

Draft Education Performance Audit Report

**For**

**GRAFTON HIGH SCHOOL**

**Taylor County School System**

**May 2008**

**West Virginia Board of Education**

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INTRODUCTION

An announced Education Performance Audit of Grafton High School in Taylor County was conducted on March 11, 2008. 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 Five-Year Strategic 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader for Technology – Kathy Boone, Assistant Director, Office of Instructional Technology

West Virginia Department of Education Team Leader – Shelly Stalnaker, Coordinator, Office of Healthy Schools

## TEAM MEMBERS

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **School/County** |
| Athanasia P. Butcher | High School Principal | Gilmer County High School  Gilmer County |
| Karen D. Church | High School Principal | Clay-Battelle High School  Monongalia County |
| Joseph A. Starcher | Vocational Director | Brooke High School  Brooke County |
| David S. Tupper | High School Principal | Spencer High School  Roane County |
| Thomas N. Wood | High School Principal | John Marshall High School  Marshall County |
| Elizabeth K. Zuchowski | Middle School Assistant Principal | Monongalia County |

SCHOOL PERFORMANCE

**83 TAYLOR COUNTY**

Jane Reynolds, Superintendent

**502 GRAFTON HIGH SCHOOL – Needs Improvement**

Orville Wright, Principal

Grades 09 - 12

Enrollment 729 (2005-2006 2nd month enrollment report)

**WESTEST 2005-2006**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | 173 | 175 | 171 | 97.71 | 78.10 | Yes | Yes | Made AYP |
| White | 171 | 173 | 169 | 97.68 | 78.44 | Yes | Yes | Made AYP |
| Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Hispanic | \* | \* | \* | \* | \* | \* | \* | \* |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 75 | 76 | 73 | 96.05 | 75.00 | Yes | Yes | Made AYP |
| Spec. Ed. | 19 | 19 | 18 | 94.73 | 33.33 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |
| **Reading/Language Arts** | | | | | | | | |
| All | 173 | 175 | 171 | 97.71 | 79.88 | Yes | Yes | Made AYP |
| White | 171 | 173 | 169 | 97.68 | 80.23 | Yes | Yes | Made AYP |
| Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Hispanic | \* | \* | \* | \* | \* | \* | \* | \* |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \* | \* | \* | \* | \* | \* | \* | \* |
| Low SES | 75 | 76 | 73 | 96.05 | 75.00 | Yes | Yes | Made AYP |
| Spec. Ed. | 19 | 19 | 18 | 94.73 | 22.22 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Needs to Improve  
Graduation Rate = 79.0%**

SCHOOL PERFORMANCE

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

**83 TAYLOR COUNTY**

J. Diane Watt, Superintendent

**502 GRAFTON HIGH SCHOOL – Needs Improvement**

David Knotts, Principal

Grades 09 - 12

Enrollment 729 (2006-2007 2nd month enrollment report)

**WESTEST 2006-2007**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | 165 | 172 | 167 | 97.09 | 71.60 | Yes | Yes | Made AYP |
| White | 163 | 169 | 164 | 97.04 | 71.87 | Yes | Yes | Made AYP |
| Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Low SES | 72 | 76 | 71 | 93.42 | 57.97 | By Average | Averaging | Made AYP |
| Spec. Ed. | 28 | 29 | 27 | 93.10 | 30.76 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |
| **Reading/Language Arts** | | | | | | | | |
| All | 165 | 172 | 164 | 95.34 | 70.00 | Yes | Confidence Interval | Made AYP |
| White | 163 | 169 | 161 | 95.26 | 70.25 | Yes | Averaging | Made AYP |
| Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Indian | \* | \* | \* | \* | \* | \* | \* | \* |
| Asian | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
| Low SES | 72 | 76 | 70 | 92.10 | 58.82 | By Average | Confidence Interval - Averaging | Made AYP |
| Spec. Ed. | 28 | 29 | 26 | 89.65 | 16.00 | NA | NA | NA |
| LEP | \* | \* | \* | \* | \* | \* | \* | \* |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Graduation Rate = 80%**

