

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

CABELL MIDLAND HIGH SCHOOL

CABELL COUNTY SCHOOL SYSTEM

FEBRUARY 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Cabell Midland High School in Cabell County was conducted on January 18, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Gregory Atkinson, Director/Lead Coordinator, Office of Hospitality Education and Training

West Virginia Department of Education Team Leader – Robin Bolling, Assistant Director, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Wesley Holland, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Elizabeth Scott, Coordinator, Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
Tom Deadrick	Assistant Superintendent	Marion County
Damon Hanshaw	Assistant Superintendent	Nicholas County
Blaine Hess	Director of High Schools	Jackson County
Joanne Hines	Middle School Principal	Cheat Lake Middle Monongalia County
Sue Hollandsworth	Graduate Student	Marshall University

Name	Title	School/County
Kathy Hypes	Director of Attendance	Nicholas County
Steve Rodriguez	Middle School Principal	Fairview Middle Marion County
Larry Werry	Elementary School Principal	Fairview Elementary Marion County

SCHOOL PERFORMANCE

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

12 CABELL COUNTY

William A. Smith, Superintendent

550 CABELL MIDLAND HIGH SCHOOL – Needs Improvement

Dr. Karen Oldham, Principal

Grades 09 - 12

Enrollment 1844

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	444	475	465	97.89	67.12	Yes	Yes	✓
White	435	464	454	97.84	67.60	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	149	143	95.97	52.34	Yes	Confidence Interval	✓
Spec. Ed.	68	74	68	91.89	16.12	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	444	475	463	97.47	72.81	Yes	Yes	✓
White	435	464	452	97.41	73.64	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	149	142	95.30	57.03	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	68	74	69	93.24	20.63	No	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 84.2%**

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	475	444	465	435	97.89	9.43	23.45	48.05	12.18	6.90	67.13

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	475	444	463	434	97.47	7.60	19.59	35.02	26.50	11.29	72.81

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 10

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	18579	2%	12%	51%	27%	9%	14%	86%
CABELL COUNTY	825	3%	12%	50%	26%	9%	15%	85%
CABELL MIDLAND HIGH	453	3%	13%	51%	25%	9%	15%	85%

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
50.35%	2003-04
50.65%	2002-03
57.635%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Cabell Midland High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement of the special education (SE) subgroup. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the September 2005 State Board meeting.

Cabell Midland High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval and in the reading/language arts subgroup only by application of the confidence interval and averaging. Furthermore, a substantial achievement gap existed in the performance of the economically disadvantaged (SES) subgroup and of the all students (AS) and racial/ethnicity white (W) subgroups. The county curriculum staff and school staff are urged to address this subgroup and apply interventions to close the achievement gap for the SES students.

5.1.2. Participation rate.

Cabell Midland High School failed to achieve adequate yearly progress (AYP) in 5.1.2 Participation rate of the special education (SE) subgroup.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA II, county and/or school.

1. Curriculum and Assessment Review.
2. Collaboration/Teaming.
3. High Schools That Work (HSTW).
4. I-Safe Training.
5. I-Know Training.
6. Benchmarking.
7. Prioritized Curriculum.
8. 5 x 5 Monitoring.
9. Universal Precautions.
10. Army Presentation/Transition to Work.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Cabell Midland High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.2. High expectations. The Team particularly noted four teachers who exhibited high expectations for their students. They were nurturing and extended themselves to ensure student success. Students indicated that these teachers genuinely cared for them and that they were comfortable in approaching them for assistance.

Two music teachers exhibited high expectations for their students. Students were fully engaged throughout the class and the Team observed excellent instruction.

6.1.3. Learning environment. The school facility was attractive and educationally stimulating. The hallways and classrooms were clean, well-decorated, and fostered a positive teaching and learning environment.

The students exhibited excellent behavior and were helpful and polite to the Team. Several students offered assistance to help Team members navigate the building.

