



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

VAN DEVENDER MIDDLE SCHOOL

WOOD COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Van Devender Middle School in Wood County was conducted February 12, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed 21 school personnel and three school administrators, observed 26 classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Leader – Deborah Ashwell, Coordinator
West Virginia Department of Education – Robert McCoy, Office of Instructional Technology

TEAM MEMBERS

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

SCHOOL PERFORMANCE

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

96 WOOD COUNTY

Dr. J. Patrick Law, Superintendent

406 VAN DEVENDER MIDDLE SCHOOL – FOCUS

Stephen Taylor, Principal

Grades 06-08, Enrollment 401 (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 Van Devender 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 used the achievement gap component of the WVAI, while high schools used graduation rate gaps.

An Elementary/Middle school designated as a Focus school can exit this status when the school meets its academic achievement goals on the WESTEST2 for student subgroups and no longer has the largest academic achievement gaps.

Designation Status for Van Devender Middle School.

Designation:	FOCUS	Next Year's Target:	41.8691
Index Score:	32.5811	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	38.0131	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	11.66
Achievement Gaps Closed (20% of the index score)	6.85
Observed Growth (15% of the index score)	4.22
Adequate Growth (20% of the index score)	5.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.85</u>
Total Accountability Index (out of 100)	32.58

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 were 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.

Van Devender Middle School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 41.8691 for 2013-2014 and the proficiency target of 75 percent by 2020, with a current index score of 32.5811, Van Devender Middle School has a steep trajectory to achieve both short and long term targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

**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	> 95%	67.01%	32.99%	> 95%	63.54%	36.46%
6	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
6	Hispanic	> 95%	>95%	< 5%	> 95%	>95%	< 5%
6	Asian	> 95%	<5%	> 95%	> 95%	<5%	> 95%
6	Multiracial	> 95%	66.67%	33.33%	> 95%	50.00%	50.00%
6	Limited English Proficiency	> 95%	<5%	> 95%	> 95%	<5%	> 95%
6	Special Education	> 95%	92.00%	8.00%	> 95%	88.00%	12.00%
6	Low Socioeconomic Status	> 95%	72.41%	27.59%	> 95%	68.60%	31.40%
6	Total	> 95%	66.98%	33.02%	> 95%	62.86%	37.14%
7	White	86.02%	71.25%	28.75%	86.02%	65.00%	35.00%
7	Black	75.00%	66.67%	33.33%	75.00%	66.67%	33.33%
7	Hispanic	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
7	Indian	> 95%	>95%	< 5%	> 95%	>95%	< 5%
7	Multiracial	> 95%	>95%	< 5%	> 95%	<5%	> 95%
7	Special Education	89.47%	94.12%	5.88%	89.47%	>95%	< 5%
7	Low Socioeconomic Status	84.15%	82.61%	17.39%	84.15%	75.36%	24.64%
7	Total	86.14%	71.26%	28.74%	86.14%	64.37%	35.63%
8	White	89.91%	47.96%	52.04%	89.91%	43.88%	56.12%
8	Black	> 95%	>95%	< 5%	> 95%	50.00%	50.00%
8	Hispanic	> 95%	>95%	< 5%	> 95%	>95%	< 5%
8	Indian	> 95%	>95%	< 5%	> 95%	<5%	> 95%
8	Multiracial	50.00%	<5%	> 95%	50.00%	<5%	> 95%
8	Special Education	93.75%	86.67%	13.33%	93.75%	80.00%	20.00%
8	Low Socioeconomic Status	87.21%	58.67%	41.33%	87.21%	52.00%	48.00%
8	Total	89.74%	50.48%	49.52%	89.74%	43.81%	56.19%

Attendance Rate = 97.00%

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

In mathematics, Grade 8 had the highest level of proficiency with 49.52 percent proficient, followed by Grade 6 with 33.02 percent proficient, and Grade 7 with 28.74 percent proficient. The subgroups focusing on racial background did not indicate a

pattern from one grade level to the next; however, the special education and low socio-economic subgroups demonstrated the same pattern as the grade level totals, although significantly lower percentages of students in these subgroups attained proficiency level.