**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 | 172 | 165 | 167 | 162 | 97.09 | 5.56 | 22.84 | 50.62 | 14.20 | 6.79 | 71.60 |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Reading** | | | | | | | | | | | |
| **Class** | **Tested Enr.** | **FAY Enr.** | **Tested** | **FAY Tested** | **Part. Rate** | **Novice** | **Below Mastery** | **Mastery** | **Above Mastery** | **Distinguished** | **Proficient** |
| 10 | 172 | 165 | 164 | 160 | 95.35 | 3.13 | 26.88 | 38.75 | 20.63 | 10.63 | 70.00 |

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

**Other Relevant Performance Data**

**2006-2007 Writing Assessment**

## Distribution of Performance Across All Performance Levels

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Grade 10* | **Total # Tested** | **% At Distinguished** | **% At Above Mastery** | **% At Mastery** | **% At Partial Mastery** | **% At Novice** | **% With No Score** | **% of Students at or Above Mastery** | **% of Students Below Mastery** |
| State – WV | **19327** | **8** | **29** | **50** | **11** | **2** | **1** | **87** | **13** |
| Taylor County | 169 | 4 | 27 | 49 | 17 | 1 | 1 | 80 | 20 |
| Grafton High | 169 | 4 | 27 | 49 | 17 | 1 | 1 | 80 | 20 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

**5.1.1. Achievement.**

**Grafton High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the SES subgroup in mathematics only by application of the confidence interval and/or averaging. 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 reading/language arts. Of further concern, all reported subgroups showed an alarming decline in percent proficient, most notably the SES subgroup. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.**

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 10 – 28.40 percent in mathematics and 30.01 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a slight deficiency at Grade 10. West Virginia had 87 percent of the students at or above mastery compared to 80 percent for Grafton High School. The school must continue to address instruction in writing through a schoolwide approach and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Technology 101.
2. 21st Century Skills.
3. Walking with Palms.
4. Book Study *The Big Picture: Education is Everyone’s Business*.
5. West Virginia Content Standards and Objectives (CSOs).
6. Mentoring.
7. Dropout Prevention.
8. Instructional Strategies in Mathematics.
9. 21st Century Technology Awareness.
10. Cyber School.
11. Teachers Leadership Academy.
12. GradeQuick and Edline Review.
13. Collaborative Teaching.
14. Dance, Dance Revolution.
15. Wellness Policy Conference.
16. Approaches and Tools for Developing Web-Enhanced Lessons.
17. Using Technology to Support Research and Presentations.
18. Earn a Degree Graduate Early (EDGE) and E-Business Instructor Meeting.
19. Entrepreneurship Academy.
20. Principals Leadership Academy.
21. Gear Up.
22. Advanced Placement (AP) Institute for Chemistry and Literature.
23. WVEIS Training for Scheduling.
24. RESA Administrators’ Forum.
25. National Tech-Prep Network Annual Conference.
26. Response to Intervention (RTI).
27. Math Program Improvement Review.

**Chart 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND**  **COLLEGE COURSES OFFERED**  **2007-2008** | | | |
| High School | Number of AP Courses Offered | Number of Honors Courses Offered | Number of College Credit Courses Offered |
| Grafton High | 4 | 5 | 1 |

Grafton High School offered the following Advanced Placement (AP) courses during the 2007-08 school year.

English Language & Composition (AP) – 16 students enrolled

English Literature & Composition (AP) – 7 students enrolled

Calculus (AB) (AP) – 19 students enrolled

Chemistry (AP) – 16 students enrolled

Grafton High School offered the following Honors courses during the 2007-08 school year.

Honors Pre-Calculus

Honors English 9

Honors English 10

Honors Algebra II

Honors CATS 9

Grafton High School offered the following College Credit course during the 2007-08 school year.

Business Computer Applications

**Chart 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)** | | | | |
| Grafton High | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| 10th Grade Test Takers (%) | 0.0 | 0.0 | 0.0 | 0.0 |
| 11th Grade Test Takers (%) | 0.6 | 0.0 | 0.7 | 0.0 |
| 12th Grade Test Takers (%) | 9.7 | 5.8 | 16.5 | 14.6 |
| 10th Grade Test Takers (%) with a score of 3 or higher | \*NA | \*NA | \*NA | \*NA |
| 11th Grade Test Takers (%) with a score of 3 or higher | \*NA | \*NA | \*NA | \*NA |
| 12th Grade Test Takers (%) with a score of 3 or higher | 41.2 | 37.5 | 47.8 | 83.3 |

\*NA – Not Available.