6.1.4. Instruction. The Science Department exhibited a great deal of cohesion in that they planned together and utilized the WESTEST data to drive their curriculum and develop the bell ringers for the beginning of class. These teachers displayed excitement and energy during the teacher interviews and classroom observations.

6.1.5. Instructional strategies. One mathematics teacher exhibited excellent classroom management and curriculum delivery methods. This teacher exhibited a great deal of excitement and energy for the class and motivated the students to do their best. Seventy percent of the Advanced Placement (AP) students scored three (3) or higher on the AP end of the year exam.

6.8.1. Leadership. The Team found several high quality standards to be deficient during the Education Performance Audit. This generally reflects a deficiency in leadership; however, the principal had only been in this position for six months. In this short time period the teachers and students noted that school improvements have been made. The principal placed a high level of importance on curriculum and student achievement, increased expectations for all students and staff, and had begun to establish the foundation for examining student test data to drive the school's curriculum.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SE and 5.1.2 - SE).

6.1. Curriculum

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

The following classes did not have State or county approved Content Standards and Objectives (CSOs): English Dual IV and AP Psychology. Some teachers referred to the Instructional Goals and Objectives (IGOs) and not the CSOs.

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

The Team observed high numbers of students sleeping/resting with their heads on the desks and/or not engaged in learning activities. Students in several classes had their materials packed and on their desks at least ten minutes before the end of the class period.

One special education teacher stated that the students in that class were not permitted to use the general education class textbook, and had to use the textbook specifically for the special education students. This did not reflect high expectations for all students. Based upon the percent proficient in mathematics (16.12 percent) and reading/language arts (20.63 percent), this practice was not being effective.

One science classroom was comprised of seven special education students and two general education students. This constituted ability grouping which did not promote high expectations for all students.

- 6.1.4. 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)**

Advanced Placement (AP) Physics and Physics II were taught in the same classroom at the same time. The teacher stated that the classes were the same curriculum and were taught in the same manner. It would be impossible to meet the Content Standards and Objectives (CSOs) for each class and the 8100 minutes required for high school courses in this type of classroom.

Multiple levels of French were taught in the same classroom at the same time. The teacher stated that the classes were so full that it was necessary to have the different levels in the class at the same time. It is extremely difficult, if not impossible, to address all of the CSOs for each class in this type of environment. Students indicated that they would not recommend taking French classes due to this structure.

One computer class had four different classes occurring in the same classroom at the same time. During the 35 minute Team observation, there was no teacher interaction with students at all.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Collaboration between special education and general education teachers was evident in many of the classrooms; however, Team observations and teacher interviews indicated that the special education co-teacher was not being used effectively in several classrooms. Special education teachers reported to only assist the general education teachers and were not involved in the development of lesson plans. Some of the special education teachers did not demonstrate a shared ownership and responsibility for teaching all students. There seemed to be a division in that the general education teachers were responsible for the general education students and the special education teachers were responsible for the special education students. Achievement of students in the special education (SE) subgroup is indicative that special education teachers should have greater involvement with these classes.

Teachers were not using a variety of instructional strategies in several of the classes observed. Instruction in many of these classes was not designed to address individual student needs and lessons were directed to whole group instruction. In one class the teacher was working only with individual students for at least 20 minutes while the remainder of the students sat and talked and wandered around the room. The only instruction in a technical education class was to read Chapter One and answer the questions at the end of the chapter. In another class, the lessons for the subject followed the textbook exactly and were the same for all classes.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

The Team interviewed teachers and students and found that all teachers were not providing instruction in writing to students weekly in every appropriate class. Several teachers reported that they did not correct student work for grammar, punctuation, spelling, and content. When asked about how often they have students write in class, several teachers stated that students write when they are given essay questions or list answers on tests. The Team reported that all teachers were not aware of the concept of writing across the curriculum.