In reading/language arts, a similar profile as mathematics existed from one grade level to the next; however, the percent proficient was slightly higher in almost every subgroup at every grade level. Grade 8 had 56.19 percent proficient. Grade 6 had 37.14 percent proficient and Grade 7 had 35.63 percent proficient. Although the percent proficient was slightly higher in reading/language arts, the same gaps existed in both the low socio-economic subgroup and special education subgroup at each grade level.

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	123 (41%)	91 (31%)	83 (28%)	42.0	36.7%	115 (39%)	82 (28%)	95 (33%)	46.0	40.8%
	County	2,668 (37%)	2,225 (31%)	2,226 (31%)	46.0	44.1%	2,410 (34%)	2,168 (31%)	2,526 (36%)	51.0	50.1%
	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	*	*	*	14.0	22.2%	*	*	*	63.0	33.3%
	County	69 (44%)	44 (28%)	44 (28%)	42.0	31.8%	54 (34%)	44 (28%)	59 (38%)	54.0	40.1%
	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	113 (41%)	87 (31%)	77 (28%)	42.0	37.4%	110 (40%)	74 (27%)	89 (33%)	45.0	40.5%
	County	2,532 (37%)	2,122 (31%)	2,105 (31%)	46.0	44.1%	2,295 (34%)	2,062 (31%)	2,387 (35%)	51.0	50.0%
	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	20 (42%)	18 (38%)	10 (21%)	37.0	9.8%	28 (58%)	9 (19%)	11 (23%)	27.0	11.5%
	County	317 (42%)	248 (33%)	194 (26%)	41.0	16.4%	318 (42%)	213 (28%)	226 (30%)	44.0	15.4%
	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	103 (41%)	73 (29%)	73 (29%)	44.0	42.9%	87 (36%)	73 (30%)	84 (34%)	48.0	47.5%
	County	2,351 (37%)	1,977 (31%)	2,032 (32%)	47.0	47.9%	2,092 (33%)	1,955 (31%)	2,300 (36%)	52.0	54.9%
	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	103 (45%)	68 (30%)	59 (26%)	39.0	28.7%	98 (43%)	62 (27%)	66 (29%)	42.0	32.7%
	County	1,420 (40%)	1,122 (31%)	1,037 (29%)	44.0	31.9%	1,289 (36%)	1,074 (30%)	1,203 (34%)	49.0	38.1%
	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	20 (30%)	23 (34%)	24 (36%)	52.0	66.7%	17 (26%)	20 (30%)	29 (44%)	59.0	71.0%
	County	1,248 (35%)	1,103 (31%)	1,189 (34%)	49.0	57.2%	1,121 (32%)	1,094 (31%)	1,323 (37%)	53.0	63.1%
	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	67 (42%)	50 (32%)	41 (26%)	39.0	32.9%	74 (48%)	36 (23%)	45 (29%)	41.0	32.0%
	County	1,398 (39%)	1,111 (31%)	1,107 (31%)	45.0	43.8%	1,352 (37%)	1,044 (29%)	1,212 (34%)	48.0	41.9%
	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	56 (40%)	41 (29%)	42 (30%)	44.0	40.9%	41 (30%)	46 (34%)	50 (36%)	49.0	50.6%
	County	1,270 (36%)	1,114 (32%)	1,119 (32%)	47.0	44.4%	1,058 (30%)	1,124 (32%)	1,314 (38%)	53.0	58.5%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

***Note:** Schools are those schools that have at least a 4th grade.

*Denotes cell size <20.

The Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high growth (green cells) based on previous performance. Van Devender Middle School scores showed low growth for the black subgroup in mathematics and the special education subgroup in reading/language arts. All other subgroups showed typical growth.

Mathematics. As the chart indicates, the percent proficient in mathematics was 36.7 percent. The black subgroup scored 15.2 percent lower than the white subgroup; the special education subgroup scored 33.1 percent lower than the non-special education subgroup; the low socio-economic subgroup scored 38 percent lower than the non-low socio-economic subgroup. Females scored 8 percent higher proficiency than males.

Reading/Language Arts. Reading/language arts proficiency was 40.8 percent. The black subgroup scored 7.2 percent lower than the white subgroup; the special education subgroup scored 36 percent lower than the non-special education subgroup; the low socio-economic subgroup scored 38.3 percent lower than the non-low socio-economic subgroup. Females scored 18.6 percent higher proficiency than males.