The percentage of Grade 12 Advanced Placement (AP) Test takers increased from 9.7 percent in 2002-03 to 14.6 percent in 2005-06. The percentage of Grade 12 AP test takers with a score of 3 or higher increased from 41.2 percent in 2002-03 to 83.3 percent in 2005-06.

The school reported that 33 students took the AP tests in 2006-07 and 21 students scored a 3 or higher.

**Chart 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SCHOLASTIC APTITUDE TEST (SAT)** | | | | | |
| Grafton High | **2002- 2003** | **2003-2004** | **2004-2005** | **2005-2006** | **2006-2007** |
| SAT Takers (%) | 16.2 | 6.2 | 7.9 | 9.5 | \*NA |
| SAT Math Mean Score | 486 | 483 | 574 | 499 | \*NA |
| SAT Verbal Mean Score | 492 | 503 | 578 | 496 | \*NA |
| **AMERICAN COLLEGE TESTING (ACT)** | | | | | |
| ACT Takers (%) | 60.5 | 63.2 | 57.9 | 49.4 | \*NA |
| ACT Composite | 20.1 | 20.4 | 20.1 | 19.6 | \*NA |

\*NA – Not Available

Source: State, County and School Data, 2005-2006 West Virginia Report Cards, West Virginia Department of Education

Chart 3 shows four year trend data for the Scholastic Aptitude Test (SAT) and American College Testing (ACT) program.

**Chart 4**

|  |  |  |
| --- | --- | --- |
| **ESTIMATED COLLEGE GOING RATE**  **FALL 2006** | | |
|  | Number of High School Graduates  2005-06 | Overall College Going Rate |
| State | 17,441 | 58.3% |
| Grafton High | 147 | 46.3% |

Source: West Virginia College Going Rates By County and High School Fall 2006,

West Virginia Higher Education Policy Commission.

The Fall 2006 overall estimated college going rate for Grafton High School at 46.3 percent was lower than West Virginia’s overall estimated college going rate of 58.3 percent.

**Chart 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSE**  **FALL 2005** | | | |
|  | % in Developmental Mathematics | % in Developmental English | % in Any Developmental Course(s) |
| State | 30.3% | 15.6% | 34.1% |
| Grafton High | 17.8% | 6.7% | 20.0% |

Source: Performance of High School Graduates Enrolled in Public Colleges and Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy Commission.

The percentage of Grafton High School’s students enrolled in developmental mathematics and English courses was measurably lower than the State’s percentage.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Grafton High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.**

**7.1.3. Learning environment.** The school’s educational atmosphere was orderly, educationally stimulating, and safe. Students stated that they felt valued by the staff. Students were mannerly and helpful to the Team.

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

**7.1. Curriculum**

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

Students in at least seven classrooms had their heads down and were not engaged in the educational process during instruction and the teachers did not redirect them. The Team observed students listening to MP3 players during class and teachers did not have students remove them. The Team heard profanity used in two classrooms and teachers did not address the issue.

These issues indicated a lack of high expectations for student learning and the profanity violated the Student Code of Conduct.

**7.1.7. 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, no evidence of extensive technology use was shown by student logs, student interviews, and Team observation. The Team noted that computers were used minimally throughout the day of the Education Performance Audit.

The Internet speed was extremely slow. The Team recommended that the school investigate means to increase bandwidth and increase the Internet speed.

**7.1.12. 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)**

Teachers could not discuss a schoolwide approach to include multicultural activities in the 9-12 programmatic levels. Teachers stated that they were not instructed on how multicultural activities were to be conducted and were not aware of a county or school Multicultural Plan.

**7.2. Student and School Performance**

* + 1. **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 two counselors did not have verification of spending at least 75 percent of the work day in a direct counseling relationship with students. The Team could not verify that the 75 percent time was being met.

* + 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)**

The Team reported that administrators had not checked lesson plans and some lesson plans could not be followed by substitute teachers. Given the decreasing performance in all subgroups in mathematics and reading/language arts and the low graduation rate, it is of great importance that the administrators review plans and assure that lessons are coherent, relevant, sequential, and address students’ learning needs.

**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)**

One item from the West Virginia Department of Agriculture audit of 09/19/07 had not been corrected. The shipping and receiving doors were not pest proof and there was a crack at the bottom of the doors.

