

Draft Education Performance Audit Report

 **For**

 **BUCKHANNON-UPSHUR HIGH SCHOOL**

**Upshur County School System**

**May 2008**

**West Virginia Board of Education**

Page

[Introduction](#_Toc88357922) 2

[Education Performance Audit Team](#_Toc88357923) 2

[School Performance](#_Toc88357924) 4

[Annual Performance Measures for Accountability](#_Toc88357925) 7

[Education Performance Audit](#_Toc88357926) 11

[High Quality Standards](#_Toc88357928) 11

[Indicators of Efficiency](#_Toc88357930) 14

[Building Capacity to Correct Deficiencies](#_Toc88357931) 15

[Identification of Resource Needs](#_Toc88357932) 17

[Early Detection and Intervention](#_Toc88357933) 18

[School Accreditation Status](#_Toc88357934) 19

INTRODUCTION

An announced Education Performance Audit of Buckhannon-Upshur High School in Upshur County was conducted on April 2, 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 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 – Robert Crawford, Coordinator, Office of ESL – International Schools

## TEAM MEMBERS

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **School/County** |
| Diane M. Betler | Lead Teacher | Pickens Elementary/High SchoolRandolph County |
| Athanasia Butcher | High School Principal | Gilmer County High SchoolGilmer County |
| Timothy S. Derico | High School Principal | Lewis County High SchoolLewis County |
| Todd H. Layhew | High School Principal | Ripley High SchoolJackson County |
| Debra L. Schmidlen | Elementary/High School Principal | Harman Elementary/High SchoolRandolph County |
| Joyce Diane Watt | Superintendent | Taylor County |

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **School/County** |
| Connie J. Young | High School Assistant Principal | John Marshall High SchoolMarshall County |
| Dennis G. Zahradnik | High School Principal | Liberty High SchoolHarrison County |

SCHOOL PERFORMANCE

**87 UPSHUR COUNTY**

Dr. Charles Chandler, Jr., Superintendent

**501 BUCKHANNON-UPSHUR HIGH SCHOOL – Passed**

Don Switzer, Principal

Grades 09 - 12

Enrollment 1,115 (2005-2006 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 | 263 | 273 | 269 | 98.53 | 61.00 | Yes | Yes | Made AYP |
|   White | 258 | 268 | 264 | 98.50 | 60.23 | Yes | Yes | Made AYP |
|   Black | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Hispanic | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Indian | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Asian | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Low SES | 117 | 124 | 120 | 96.77 | 49.55 | Yes | Confidence Interval | Made AYP |
|   Spec. Ed. | 44 | 45 | 43 | 95.55 | 14.28 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
| **Reading/Language Arts** |
|   All | 263 | 273 | 265 | 97.06 | 72.94 | Yes | Yes | Made AYP |
|   White | 258 | 268 | 260 | 97.01 | 72.40 | Yes | Yes | Made AYP |
|   Black | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Hispanic | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Indian | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Asian | **\*\*** | **\*\*** | **\*\*** | **\*\*** | **\*\*** | NA | NA | NA |
|   Low SES | 117 | 124 | 119 | 95.96 | 62.50 | Yes | Confidence Interval | Made AYP |
|   Spec. Ed. | 44 | 45 | 43 | 95.55 | 19.04 | NA | NA | NA |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 80.9**

SCHOOL PERFORMANCE

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

**87 UPSHUR COUNTY**

Dr. Charles Chandler, Jr., Superintendent

**501 BUCKHANNON-UPSHUR HIGH SCHOOL – Needs Improvement**

Brenda Wells, Principal

Grades 09 - 12

Enrollment 1,158 (2006-2007 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 | 271 | 277 | 272 | 98.19 | 61.27 | Yes | Confidence Interval | Made AYP |
|   White | 268 | 273 | 268 | 98.16 | 61.21 | Yes | Confidence Interval | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 145 | 149 | 146 | 97.98 | 53.52 | Yes | No | Made AYP |
|   Spec. Ed. | 54 | 55 | 54 | 98.18 | 24.52 | Yes | Safe Harbors | Made AYP |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
| **Reading/Language Arts** |
|   All | 271 | 277 | 272 | 98.19 | 62.78 | Yes | Confidence Interval - Averaging | Made AYP |
|   White | 268 | 273 | 268 | 98.16 | 62.35 | Yes | Confidence Interval - Averaging | Made AYP |
|   Black | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Hispanic | \*\* | \*\* | \*\* | \*\* | \*\* | NA | NA | NA |
|   Indian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Asian | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |
|   Low SES | 145 | 149 | 146 | 97.98 | 50.00 | Yes | No | Made AYP |
|   Spec. Ed. | 54 | 55 | 54 | 98.18 | 16.98 | Yes | No | Made AYP |
|   LEP | \*  | \*  | \*  | \*  | \*  | \*  | \*  | \*  |

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed
Graduation Rate = 80.7%**

