



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BUCKHANNON-UPSHUR HIGH SCHOOL

UPSHUR COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Buckhannon-Upshur High School in Upshur County on April 2, 2008.

A Follow-up Education Performance Audit of Buckhannon-Upshur High School in Upshur County was conducted April 24, 2009. 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.

87 UPSHUR COUNTY

Dr. Charles Chandler, Jr., Superintendent

501 BUCKHANNON-UPSHUR HIGH SCHOOL – Passed

Don Switzer, Principal

Grades 09 - 12

Enrollment 1,115 (2nd month 2005-2006 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	263	273	269	98.53	61.00	Yes	Yes	✓
White	258	268	264	98.50	60.23	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	117	124	120	96.77	49.55	Yes	Confidence Interval	✓
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	✓
White	258	268	260	97.01	72.40	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	117	124	119	95.96	62.50	Yes	Confidence Interval	✓
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%

87 UPSHUR COUNTY
 Dr. Charles Chandler, Jr., Superintendent
501 BUCKHANNON-UPSHUR HIGH SCHOOL – Needs Improvement
 Don Swisher, Principal
 Grades 09 - 12
 Enrollment 1,158 (2nd month 2006-2007 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	271	277	272	98.19	61.27	Yes	Confidence Interval	✓
White	268	273	268	98.16	61.21	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	149	146	97.98	53.52	Yes	No	✗
Spec. Ed.	54	55	54	98.18	24.52	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	271	277	272	98.19	62.78	Yes	Confidence Interval - Averaging	✓
White	268	273	268	98.16	62.35	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	149	146	97.98	50.00	Yes	No	✗
Spec. Ed.	54	55	54	98.18	16.98	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

**Passed
 Graduation Rate = 80.7%**

87 UPSHUR COUNTY
Dr. Charles Chandler, Jr., Superintendent
501 BUCKHANNON-UPSHUR HIGH SCHOOL – Needs Improvement
Dr. Brenda Wells, Principal
Grades 09 - 12
Enrollment 1,171 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	241	256	254	99.21	62.50	Yes	Confidence Interval	✓
White	235	250	248	99.20	62.82	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	106	117	116	99.14	53.77	Yes	Confidence Interval	✓
Spec. Ed.	35	42	41	97.61	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	241	256	251	98.04	70.29	Yes	Confidence Interval	✓
White	235	250	245	98.00	70.81	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	106	117	113	96.58	58.09	Yes	No	✗
Spec. Ed.	35	42	40	95.23	20.58	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY-- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 81.7%**

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.

FOLLOW-UP REVIEW

MET STANDARD. The achievement standard was met through the index application.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

- 6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than**

full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

Buckhannon-Upshur High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts on the 2008 WESTEST. The school achieved AYP in the all students (AS), racial/ethnicity white (W), and economic disadvantaged (SES) subgroups in mathematics by application of the confidence interval. The school achieved AYP in reading/language arts by the all students (AS) and racial/ethnicity white (W) subgroups by application of the confidence interval.

The school's Five-Year Strategic Plan had been revised with action steps to address student achievement in mathematics and reading/language arts.

The school staff continued staff training designed to improve instruction and improve student achievement. Staff training during the latter part of 2007-2008 and thus far in the 2008-2009 school years included the following.

- 1. National Consultant, Spence Rogers of Peak Performance, conducted staff training on activities to use if the teacher's lesson runs short that reinforce the West Virginia 21st Century content standards and objectives (CSOs). The consultant visited classrooms and gave staff members support in enhancing their CSOs and instructional strategies.**
- 2. Approximately 65 percent of the staff from Buckhannon-Upshur High School attended the Upshur County Summer Teachers' Academy. Workshops at this academy included: 21st Century Learning Experiences for All Students, unpacking the new CSOs, integrating and mapping the learning skills and technology tool standards, problem-based learning, etc.**
- 3. Brainstorming was used to find ways to improve deficiencies identified in the Education Performance Audit report. This was used as an example of an instructional activity that could be used in the classrooms.**

4. Department chairs conducted departmental meetings to discuss the CSOs and ways to document that the CSOs were properly targeted through the year to address student achievement weaknesses.
5. The principal observed and monitored instruction on the CSOs through lesson plan reviews, class walkthroughs, and personnel evaluation observations.