Van Devender Middle School was identified as a Focus school as a result of the significant gaps in subgroup 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. The results are used by students in Grade 8 to develop their individualized plans for Grades 9 and 10. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. ACT EXPLORE scores provide early indicators of whether students are on track for college. When students are not meeting the national benchmarks, teachers can use this information in a timely manner to focus on areas of need.

Benchmarks: English: 13 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 Wood County	14.3	14.7	14.7
English Van Devender Middle	13.6	13.1	13.4
Mathematics WV	14.8	14.6	14.8
Mathematics Wood County	14.9	14.8	14.8
Mathematics Van Devender Middle	15.1	13.8	14.5
Reading WV	14.1	14.0	14.0
Reading Wood County	14.3	14.3	14.2
Reading Van Devender Middle	13.4	13.3	13.9
Science WV	15.9	15.8	16.0
Science Wood County	16.2	16.3	16.3
Science Van Devender Middle	15.5	15.1	16.0
Composite WV	14.8	14.8	14.9
Composite Wood County	15.1	15.2	15.1
Composite Van Devender Middle	14.6	14.0	14.6

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

The ACT EXPLORE trend data over the past three years indicated slight decreases in English and mathematics and increases in reading and science with no change in the composite score from 2010-2011 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Van Devender Middle School scored slightly above the benchmark in English but below the benchmark in all other areas. Students scored lower than the county and State averages in all areas except for the State average in science, which they equaled.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Schoolwide, mathematics scores have shown a steady decline over the last four years. In reading, schoolwide scores have fluctuated approximately 4 percentage points over the same four years. The low socio-economic status subgroup demonstrated a steady decline in mathematics and the same 4 percentage point fluctuation in reading, while the special education subgroup fluctuated 8 to 9 percentage points in both mathematics and reading. The State's accountability focus in 2012-2013 moved to growth, and scores indicated that almost all subgroups, with the exception of the black subgroup in mathematics and the special education subgroup in reading, demonstrated typical growth.

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

1. Renaissance Learning.
2. Carnegie Learning.
3. Regional Education Service Agencies (RESA) 5: Next Generation Standards.
4. IXL Math Program: Learning the program.
5. IXL Math Program: Teaching the program and using the data reports.
6. Analytical Writing Steps.
7. WESTEST Data Analysis.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Van Devender Middle School staff January 9, 2014, to review the standards in Policy 2320 and prepare staff for the audit.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Van Devender Middle School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.3. Learning Environment. The school's master schedule was developed to provide both individual and team planning for grade level core teachers. Team planning was structured so that the counselor and administrators could meet with teams to provide valuable student information. The structure follows:

Monday – Professional Development (PD) – One assistant principal met with teams to address PD concerns or requests.

Tuesday – Student Concerns – The counselor met with teams to address student concerns (academic, social, and/or emotional needs).

Wednesday – Discipline – An assistant principal met with teams regarding student discipline issues.

Thursday – Student Concerns – The counselor met with teams to address student concerns (academic, social, and/or emotional needs).

7.1.5. Instructional Strategies. The Team commended the school for attention to individual students' needs by providing virtual classes, even when only a few students needed acceleration. Two students received instruction in mathematics through the Florida Virtual School program at the beginning of the 2013-2014 school year. These students moved very quickly through the course and mastered content within the first few weeks of the school year. The school continued to provide mathematics acceleration through the APEX Learning program where these students will receive high school credit for the Math I course upon completion.

7.1.5. Instructional Strategies. While the school had some excellent teachers, others needed additional support to learn and grow in the profession. The administrators implemented a peer observation process whereby teachers who need to improve instructional delivery and student engagement have the opportunity to observe more accomplished teachers to gain new skills and strategies.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

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 laboratory activities and experiments were noted in lesson plans, the Team could not verify through classroom observation, lesson plan reviews, or teacher and student interviews that 50 percent of the science curriculum included investigation, hands-on, or experimental activities.

The Team observed in the majority of the co-taught classes as high as 80 percent of the class consisted of special education students, yet these courses were identified by all as general education courses. This not only alters the pace of the class but also violates West Virginia Board of Education Policy 2419, Chapter 6, Section 4.B.