**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)**

Due to the number of deficiencies found at Grafton High School and declining student and school achievement, the Team determined that assistance from the Taylor County Central Office administration, the West Virginia Department of Education, and RESA VII be sought to assist the building administrator in developing, implementing, and monitoring programs and strategies to improve student achievement and the graduation rate.

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

**8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.**

The Team observed a high number of students disengaged from the educational process throughout the day. The Team believed this was indicative of the lower student achievement and graduation rate. It is imperative that all teachers exhibit high expectations for all students and keep all students engaged through high quality instruction. The administrators must ensure that teachers develop lesson plans that will provide high quality instruction and that these lesson plans address the West Virginia Content Standards and Objectives (CSOs). The graduation rate will more than likely remain at the 80 percent level if students are not provided instruction that is interactive and engaging. Furthermore, student achievement may continue to decline if the school does not aggressively address the issues presented in this report.

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

|  |  |
| --- | --- |
| HIGH QUALITY STANDARDS | **RECOMMENDED RESOURCES** |
| 7.1.2. High expectations. | West Virginia Department of Education  Office of Instruction  (304) 558-5325 |
| 7.1.7. Library/educational technology access and technology application. | West Virginia Department of Education  Office of Instruction  (304) 558-5325 |
| 7.1.12. Multicultural activities. | West Virginia Department of Education  Office of ESL/International Schools  (304) 558-2691 |
| 7.2.2. Counseling services. | West Virginia Department of Education  Office of Planning, Evaluation, Special Programs and Support Services  (304) 558-2348 |
| 7.2.3. Lesson plans and principal feedback. | West Virginia Department of Education  Office of Office of Title II - School and School System Improvement  (304) 558-3199 |
| 7.4.1. Regulatory agency reviews. | West Virginia Department of Education  Office of School Facilities  (304) 558-2711 |
| 7.8.1. Leadership. | West Virginia Department of Education  Office of Professional Development  (304) 558-0539 |

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.

This is the principal’s first year in the position, and the Team believed that he has the capability to correct the issues found at the school. It is extremely important that the administrative team monitor lesson plans and visit classes regularly to ensure that all students are on task and that teachers provide interesting and interactive lessons that motivate students to remain in school through graduation. While the principal indicated a number of professional development opportunities that had been provided and several of them directly related to achievement and graduation, it was not apparent that these translated into actual practice or were being effective. Therefore, the Team recommended Taylor County and the principal assess the staff development provided to teachers and evaluate its 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.

**19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18‑2E‑5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing “Need” for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 *and Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

**19.1.1. School location.** The school site was not 15 acres, plus one acre for each 100 students over 800. The site was not large enough for future expansion and was not removed from undesirable noise and traffic.

**19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.

**19.1.3. Teachers’ workroom.** Communication technology was not provided.

**19.1.5. Library/media and technology center.** Pamphlets were not available.

**19.1.6. Grades 9 through 12 computer laboratory.** Computer laboratories were not of adequate size and did not have an adequate number of work stations with enough printers or a networked printer available.

**19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, a ceramic kiln, or black-out areas. The physical education facility did not have provisions for two or more teaching stations.

**19.1.11. Grades 6-12 science facilities.** All science rooms did not have AC and DC current, air vacuum, ventilation hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, or main gas shut-off.

**19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have broadcast capability or distance learning capability. The high school stage did not have adequate storage.

**19.1.14. Food service.** Neither a chalkboard nor a bulletin board were available in the food service area. A teachers’ dining area of adequate size was not provided.

**19.1.15. Health service units.** A health services unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, and refrigerator with locked storage.

**19.1.16. Grades 7-12 vocational.** The business education instructional facilities did not have a display case and map rail.

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 graduation rate and decline of student achievement, Grafton High School and Taylor County must implement high yield instructional practices that will improve students’ achievement, and therefore their graduation rate. Taylor County must actively pursue assistance from RESA VII; the West Virginia Department of Education, Office of School Improvement; 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** |
| --- | --- | --- | --- | --- |
| 83-502 Grafton High | Full  Accreditation | 7.1.2; 7.1.7; 7.1.12; 7.2.2; 7.2.3; 7.4.1; 7.8.1 |  |  |

**Education Performance Audit Summary**

The Team identified seven high quality standards necessary to improve performance and progress. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Grafton High School’s Education Performance Audit was limited in scope to the 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 draft report to guide Grafton High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report pursuant to W.Va. Code §18-2E-5 (n) School accreditation. (1).