Office of Education Performance Audits

**Final Education Performance Audit Report**

 **For**

 **NICHOLAS COUNTY HIGH SCHOOL**

**Nicholas County School System**

**November 2007**

**West Virginia Board of Education**

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Nicholas County High School in Nicholas County on October 12, 2005.

A Follow-up Education Performance Audit of Nicholas County High School in Nicholas County was conducted October 2-3, 2007. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

**62 NICHOLAS COUNTY**

Luther Baker, Superintendent

**501 NICHOLAS COUNTY HIGH - Needs Improvement**

Patricia Metheney, Principal

Grades 10 - 12

Enrollment 611

**WESTEST 2004-2005**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 182 | 191 | 182 | 95.28 | 68.96 | Yes | Yes | Made AYP |
|   White | 179 | 188 | 179 | 95.21 | 68.42 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 104 | 109 | 101 | 92.66 | 59.79 | By Average | Yes | Made AYP |
|   Spec. Ed. | 32 | 36 | 28 | 77.77 | 36.00 | NA | NA | NA |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| **Reading/Language Arts** |
|   All | 182 | 191 | 181 | 94.76 | 72.83 | Yes | Yes | Made AYP |
|   White | 179 | 188 | 178 | 94.68 | 72.35 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \* | \* | \* | \* | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 104 | 109 | 100 | 91.74 | 60.41 | No | Confidence Interval | Made AYP |
|   Spec. Ed. | 32 | 36 | 28 | 77.77 | 16.00 | NA | NA | NA |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 85.3%**

SCHOOL PERFORMANCE

**62 NICHOLAS COUNTY**

Luther Baker, Superintendent

**501 NICHOLAS COUNTY HIGH SCHOOL - Passed**

Patricia Metheney, Principal

Grades 10 - 12

Enrollment 608 (2nd month enrollment report)

**WESTEST 2005-2006**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 216 | 221 | 221 | 100.00 | 73.61 | Yes | Yes | Made AYP |
|   White | 212 | 217 | 217 | 100.00 | 73.11 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Low SES | 114 | 118 | 118 | 100.00 | 64.91 | Yes | Yes | Made AYP |
|   Spec. Ed. | 40 | 41 | 41 | 100.00 | 30.00 | NA | NA | NA |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| **Reading/Language Arts** |
|   All | 216 | 221 | 221 | 100.00 | 76.38 | Yes | Yes | Made AYP |
|   White | 212 | 217 | 217 | 100.00 | 76.41 | Yes | Yes | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Low SES | 114 | 118 | 118 | 100.00 | 69.29 | Yes | Confidence Interval | Made AYP |
|   Spec. Ed. | 40 | 41 | 41 | 100.00 | 27.50 | NA | NA | NA |
|   LEP | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 83.3%**

SCHOOL PERFORMANCE

**62 NICHOLAS COUNTY**

Beverly Kingery, Superintendent

**501 NICHOLAS COUNTY HIGH SCHOOL - Passed**

Patricia Metheney, Principal

Grades 10 - 12

Enrollment 855 (2nd month enrollment report)

**WESTEST 2006-2007**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Group** | **Number Enrolled for FAY** | **Number Enrolled on Test Week** | **Number Tested** | **ParticipationRate** | **Percent Proficient** | **Met Part. Rate Standard** | **Met Assessment Standard** | **Met Subgroup Standard** |
| **Mathematics** |
|   All | 192 | 198 | 196 | 98.98 | 74.34 | Yes | Yes | Made AYP |
|   White | 192 | 198 | 196 | 98.98 | 74.34 | Yes | Yes | Made AYP |
|   Black | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 84 | 88 | 87 | 98.86 | 61.90 | Yes | Confidence Interval | Made AYP |
|   Spec. Ed. | 37 | 37 | 36 | 97.29 | 41.66 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
| **Reading/Language Arts** |
|   All | 192 | 198 | 196 | 98.98 | 78.53 | Yes | Yes | Made AYP |
|   White | 192 | 198 | 196 | 98.98 | 78.53 | Yes | Yes | Made AYP |
|   Black | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Hispanic | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 84 | 88 | 87 | 98.86 | 66.66 | Yes | Confidence Interval | Made AYP |
|   Spec. Ed. | 37 | 37 | 36 | 97.29 | 52.77 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 82.8%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**Achieved Standard**