Integrated classrooms – To maximize the effectiveness of instruction for all students, the percentage of students with disabilities, excluding those with speech/language impairments, receiving specially designed instruction in general education settings **should** approximate natural proportions that are no more than 30% of the total class enrollment when integrated classrooms are established in the four core academic subjects, i.e., Reading/ Language Arts, Science, Social Studies and Math.

In addition, the schedule did not allow for co-teaching in the areas of English/language arts or mathematics. Policy 2419, Chapter 6, Section 3. states, “The district must provide a continuum of service options in order to respond to the intensity and severity of students’ needs.” Special education students were either instructed in a separate special education environment or in a general education environment without additional support.

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 Team could not verify the counselor was spending at least 75 percent of the work day in a direct counseling relationship with students. The counselor indicated she had been asked by the county supervisor to average counseling time one week each

semester to determine an approximate average of her time spent with students. The week she submitted to the administrators indicated only 70.55 percent of her time was spent in direct contact with students. The Team could not find evidence of time recorded for the counselor's activities, nor did she average her time on a regular basis.

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

The Team determined that lesson plans with principal feedback were not completed in a timely manner. The Team reviewed the feedback forms; however, the review forms did not contain the date the principal conducted the review or the date of the specific week of plans being reviewed.

In addition, the Team found that five teachers' lesson plans could not be followed by a substitute teacher and did not contain sufficient information to fill an instructional period. These plans contained many blank boxes where the topic for the period should have been included. Plans contained documentation of multiple snow days with no plans for those specific days. Other days contained minimal procedural information, i.e., "Vocabulary Ch. 8, Read Chapter 8" and references such as "Vocabulary Activity" but no materials or resources to locate the activity. Principal feedback was brief and positive in nature with little or no constructive comments for improvement. The assistant principal indicated she discussed lesson plan corrections verbally with teachers as needed but did not document those conversations.

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 all regulatory agency reports. The Team found that the identified corrections required from a Fire Safety Inspection Report dated 2/7/12 had not been completed. Specifically, the Fire Safety Inspection Report stated that all electrical components were to be properly installed. In the majority of classrooms, the Team observed the projectors installed on the ceiling were improperly wired. Many of the

cables were strung into the ceiling and across the suspended ceiling panels. In addition, the internet cables to the teacher's laptop in one special education room (Room 27) were hanging from an opening the ceiling in the middle of the classroom.

7.6. PERSONNEL.

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The West Virginia Department of Education, Office of Professional Preparation, reviewed professional educators' licensure. The results involved 15 different teachers. The following issues were identified:

1. Five teachers did not hold appropriate endorsements for the courses they were teaching.
2. Fifteen teachers were not highly qualified (four of the 15 were the same teachers above; one of the 15 was the same teacher as below).
3. One teacher was on permit. No action required.

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)

Through observations and interviews with staff, the Team found that all administrators were not visible throughout the building conducting walk-throughs, observations, or monitoring student behavior. The assistant principals were more visible, as one was assigned to curriculum which covered professional development, lesson plan reviews, and walk-throughs. The other assistant was responsible for special education issues and discipline.

The administration and staff relied heavily on the STAR Reading and Mathematics benchmark assessments and progress monitoring tools with little regard for the WESTEST2 results as an evaluation tool. While supports were built into the curriculum through the STAR resources and the READ 180 program, the final evaluation tool as determined by the State was, and continues to be, the WESTEST2. The Team felt that more emphasis needed to be placed on the WESTEST2 results, as this was the instrument used to determine the designation status as a Focus school.

RECOMMENDATIONS

7.2.1. County and School electronic strategic improvement plans. During interviews, the majority of teachers indicated they were provided a copy of the strategic plan and were able to convey the basic knowledge of the strategic planning process. Teachers further indicated they were involved in the goal development. The Team recommended the school revisit the strategic plan to consider goals that focus on increasing proficiency in the subgroup gap populations, specifically the special education and low socio-economic subgroups. The staff should consider changing how the STAR data are utilized. The strategic plan identified the STAR data as the evaluation method for the current goals. STAR data collection may be more effective as activities to accomplish the goals. Furthermore, the Team recommended the school's strategic plan be reviewed periodically with staff to determine progress in achieving the plan's goals.

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 Van Devender Middle School in providing a thorough and efficient system of education. Wood 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 Wood County or the accreditation status of the schools.