**Adequate Yearly Progress** **(AYP) Information by Class**

|  |
| --- |
| **Mathematics** |
| **Class** | **TestedEnr.** | **FAYEnr.** | **Tested** | **FAYTested** | **Part.Rate** | **Novice** | **BelowMastery** | **Mastery** | **AboveMastery** | **Distinguished** | **Proficient** |
| 10 | 277 | 271 | 272 | 266 | 98.19 | 13.16 | 25.56 | 52.26 | 6.02 | 3.01 | 61.28 |

|  |
| --- |
| **Reading** |
| **Class** | **TestedEnr.** | **FAYEnr.** | **Tested** | **FAYTested** | **Part.Rate** | **Novice** | **BelowMastery** | **Mastery** | **AboveMastery** | **Distinguished** | **Proficient** |
| 10 | 277 | 271 | 272 | 266 | 98.19 | 8.27 | 28.95 | 35.34 | 22.18 | 5.26 | 62.78 |

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** |
| Upshur County | 273 | 6 | 25 | 51 | 14 | 3 | 1 | 82 | 18 |
| Buckhannon-Upshur High | 273 | 6 | 25 | 51 | 14 | 3 | 1 | 82 | 18 |

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**Achieved Standard**

**5.1.1. Achievement.**

**This is the 1st year that Buckhannon-Upshur High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Subgroups designated in 5.1.1. Achievement included the economically disadvantaged (SES) subgroup in mathematics and reading/language arts and in the special education (SE) subgroup in reading/language arts. Buckhannon-Upshur High School achieved AYP in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval and/or averaging and in the SE subgroup in mathematics through safe harbors. 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 indicated scores below mastery in both mathematics and reading: Grade 10 – 38.72 percent in mathematics and 37.22 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Substance Abuse.
2. Making College Count.
3. Data Analysis.
4. Effective Teaching.
5. 21st Century Learning and Technology.
6. Special Education Teachers’ Academy.
7. Vertical Teaming.
8. Literacy Matters.

**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 |
| Buckhannon-Upshur High | 9 | 10 | 3 |

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

AP Language Composition

AP Literature

AP Computer Science

AP Calculus

AP US History

AP Government

AP European History

AP Psychology

AP Physics

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

English 9, 10, 11 and 12 Honors

Algebra II Honors

Geometry Honors

CATS 9 Honors

US History Honors

World History Honors

20/21st Honors

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

Dual Credit English 12

College Algebra

College Wellness and Fitness

**Chart 2**

|  |
| --- |
| **ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)** |
| Buckhannon-Upshur High | 2002-03 | 2003-04 | 2004-05 | 2005-06 |
| 10th Grade Test Takers (%) | 0.0 | 0.7 | 0.0 | 2.0 |
| 11th Grade Test Takers (%) | 6.5 | 9.5 | 18.2 | 40.9 |
| 12th Grade Test Takers (%) | 17.1 | 9.3 | 11.3 | 39.3 |
| 10th Grade Test Takers (%) with a score of 3 or higher | 0.0 | 100.00 | 0.0 | 0.0 |
| 11th Grade Test Takers (%) with a score of 3 or higher | 47.1 | 25.0 | 37.0 | 66.7 |
| 12th Grade Test Takers (%) with a score of 3 or higher | 25.0 | 60.90 | 53.6 | 84.9 |

\*NA – Not Available.

The percentage of Grade 12 Advanced Placement (AP) Test takers increased from 17.1 percent in 2002-03 to 39.3 percent in 2005-06. The percentage of Grade 12 AP test takers with a score of 3 or higher increased from 25.0 percent in 2002-03 to 84.9 percent in 2005-06.

The school reported that 103 students took the AP tests in 2006-07 and 39 students scored a 3 or higher.

**Chart 3**

|  |
| --- |
| **SCHOLASTIC APTITUDE TEST (SAT)** |
| Buckhannon-Upshur High | **2002- 2003** | **2003-2004** | **2004-2005** | **2005-2006** |
| SAT Takers (%) | 18.6 | 15.0 | 15.0 | 12.9 |
| SAT Math Mean Score | 497 | 506 | 488 | 520 |
| SAT Verbal Mean Score | 517 | 530 | 498 | 559 |
| **AMERICAN COLLEGE TESTING (ACT)** |
| ACT Takers (%) | 61.3 | 57.9 | 53.8 | 54.9 |
| ACT Composite | 20.9 | 20.6 | 19.3 | 20.6 |

\*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 |
| Buckhannon-Upshur High | 226 | 57.1 |

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 Buckhannon-Upshur High School at 57.1 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 | 30.9 | 15.9 | 34.8 |
| Buckhannon-Upshur High | 36.5 | 16.2 | 40.5 |

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

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

**7.1. Curriculum**

**7.1.1. 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)**

At least 12 teachers could not discuss the proper usage of the West VirginiaContent Standards and Objectives (CSOs). It was not evident that the CSOs guided the 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)**

Many classes ended at least ten minutes early. The Team observed numerous students disengaged in the learning process and not redirected by the teachers. The Team also observed students who were sleeping and refused to do the work assigned by the teacher.

Students who did not dress for physical education classes were excluded from the educational process. No other educational activities were given to these students.

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

Approximately one-fourth of the teachers did not vary instruction. These teachers relied heavily on teacher directed instruction.