**5.1.1. Achievement.**

 **Nicholas County High School achieved adequate yearly progress (AYP) only by application of the confidence interval for the economically disadvantaged (SES) subgroup in reading/language arts.**

**It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State’s percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups and apply interventions to improve achievement of all students.**

FOLLOW-UP REVIEW

**COMPLIANCE. Nicholas County High School achieved adequate yearly progress (AYP) for the economically disadvantaged (SES) subgroup in reading/language arts, but again only by application of the confidence interval. Student scores in this cell increased from 60.41 percent proficient in 2004-2005 to 69.29 percent in 2005-2006, then declined to 66.66 percent in 2006-2007. This was the third year the confidence interval was applied in this cell. The school is strongly urged to continue implementing programs and practices that will increase student achievement to the level where the confidence interval will not be needed. Adequate yearly progress (AYP) was also achieved in the SES subgroup in mathematics by application of the confidence interval.**

**Below Standard**

**5.1.2. Participation rate.**

 **One subgroup designated in 5.1.2. Participation rate, economically disadvantaged students (SES) failed to achieve AYP.**

FOLLOW-UP REVIEW

**COMPLIANCE. All subgroups met AYP for participation rate, including the SES subgroup in mathematics (98.86 percent) and reading/language arts (98.86 percent).**

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard.**

**6.1. Curriculum**

* + 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 Team observed inconsistencies among the faculty members concerning their lesson plans and teaching the Content Standards and Objectives (CSOs). Several teachers could not articulate how the CSOs were utilized to guide their classroom curriculum.

FOLLOW-UP REVIEW

**COMPLIANCE. The staff had a great deal of staff development on implementing the West Virginia Content Standards and Objectives (CSOs). All teachers had the CSOs listed in their lesson plans and articulated how the CSOs were being used to drive the classroom curriculum. A majority of the students interviewed were aware of the CSOs and how their teachers were using them in the classes.**

**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 heads on their desks and/or not engaged in learning activities. Several teachers were observed sitting behind their desk for a majority of the class period.

FOLLOW-UP REVIEW

**COMPLIANCE. During the two days of the follow-up education performance audit, no students were observed sleeping/resting their heads on their desks. All students were actively engaged in the learning process.**

**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)**

The Team did not observe varied instructional strategies in best practice instruction. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction. Teachers verified this observation in the teacher interview sessions.

FOLLOW-UP REVIEW

**COMPLIANCE. All classes the Team observed consisted of a balance of teacher directed instruction, small group instruction, and individual student work. These instructional practices were also indicated in teacher lesson plans. Teachers also monitored students and kept them on task throughout the instructional period.**

**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 all teachers were not giving writing assignments to all students on a weekly basis. Also, the Team found that not all of the student writing was collected and corrected for spelling, punctuation, content, and grammar.

FOLLOW-UP REVIEW

**COMPLIANCE. All teachers the Team interviewed stated that they conducted writing activities on a weekly basis. Staff had been given training on the 4 Square method of writing and the 6+1 Trait writing scoring process. Staff reported that writing assessment scores increased from 90 percent in 2005-2006 to 94 percent in 2006-2007.**

**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)**

Although technology was available, there was no evidence of extensive technology use by student logs, student interviews, or Team observation. The Team noted minimal computer usage throughout the day of the Education Performance Audit and students and teachers also confirmed this.