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))

The Team observed the need for all wiring of ceiling mounted projectors to be corrected as soon as possible as this presented a fire hazard. In addition, the wiring of the laptop computer in the special education room presented a safety hazard.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The school has three administrative staff, a principal and two assistant principals. Through interviews with administrators and teachers, the Team determined the two assistant principals spent the majority of their day with teachers and students while the principal spent his time managing the daily building operations. Two separate agencies, one support (RESA 5: Diagnostic visit) and the other monitoring (OEPA: Education Performance Audit), identified needs within the administrative staff to better serve the teaching staff and ensure a smooth system of administration.

The staff reported that communication was lacking from the principal. As identified, the Five Year Strategic Plan had not been revised as a result of the diagnostic visit, regulatory agency reports had not been followed, lesson plan reviews needed to be completed in a timely manner, and personnel issues still remained. These administrative duties require a collaborated team to effectively and efficiently address. The Team observed a need for further development of the principal's instructional leadership and a schoolwide system to share the responsibilities within the administrative team.

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 Van Devender Middle School in achieving capacity, the following resources are recommended.

18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

Building Capacity – Focus

A Focus Assistance Support Team (FAST) will be comprised of members from the West Virginia Department of Education (WVDE), the Regional Education State Agency (RESA) and the local education agency (LEA). The Team 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.

Van Devender Middle School has implemented programs to assist students with mathematics and reading/language arts skills. In addition, a diagnostic visit was conducted by RESA 5 and West Virginia Department of Education personnel. Following the diagnostic visit, the Five-Year Strategic Plan was not revised as required by the West Virginia ESEA Flexibility Waiver to include action steps to address the identified achievement gaps in subgroups. With assistance from Wood County Schools, RESA 5, the West Virginia Center for Professional Development and the West Virginia Department of Education, this school has the capacity to correct the identified deficiencies. However, it is imperative the principal provide written, corrective feedback to teachers to address weaknesses in 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 site only had 7.91 usable acres of land. (Did not adversely impact student performance.)
- 19.1.5. Library/media and technology center.** Three computer laboratories (Rooms 4, 17, and 34) did not have instructional boards or bulletin boards. Two computer laboratories (Rooms 17 and 34) did not have a teacher's desk and computer work station. (Adversely impacts program and student performance.)
- 19.1.10. Specialized instructional areas.** The art room did not have a ceramic kiln or mechanical ventilation. (May adversely impact program and student performance.)
- 19.1.11. Grades 6-12 science facilities.** The science laboratories (Rooms 30, 33, and 35) did not have gas, DC current, compressed air, ventilation fume hood, or

emergency shower. Rooms 33 and 35 also did not have hot water. (Adversely impacts program and student performance.)

- 19.1.12. Grades 7-12 auditorium/stage.** The school did not have an auditorium. The gymnasium was equipped with a stage. (Did not adversely impact student performance.)
- 19.1.15. Health service units.** The health service unit did not have a curtained or small room with a cot or work counter. (Did not adversely impact student performance.)

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.

Van Devender Middle School has implemented processes to monitor student performance and intervene as necessary. Teachers rely primarily on the STAR mathematics and reading data as the benchmark and progress monitoring tool. Struggling readers receive computerized instruction through the Read 180 program. Students also have two periods of mathematics and two periods of reading/language arts per day. On average, Van Devender Middle School has 30 extra minutes of instruction beyond the required 330 minutes per day. Very little time is banked for schoolwide activities. The majority of this extra time is instructional time for students.

EDUCATION PERFORMANCE AUDIT SUMMARY

Van Devender 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 Van Devender Middle School in improvement efforts.

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

They include the following:

- 7.1.4. Curriculum.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.4.1. Regulatory agency reviews.
- 7.6.2. Licensure.
- 7.8.1. Leadership.

The Team presented three commendations (7.1.3. Learning environment; 5.1.5 Instructional strategies; and 7.1.5. Instructional strategies) and one recommendation (7.2.1. County and School electronic strategic plans). The Team further noted two indicators of efficiency (8.1.3. Facilities, 8.1.4. Administrative Practices), offered capacity building resources, and noted early detection and intervention practices.

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 Van Devender Middle School and Wood 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.