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 Virginia Content Standards and Objectives (CSOs). It was not evident that the CSOs guided the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. The West Virginia Department of Education, Office of Instruction trained the staff on the new West Virginia 21st Century content standards and objectives (CSOs). Discussions on the CSOs were held in each departmental meeting throughout the year. Teacher interviews and lesson plan reviews provided evidence that the staff was using the CSOs in planning lessons and instruction.

- 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.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had been provided training designed to increase expectations and effective strategies to engage students in the learning process.

Staff participated in the following training.

1. **Effective Teaching by Spence Rogers with Peak Performance.**
2. **Brainstorming ways to improve the expectations.**
3. **Lion's Quest Training.**
4. **21st Century Skills Training.**
5. **Thinkfinity Training.**
6. **Teach 21 Workshop.**
7. **Effective Schools Culture Activity: School Characteristics.**
8. **Think.com Training.**
9. **Effective Schools Research on using a variety of teaching strategies.**

The Team visited classrooms and observed instruction and student behavior and did not observe any students sleeping in class or disengaged from the instruction. The classes observed were actively engaged in instruction throughout the class periods. Students who did not dress for the physical education activities were assigned to the in-school suspension classroom during the physical education period with related work to complete.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had been provided training on varying classroom instruction to improve the effectiveness of the student learning. As the Team observed classrooms and reviewed teacher lesson plans, it was evident that staff was doing a more efficient job of planning lessons and was using multiple activities during the lessons to maintain students' interest and improve their achievement.

The following examples of staff training were provided this year (2008-2009).

1. Teaching for Excellence.
2. 21st Century Learning and Technology.
3. Special Education Teachers' Academy.
4. Mathematics Professional Learning Communities.
5. Literacy Matters.
6. Differentiated Instruction.
7. Writing Across the Curriculum.
8. Varying Assessments.
9. Hands on Technology.

7.1.13. 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.

FOLLOW-UP REVIEW

COMPLIANCE. All students were required to attend Buckhannon-Upshur High School on the first day of school in August 2008.

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.

FOLLOW-UP REVIEW

COMPLIANCE. All staff members had been provided copies of the school Five-Year Strategic Plan and the teachers kept the plan in their lesson plan books for reference. The staff had held discussions on the contents of the strategic plan and devised strategies to address the plan's goals in their classroom instruction. Interviews with staff members verified that they

were knowledgeable of the contents of the plan. Staff members readily discussed how the plan was used to guide their instruction.

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

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.

FOLLOW-UP REVIEW

COMPLIANCE. Each of the school counselors kept a log of activities and counseling time. The Team reviewed and discussed the logs with the counselors. The counselors said that on the average, approximately 75 percent of their time was spent in direct counseling relationship with students. The Team verified the time percentage by the counselors' daily logs.

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

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.

FOLLOW-UP REVIEW

COMPLIANCE. The principal provided staff a list of essential components expected to be part of teachers' lesson plans. The Team visited classrooms and reviewed teacher lesson plans and found the plans complete and developed so that a substitute could effectively teach the class. The Team interviewed four substitute teachers who were in the school on the day of the visit. The substitutes verified the lesson plans they received were complete and easy to follow. Administrators had reviewed lesson plans each of the four quarters. The Team reviewed copies of the reviews and administrator comments. Interviews with teachers provided words of praise for the lesson plan reviews in that they found the principal's comments useful in improving their lesson planning. Each teacher the Team interviewed and observed had lesson plans.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the evaluation files for teachers with up to five years of experience and found at least one completed evaluation with the appropriate number of observations, which had many constructive comments, attached to them. Some of the observations for the second evaluation had been completed and the remaining observations and the second evaluation will be completed between the date of the follow-up review and the end of school. The evaluations and observations met all the requirements of West Virginia Board of Education Policy 5310. Evaluations had been completed for the coaches of fall and winter sports and were on file. These evaluations met the requirements of West Virginia Board of Education Policy 5310.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Students and teachers had been involved in preparing a list of consequences for student behavior that included consequences for having tobacco products at school. This was compiled into a “Code of Conduct Consequences” and provided to staff, students, and parents and discussed with students at the beginning of the school year. The consequences included: Attending classes on tobacco cessation, in-school suspension, out-of-school suspension, and referral to magistrate court. The rest rooms were monitored several times each day by the assistant principal, security guard, and teachers. The staff felt their efforts had significantly reduced the tobacco use at school. The Team monitored the rest rooms several times throughout the day and did not find evidence of tobacco use in the rest rooms. A renewed emphasis had been placed on staff to check for dress code violations as students entered the classrooms. A new and stricter dress code with consequences was being enforced. As the Team visited throughout the school, no violations of the dress code were observed.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that the Upshur County central office administration, the West Virginia Department of Education, and RESA VII had provided a great deal of assistance. Assistance provided to the school included the following.