FOLLOW-UP REVIEW

**COMPLIANCE. The school had one computer laboratory. The Team observed the laboratory being used throughout the two days of the follow-up education performance audit. Laboratory reports also indicated computer laboratory utilization exceeded 70 percent.**

**6.2. Student and School Performance**

* + 1. **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)**

Some lesson plans were difficult to follow and would be difficult for a substitute teacher to implement. Plans needed to be enhanced, including a greater understanding and utilization of essential questions. Several plans had items such as “discuss pages 49-57” with no clarification as to the issues that were to be presented or discussed with the students.

FOLLOW-UP REVIEW

**COMPLIANCE. All lesson plans the Team reviewed were extremely thorough and a substitute teacher could easily follow them. All lesson plans included learning objectives, procedures/activities, materials/methods, evaluation, homework, and a writing component.**

* + 1. **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 are not at grade level in achieving 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, the analysis of performance data is particularly important so that curriculum and instruction can be adjusted to improve student achievement.

FOLLOW-UP REVIEW

**COMPLIANCE. All teachers received the data analysis from the WESTEST and had met in at least three staff development sessions to interpret the data. The staff had been given the Nicholas County High School data and WESTEST data from each feeder school. Teachers could discuss the needs of the individual classes and each individual student in their classes. WESTEST data were kept in each teacher’s lesson plan book.**

**RECOMMENDATIONS**

**6.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, including zero tolerance prevention, no unified, comprehensive approach to organize this instruction was evidenced. The Team recommended that the school organize information as a team to create a systematic approach to delivering multicultural activities.

FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED. The staff discussed various schoolwide multicultural activities, as well as numerous classroom activities. Nicholas County Central Office staff had distributed a monthly calendar outlining the multicultural topics to be covered and the school developed supplemental activities to enhance the county plan. Nicholas County High School had also developed a character education program to be proactive in dealing with harassment and bullying. This program was conducted weekly on a formal basis, but teachers reported they were dealing with character education issues and concerns daily.**

**6.2.1. Unified County and School Improvement Plan.** The school five-year strategic plan was progressing and will be completed within the timeline; however, only three areas of focus had been developed. These areas included student achievement, student fitness, and social/emotional/character education. After reading the plan, the Team determined that, given the low achievement in the economically disadvantaged (SES) and special education (SE) subgroups, more emphasis should be placed upon student achievement. The Team recommended that the five-year strategic plan be altered to emphasize student achievement of those subgroups.

FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED. While the deadline for submitting the Five-Year Strategic Plan revisions had not yet arrived, plans were in place to include activities addressing student achievement, especially in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts.**

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 Nicholas County High School in providing a thorough and efficient system of education. Nicholas 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 Nicholas 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.**

Programs were needed to assist teachers in the proper development of lesson plans, varying instructional strategies, and in implementing the writing process. These issues would better serve the school and have a direct impact on student achievement.

FOLLOW-UP CONCLUSION

The school had made great strides in developing lesson plans, varied instructional strategies, and instruction in writing. Staff development in these three areas had been conducted and plans are in place to monitor these areas. Teachers reported positive results from the staff development in instructional strategies and writing across the curriculum. Lesson plans throughout the building were concise and comprehensive.

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 Nicholas County High School in achieving capacity, the following resources are recommended.

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 Team determined that Nicholas County High School and Nicholas County have the capacity to correct the identified deficiencies; however, the capacity must be developed in the special education department to provide quality services to address the low performance of the low SES and SE subgroups on the WESTEST. The Team recommended that the Nicholas County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA IV in developing the school’s capacity to improve the school’s achievement of the SE students and SES students.

FOLLOW-UP CONCLUSION

Nicholas County High School continues to work closely with the Nicholas County Director of Special Education to increase student achievement in the special education (SE) and economically disadvantaged (SES) subgroups. Collaboration had been a major area of concentration and positive results were reported. WESTEST results indicated a major gain in student achievement for the SE subgroup in reading/language arts, although the number (N) was below 50. The percent proficient increased from 16 percent in 2004-2005 to 27.50 percent in 2005-2006, then to 52.77 percent in 2006-2007. Teachers reported that collaboration was one of the major reasons for these gains.