6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The Team observed minimal use of computers throughout the building and interviews with teachers and students indicated that technology was not used at maximum capacity in several classrooms. Several teachers stated that the computer laboratories were utilized fully each day; however, a check of the computer laboratory logs indicated that

one laboratory (Lab D-104) was used approximately 50 percent of the time and another (D-150) was used only approximately 10 percent of the time. Teachers and students explained the low computer usage was because several of the computers were in disrepair and some had outdated technology.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A countywide Multicultural Plan had been developed; however, the teachers and students were not able to articulate this plan or the various parts of it. A majority of the teachers indicated that multicultural activities were a part of the foreign language classes and the social studies classes. This did not satisfy the requirements of West Virginia Board of Education Policy 2421.

6.2. Student and School Performance

6.2.1. Unified County and School Improvement Plan. A Unified County Improvement Plan and a Unified School 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.

The Five-Year Strategic Plan did not adequately address the school's WESTEST deficiencies. The objectives had only one action step which was very general in nature. It did not address the Cabell County Schools' mission statement. Teachers could not articulate the various parts of the Five-Year Strategic Plan or how it was used to drive the curriculum. One teacher who could not articulate the plan was listed on the team that had developed the plan.

6.2.3. 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 found that some lesson plans had not been checked by the administration and some lesson plans could not be followed by substitute teachers. When asked for their lesson plans, two teachers presented their textbook to the Team member as their lesson plans. Given the deficiencies in the special education (SE) subgroup and the performance of the economically disadvantaged (SES) subgroup, the administrators must review plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs and provide feedback to teachers to improve instruction.

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

Through teacher interviews and classroom observations, the Team did not observe a system for analyzing, interpreting, and using student performance data to identify and assist students who were not at grade level in achieving the approved State and local Content Standards and Objectives (CSOs). In view of the achievement levels of the economically disadvantaged (SES) and special education (SE) subgroups and the participation rate, the analysis of performance data was particularly important so that curriculum and instruction can be adjusted to improve student achievement.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

Tobacco use was evident in the student rest rooms. This violated the Student Code of Conduct as well as the policy on tobacco use.

RECOMMENDATIONS

- 6.1.3. Learning environment.** Students indicated that student recognition programs were not in place. One exception was the Scholars Hall in which photographs of students who excelled overall were placed in the main hallway. The Team recommended that student recognition programs be instituted to recognize students and encourage student participation and success.

Several desks were in major disrepair in some of the classrooms. The Team recommended that these desks be repaired or replaced.

- 6.1.5. Instructional strategies.** At the end of the semester each year-long class changed teachers for the remainder of the year. This interrupted the continuity of the classes and had potential for impeding student learning. Students may lose a great deal of subject content and instruction if each class is not at the same point at the end of the semester. The Team recommended that year-long classes be taught by the same teacher the entire year.

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 Cabell Midland High School in providing a thorough and efficient system of education. Cabell 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 Cabell County or the accreditation status of the schools.

7.1.1. 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.

It is imperative that the school utilize and disseminate the WESTEST data to ensure that each student receives the instruction necessary to close the achievement gap. Teacher in-service and relevant professional development are essential in this endeavor. The school needed to ensure that the Five-Year Strategic Plan adequately reflects the needs of the students and is an integral part of what is driving the curriculum.

The effectiveness of collaboration between regular education teachers and special education teachers must be improved. Given the low test scores in the special education (SE) subgroup, it is imperative that this issue be addressed as soon as possible. Assistance may be requested from the West Virginia Department of Education, Office of Instructional Services and Office of Special Education.

Programs are needed to assist teachers in developing and delivering lesson plans and in implementing the writing process. These issues would better serve the school and have a direct relationship on student achievement.

The computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.

7.1.4. 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 principal was well-organized and has the ability to correct the deficiencies at the school. It is an administrative priority to provide staff the necessary tools to deliver the State's curriculum. The principal possesses the necessary vision and knowledge to guide the school to improve student achievement.