- 1. Upshur County provided funds to pay stipends to teachers who attended the Summer Teachers’ Academy at which training was provided by the West Virginia Department of Education, Office of Instruction. This training included the new West Virginia 21st Century content standards and objectives (CSOs) and how to effectively implement the CSOs in the classrooms, a workshop on “21st Century Learning Experiences for All Students”, integrating and mapping the learning skills, technology tools standards, depth of knowledge, and problem-based learning.**

- 2. A training session on the personnel evaluation policy, forms, and methods to properly implement the evaluations of personnel in compliance with the policy requirements.**
- 3. A County Principals' Academy.**
- 4. Technical assistance from RESA VII with special education students, after school tutoring, workshops, tiered reading and math methods, and Response to Intervention (RTI).**

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.

FOLLOW-UP CONCLUSION

The Buckhannon-Upshur High School faculty had worked diligently to address the staff expectations of students. The entire staff was involved in a brainstorming session during which they worked on techniques that would illustrate high expectations for all students. The school departments followed this with on-going departmental meetings at which they discussed expectations along with effective and differentiated instruction to challenge students and keep them interested. The county and school, with support from the West Virginia Department of Education and RESA VII, provided numerous staff development programs targeted at improving teaching strategies and classroom instruction to improve student achievement. The school also implemented a program to improve student behavior in which teachers had the authority to assign students detention during the lunch period. Teachers reported this had improved their ability to control students in their classrooms and keep them involved in the instruction. The

school administrators were active in monitoring the school during times students were out of the classrooms. They also monitored what was going on inside the classrooms with an effective lesson plan review process, classroom walkthroughs, and class observations as part of the personnel evaluation process.

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.

- 18.1. 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 Virginia Department of Education. The administration must aggressively address the deficiencies noted in the report and provide high quality leadership to correct the deficiencies.

FOLLOW-UP CONCLUSION

The administration had asked for and received assistance from the Upshur County central office staff, RESA VII, and the West Virginia Department of Education. Examples of the assistance provided by these groups have been listed throughout this report. All deficiencies noted in this report had been addressed and improvements had been made. Based on discussions with the school administrators and staff, it appeared school improvement will be an on-going goal of Buckhannon-Upshur High School with the expectations of improved student achievement each year.

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 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.

- 19.1.3. Teachers' workroom.** Communication technology was not available.
- 19.1.4. Counselor's office.** Easy access to student records was not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A refrigerator with locked storage was not provided.

FOLLOW-UP CONCLUSION

The conditions remained the same except telephone and computer hook-ups had been installed in the Teachers' Workroom.

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.

FOLLOW-UP TEAM SUMMARY

The school administration had pursued assistance from the Upshur County Central Office, RESA VII, and the West Virginia Department of Education to increase student achievement in all areas. Various training for teachers had been provided on preparing and presenting effective lessons, differentiated instruction, challenging students, effectively using technology in the classrooms, high yield instructional practices, using EdLine to provide information to students and parents, cooperative learning, etc. Special instruction had been started for students who were in the subgroups who were struggling to achieve adequately yearly progress (AYP). All of these efforts are expected to improve student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
87-501 Buckhannon-Upshur High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Buckhannon-Upshur High School.