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.

**17.1.1. School location.** The site was not suitable for special instructional needs, e.g. outdoor learning.

**17.1.4. Counselor’s office.** Adequate space was not available.

**17.1.8. Grades 1-12 classrooms.** Room 101 did not have adequate storage. Room 116 did not have adequate storage and was not located in an area near related educational areas away from disruptive noises. Room 187 was not of adequate size. Room 189 was not of adequate size. Room 208 was not of adequate size. Room 200 was not of adequate size, did not have adequate communication technologies, and was not located near related educational areas away from disruptive noises. Room 207 was not of adequate size and was not located near related educational areas away from disruptive noises. Room 211 was not of adequate size, was not located near related educational areas away from disruptive noises, and did not have adequate storage. Room 219 was not of adequate size, did not have adequate storage, desks and chairs, or controllable lights/outlets. Room 236 was not of adequate size. Room 237 was not of adequate size and was not located near related educational areas. Room 258 did not have adequate storage, chalkboard and bulletin boards, or sufficient numbers of desks and chairs. Room 265 did not have adequate communications technologies, was not located near related educational areas away from disruptive noises, had inadequate storage, and had an insufficient number of teacher/student desks and chairs.

**17.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation. The music facility was not of adequate size, was not located away from quiet areas of the building, did not have adequate storage, and did not have sufficient numbers of the following: Music stands, recording devices, microphones, stereo sound systems, piano, and AV equipment. The gymnasium did not have forced ventilation or a drinking fountain.

**17.1.11. Grades 6-12 science facilities.** Room 102 did not have balance cases. Room 104 did not have balance cases or darkening provisions. Room 105 did not have AC and DC current, an air vacuum, or balance cases. Room 200 did not have DC current, an air vacuum, ventilation fume hood, balance cases, or darkening provisions. The Chemistry I class did not have DC current, an air vacuum, ventilation fume hood, balance cases, or darkening provisions. The Science 10 class was not of adequate size and did not have the following: sink, hot and cold water, gas, AC and DC current, air vacuum, ventilation fume hood, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, balance cases, darkening provisions, main gas shut-off, and adequate storage.

**17.1.12. Grades 7-12 auditorium/stage.** The auditorium did not have space for an orchestra and was not acoustically treated.

**17.1.14. Food service.** A teachers’ dining area of adequate size was not provided.

FOLLOW-UP CONCLUSION

All items remained the same as reported in the original Education Performance Audit report.

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 economically disadvantaged students (SES) and special education students (SE) subgroups, Nicholas County High School and Nicholas County must implement concentrated instruction that will improve achievement. Nicholas County must actively pursue assistance from RESA IV, 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.

**FOLLOW-UP TEAM SUMMARY**

**Through a collaborative effort with Nicholas County High School, the Nicholas County Central Office, RESA IV, and the West Virginia Department of Education, great strides had been made in addressing the areas of deficiency in the SES and SE subgroups. Increased use of data analysis, improved instructional delivery, aligning instruction more closely with the West Virginia Content Standards and Objectives (CSOs), and overall higher expectations for all students had made a positive impact on the school’s learning environment. Further staff development and continued monitoring by the administration will ensure that the progress will continue and student achievement will increase.**

School Accreditation Status

| **School** | **Accreditation Status** | **Education Performance Audit High Quality Standards** | **Annual Performance Measures Needing Improvement** | **Date Certain** |
| --- | --- | --- | --- | --- |
| 62-501 Nicholas County High | DistinguishedAccreditation |  |  |  |

**Education Performance Audit Summary**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Nicholas County School System and grant Nicholas County High School Distinguished Accreditation status.