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

Cabell Midland High School has had four principals in the past four years. This instability appeared to have a detrimental effect on curriculum delivery. It needs to be a priority of the Cabell County School system administration and the local Board of Education to ensure that a strong and consistent principal remains in the school. Personnel decisions made at the county level have aggravated this leadership stability.

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 Cabell Midland High School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p> <p>West Virginia Department of Education Office of Special Education Programs & Services (304) 558-2696</p>
6.1.2. High expectations.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p> <p>West Virginia Department of Education Office of Special Education Programs & Services (304) 558-2696</p>
6.1.4. Instruction.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p> <p>West Virginia Department of Education Office of Special Education Programs & Services (304) 558-2696</p>

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p> <p>West Virginia Department of Education Office of Special Education Programs & Services (304) 558-2696</p>
6.1.6. Instruction in writing.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p>
6.1.7. Library/educational technology access and technology application.	<p>West Virginia Department of Education Office of Instructional Technology (304) 558-7880</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p>
6.1.12. Multicultural activities.	<p>West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830</p>
6.2.1. Unified County and School Improvement Plan.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p> <p>West Virginia Department of Education Office of School Improvement (304) 558-8098</p> <p>West Virginia Department of Education Office of Special Education Programs & Services (304) 558-2696</p>
6.2.3. Lesson plans and principal feedback.	<p>West Virginia Department of Education Office of Instructional Services (304) 558-7805</p>

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.2.4. Data analysis.	<p>West Virginia Department of Education Office of Assessment (304) 558-2546</p> <p>West Virginia Department of Education Office of School Improvement (304) 558-8098</p> <p>West Virginia Department of Education Office of Technical & Secondary Program Improvement (304) 558-2438</p>
6.7.2. Policy implementation.	<p>West Virginia Department of Education Office of Instructional Services 304) 558-7805</p>

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Unified School Improvement Plan (USIP)/Five-Year Strategic Plan did not strategically target resources to improve the teaching and learning process in the deficient subgroup - special education (SE). Furthermore, it did not include components to improve performance of students in the economically disadvantaged (SES) subgroup, which met adequate yearly progress (AYP) by application of the confidence interval and averaging, but was below the State's proficiency level. The USIP was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and the activities section failed to address the low SE subgroup's WESTEST scores. Capacity needs to be developed to improve student and school performance through a strong USIP that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

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.

17.1. 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 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.

- 17.1.12. Grades 7-12 auditorium/stage.** The high school auditorium was not acoustically treated.
- 17.1.13. Grades 7-12 school site vocational.** The business education site lacked room darkening provisions.
- 17.1.16. Grades 7-12 vocational.** Adequate storage was not available in each vocational area.

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 achievement levels of students in the special education (SE) subgroup, Cabell Midland High School and Cabell County must implement high yield instructional practices and instruction that will improve students' achievement. Cabell County must actively pursue assistance from RESA II, 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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-550 Cabell Midland High	Conditional Accreditation	6.1.1; 6.1.2; 6.1.4; 6.1.5; 6.1.6; 6.1.7; 6.1.12; 6.2.1; 6.2.3; 6.2.4; 6.7.2		
			5.1.1 (SE); 5.1.2 (SE)	May 31, 2007

Education Performance Audit Summary

The Team identified 11 high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup and 5.1.2 Participation rate of the SE subgroup. The Team presented two recommendations, noted three indicators of efficiency, suggested capacity building issues, and noted an early detection and intervention concern.

Cabell Midland High School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the areas of deficiency (5.1.1 SE and 5.1.2 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Cabell Midland High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.

Office of Education Performance Audits Recommendations for Technical Assistance

The Office of Education Performance Audits recommends that combined assistance be initiated for Cabell Midland High School from the following entities: West Virginia Department of Education, Office of Special Education; RESA II Special Education Director and Professional Education Director; West Virginia Department of Education, Office of Instructional Services; West Virginia Department of Education, Office of Technical and Secondary Program Improvement; and other personnel as identified in the recommended resources for Building Capacity to Correct Deficiencies.