* + 1. **Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)**

Only Grade 9 students reported the first day of school. Grades 10, 11, and 12 students were not provided the minimum required 180 instructional days. This did not allow for equal access to 180 instructional days.

**7.2. Student and School Performance**

**7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic 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.**

 Although the school’s Five-Year Strategic Plan adequately addressed the needs of the school, approximately ten teachers could not discuss the educational components of the school’s plan.

* + 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)**

According to the guidance counselors, they were meeting with students only approximately 25 percent of the time, thereby, not spending 75 percent of the work day in a direct counseling relationship with students. Counseling logs were not kept up-to-date.

* + 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)**

Many lesson plans were inadequate and could not be followed by a substitute teacher. Lesson plans had not been checked by the administration the required number of times. Three teachers could not produce lesson plans for Team review. Three teachers were not writing plans in advance.

**7.6. Personnel**

**7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A‑2‑12; Policy 5310; Policy 5314)**

Teacher observation forms were incomplete. Many sections of the observation forms did not have comments and many only had one or two comments. Given the instructional issues at the school, administrators must provide sufficient feedback to effect change.

Seven teacher observations had not been completed on or before November 1, 2007.

No fall or winter sports coaches’ evaluations had been completed.

**7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

**7.7.2. 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)**

At least four students were observed to have smokeless tobacco in their possession. Smokeless tobacco use was evident in the boys’ rest rooms on the first and second floors and in the stair wells.

Many students throughout the day were in violation of the student dress code, but were not addressed by teachers or administrators. Students stated that they wear inappropriate clothing on a regular basis with no consequences. The Team observed the following student attire which violated the student dress code policy: Short mini-skirts, hats, and suggestive clothing.

**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 and quality of deficiencies found at Buckhannon-Upshur High School, the Team determined that assistance be provided by the central office administration, the West Virginia Department of Education, and RESA VII to assist the building administrator in the operation and management of the school.

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 Buckhannon-Upshur High School in providing a thorough and efficient system of education. Upshur 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 Upshur 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 was evident that all teachers did not exhibit high expectations for all students and that high quality instruction was occurring. Time-on-task, lesson plan development, implementation of the West Virginia Content Standards and Objectives (CSOs), differentiated instruction, and policy implementation were all areas of weakness that would contribute to lower student achievement. It is imperative that the administration monitor instructional strategies and lesson plan development, and provide leadership to ensure high quality instruction and improved student achievement.

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 Buckhannon-Upshur High School in achieving capacity, the following resources are recommended.

|  |  |
| --- | --- |
| HIGH QUALITY STANDARDS | **RECOMMENDED RESOURCES** |
| 7.1.1. Curriculum based on content standards and objectives. | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.1.2. High expectations.  | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.1.5. Instructional strategies.  | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.1.13. Instructional day.  | West Virginia Department of EducationOffice of Instruction(304) 558-5325 |
| 7.2.1. County and School electronic strategic improvement plans.  | West Virginia Department of EducationOffice of Title II - School and School System Improvement(304) 558-3199 |
| 7.2.2. Counseling services. | West Virginia Department of EducationOffice of Planning, Evaluation, Special Programs and Support Services(304) 558-2348 |
| * + 1. Lesson plans and principal feedback.
 | West Virginia Department of EducationOffice of Office of Title II - School and School System Improvement(304) 558-3199 |
| 7.6.3. Evaluation.  | West Virginia Department of EducationOffice of Human Resources(304) 558-2702 |

|  |  |
| --- | --- |
| **HIGH QUALITY STANDARDS** | **RECOMMENDED RESOURCES** |
| 7.7.2. Policy implementation.  | West Virginia Department of EducationOffice of Title II - School and School System Improvement(304) 558-3199 |
| 7.8.1. Leadership.  | West Virginia Department of EducationOffice of Professional Development(304) 558-0539 |

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.

Given the number of deficiencies and the degree of the deficiencies found, the Team strongly recommended that the administration seek assistance from the Upshur County Central Office, RESA VII, the West Virginia Center for Professional Development, and the West VirginiaDepartment of Education. The administration must aggressively address the deficiencies noted in the report and provide high quality leadership to correct the deficiencies.

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.

**17.1.3. Teachers’ workroom.** Communication technology was not available.

**17.1.4. Counselor’s office.** Easy access to student records was not available.

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

**17.1.15. Health service units.** A refrigerator with locked storage was not provided.

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.

**It is recommended that Buckhannon-Upshur High School pursue assistance from the Upshur County Central Office, RESA VII, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in these cells, it is imperative that programs and practices be implemented immediately in order to address these issues.**

School Accreditation Status

| **School** | **Accreditation Status** | **Education Performance Audit High Quality Standards** | **Annual Performance Measures Needing Improvement** | **Date Certain** |
| --- | --- | --- | --- | --- |
| 87-501 Buckhannon-Upshur High | FullAccreditation | 7.1.1; 7.1.2; 7.1.5; 7.1.13; 7.2.1; 7.2.2; 7.2.3; 7.6.3; 7.7.2; 7.8.1 |  |  |

**Education Performance Audit Summary**

The Team identified ten high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Buckhannon-Upshur 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 Buckhannon-Upshur 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).