middle School scores showed low growth in mathematics for the black subgroup and high growth in the reading/language arts area for the same subgroup. All other subgroups showed typical growth.

As the chart indicates, the percent proficient in mathematics was 26.8 percent. A significant gap existed between the special education subgroup (26.9 percent) compared to the non-special education subgroup. Male students demonstrated 4.7 percent higher proficiency than female students.

The percent proficient in reading/language arts was 42.5 percent. Significant gaps existed between the black subgroup (17.6 percent) and the white subgroup. A significant gap existed between the special education subgroup (39.2 percent) compared to the non-special education subgroup. Female students demonstrated 9.5 percent higher proficiency than male students.

Wayne Middle School was identified a Priority school as a result of the low overall performance.

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 Mathematics: 17 Reading: 15 Science: 20

ACT EXPLORE RESULTS			
Grade 8			
	2010-2011	2011-2012	2012-2013
English WV	14.1	14.1	14.3
English Wayne County	14.1	14.2	14.6
English Wayne Middle	13.3	13.4	13.5
Mathematics WV	14.8	14.6	14.8
Mathematics Wayne County	14.8	14.7	15.0
Mathematics Wayne Middle	14.3	14.2	13.8
Reading WV	14.1	14.0	14.0
Reading Wayne County	14.1	14.3	14.4
Reading Wayne Middle	13.3	14.0	13.6
Science WV	15.9	15.8	16.0
Science Wayne County	15.8	15.8	16.4
Science Wayne Middle	15.3	15.3	15.7
Composite WV	14.8	14.8	14.9
Composite Wayne County	14.8	14.9	15.2
Composite Wayne Middle	14.2	14.4	14.3

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 English, reading, and science with a decrease in mathematics. The standard benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Wayne Middle School scored higher than the national benchmark in English and significantly lower than the benchmarks in mathematics, reading and science.

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.

SECOND FOLLOW-UP RECOMMENDATION

COMPLIANCE. The Team observed a variety of instructional strategies in classrooms. Teachers were using warm up or bell ringer activities to engage students immediately to begin class. Lesson plans verified that teachers also researched and employed activities to teach the Next Generation Content Standards. The Team observed that some support is still needed in the execution of these strategies. For instance, in one teacher's classroom (West Virginia Studies 8) students were participating in a collaborative activity. While three roles were assigned for students (timekeeper, recorder, and reader), most groups consisted of 3-5 students, meaning that all students were not actively engaged and some students had to wait on others before they could complete their assigned tasks. Students were also permitted to choose their own groups, which may have contributed to the lack of engagement in some groups.

The Team recommended teachers receive further support in implementing collaborative learning activities for students. The teachingchannel.org site provides brief videos of actual teachers implementing Common Core strategies in real classrooms and is a resource for teachers. This video library may be searched based upon grade level and instructional strategy (i.e., middle school –

student collaboration) and could assist teachers in making adjustments for successful implementation of these strategies.

7.2. Student and School Performance

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.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Counselor Logs verified 91.51 percent of the counselor’s time was spent in a direct counseling relationship with students. The counselor utilized data through a needs assessment to construct the developmental guidance instruction, which was provided on a consistent basis. She also utilized student data to determine her own professional goals in the evaluation process.

FOLLOW-UP REVIEW 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.

SECOND FOLLOW-UP REVIEW

NONCOMPLIANCE. Through classroom observations and lesson plan reviews, the Team saw evidence of significant improvement in high expectations. Teachers were utilizing higher level thinking skills, questioning strategies and activities, and collaborative student work in partners or small groups throughout the school. A need still existed for continued professional development to sustain a high level of expectation through more complex lesson design incorporating varied strategies and implementing those strategies at the most effective level.

SECOND FOLLOW-UP REVIEW NEW ISSUE

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. (W.Va. Code §18A-2-12(i); Policy 2510)

The Team reviewed 22 sets of lesson plans and observed 22 classrooms. The same teacher was observed by two Team members to obtain an accurate reflection of instructional practices. Four teachers had no evidence of the principal's review. Four teachers' lesson plans lacked sufficient detail for a substitute to follow them. One of these teachers (Math 6) provided copies of the activities referenced attached to her lesson plans, but did not always incorporate details in lesson plans, using words such as "Practice." One teacher (CATS 8) referenced titles of activities and page numbers where the activities might be found. One teacher simply provided a list of procedures (e.g., Popsicle sticks, clothes pins, Word Play) without any specific detail. Finally, one teacher's plans were written for 8-29-13 for the first semester. Since this was a new group

of students, the teacher penciled in the dates for the week of the review; however, no teaching content was referenced. The teacher was establishing the procedures for the classroom but did not include this in the plans. In addition, lesson plans did not reflect differentiation in any lesson plans reviewed from one class period to another in the same grade and subject.

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 showed evidence of frequent monitoring of classrooms and the provision of high quality staff development related to greater variety of instructional strategies. Challenges with classroom management and time utilization still existed as teachers implemented new instructional strategies.

SECOND FOLLOW-UP CONCLUSION

While high expectations and student engagement showed significant improvement at Wayne Middle School, the Team recommended continued 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 is not likely to improve 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.

SECOND FOLLOW-UP CONCLUSION

Wayne Middle School demonstrated improved capacity in correcting deficiencies from the Follow-up Education Performance Audit. While all issues were not corrected, the school demonstrated significant improvement as shown by lesson planning, classroom instruction, and student engagement. In addition, as a PRIORITY school, Wayne Middle School has received a great deal of assistance from the Wayne County Central Office, RESA 2, and the West Virginia Department of Education. School personnel indicated this assistance has been invaluable in providing modeling and immediate feedback to teachers.

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.

SECOND FOLLOW-UP REVIEW

No change from the previous review.

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.

SECOND 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 Follow-up Education Performance Audit and to increase student and school achievement. With sustained guidance and monitoring, the school is postured to make improvement in student and school achievement.

EDUCATION PERFORMANCE AUDIT SUMMARY
SECOND FOLLOW-UP SUMMARY

Wayne Middle School corrected two of the three noncompliances remaining from the Follow-up Education Performance Audit; (7.1.2. High expectations) had not been corrected and a new finding (7.2.3. Lesson plans and principal feedback) emerged.

Based upon the results of the Second Follow-up Education Performance Audit, it is recommended and a motion is requested to approve the report.