



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CALHOUN COUNTY MIDDLE/HIGH SCHOOL

CALHOUN COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Calhoun County Middle/High School in Calhoun County was conducted on November 13, 2007. 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).

A follow-up Education Performance Audit was conducted on May 27, 2009 to determine the extent of compliance with the original findings and recommendations.

SCHOOL PERFORMANCE

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

14 CALHOUN COUNTY
Roger Propst, Superintendent

501 CALHOUN COUNTY MIDDLE/HIGH SCHOOL – Needs Improvement

Karen Kirby, Principal
Grades 05 - 12

Enrollment 671 (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	386	406	404	99.50	67.79	Yes	Yes	✓
White	382	402	400	99.50	67.45	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	260	275	273	99.27	60.61	Yes	Averaging	✓
Spec. Ed.	52	56	56	100.00	28.84	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	386	406	404	99.50	66.75	Yes	Confidence Interval - Averaging	✓
White	382	402	400	99.50	66.92	Yes	Confidence Interval - Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	260	275	273	99.27	61.77	Yes	No	✗
Spec. Ed.	52	56	56	100.00	17.30	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 80.7%

14 CALHOUN COUNTY
Roger Propst, Superintendent
501 CALHOUN COUNTY MIDDLE/HIGH SCHOOL – Needs Improvement
Karen Kirby, Principal
Grades 05 - 12
Enrollment 665 (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	408	439	435	99.08	72.90	Yes	Yes	✓
White	401	431	427	99.07	73.18	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	256	284	280	98.59	68.11	Yes	Yes	✓
Spec. Ed.	44	53	52	98.11	27.27	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	408	439	435	99.08	71.92	Yes	Confidence Interval	✓
White	401	431	427	99.07	71.67	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	256	284	280	98.59	65.35	Yes	No	✗
Spec. Ed.	44	53	52	98.11	13.63	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 76.8%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Calhoun County Middle/High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup in reading/language arts and the special education (SE) subgroup in mathematics and reading/language arts. Furthermore, the school did not achieve the index system that weighed the annual performance measures for state accreditation of schools, per Section 6.1. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*. In accordance with Section 10.6 of Policy 2320, the West Virginia Board of Education issued the school Temporary Accreditation status at the November 2007 State Board meeting.

Calhoun County Middle/High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by application of the confidence interval and averaging, and in the economically disadvantaged (SES) subgroup in mathematics by averaging. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan 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 5 – 30.95 percent in mathematics and 33.33 percent in reading; Grade 6 – 36.14 percent in mathematics and 37.35 percent in reading; Grade 8 – 35.21 percent in mathematics and 28.17 percent in reading; Grade 10 – 34.62 percent in mathematics and 42.31 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grades 7 and 10. West Virginia had 76 percent of the students at or above mastery in Grade 7, as compared to 58 percent for Calhoun County Middle/High School. West Virginia had 87 percent of the students at or above mastery in Grade 10, as compared to 69 percent for Calhoun County Middle/High School. The school must continue to address this issue by developing a writing rubric to address instruction in writing 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.

- 1. Whiteboard.**
- 2. United Streaming.**

3. Odyssey.
4. School Kit/Marco Polo.
5. WESTEST Data Analysis.
6. Five-Year Strategic Plan.
7. Standards Based Mathematics.
8. Differentiated Instruction.
9. Reading First.
10. Respect and Protect.
11. Calhoun County Technology Academy.
12. Student Responders.
13. Assessment for Learning.
14. Content Standards and Objectives (CSOs) Prioritization.

FOLLOW-UP REVIEW

MET STANDARD. Calhoun Middle/High School failed to make adequately yearly progress (AYP) in the Low Socio-economic subgroup in reading/language arts for the 2007-2008 school year. Additionally, the school did not meet the graduation rate by showing a 76.8 percent. The school made AYP in the special education (SE) subgroup in both mathematics and reading/language arts in 2007-2008 since the subgroup was less than the minimum cell size of 50 for accountability. However, in both the mathematics and reading/language arts the SE subgroup scores declined slightly. The all students (AS) subgroup did show improvement from 67.79 percent proficient in mathematics in 2006-2007 to 72.9 in 2007-2008 and 66.75 percent proficient in reading/language arts in 2006-2007 to 71.92 percent proficient in 2007-2008.

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.

The index showed that Calhoun Middle/High School performed within the point range (633-542) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1 – SE and SES)

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 educational opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

All teachers did not exhibit high expectations for all students. One teacher did not maintain student interest, did not engage all students in the learning process, and did not have lesson plans. Another teacher had poor classroom management skills. Students were talking and generally disruptive and not redirected by the teacher.

Comments of a sexual nature were observed on the second floor male restroom stalls in the middle school area. These comments targeted a male student. It was reported by students that these comments had been on the stalls for several days.

The male restrooms in both the middle and high school areas were dirty, black marks were on the floor and walls, and paper was strewn on the floor.

FOLLOW-UP REVIEW

COMPLIANCE. A visit to most of the classrooms showed high levels of expectations for students. Lesson plans were in place and student behavior was good. The rest room stalls had been sanded to remove all writings. Rest rooms were acceptable and free of marks and strewn paper.

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)

A majority of the classrooms observed relied on teacher directed instruction and worksheets. This was verified through reviewing lesson plans, student interviews, and classroom observations. All teachers must vary instructional strategies to maintain student interest during the entire class period.

FOLLOW-UP REVIEW

COMPLIANCE. A variety of instructional practices were in evidence. Most teachers varied the strategies being used every several minutes. Lesson plans also showed that a variety of practices other than lecture and worksheets were being used.

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

Not all teachers were conducting instruction in writing on a weekly basis. Students were not receiving written feedback from teachers to improve the writing process on a minimum of a weekly basis. This practice is detrimental to the writing process, as reflected in the Statewide Writing Assessment results.

FOLLOW-UP REVIEW

COMPLIANCE. A review of lesson plans and interviews with teachers revealed that writing was occurring on at least a weekly basis. Student writing was observed being taught and being displayed in several classrooms on the day of the follow-up visit.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Science and social studies at the middle school level were being taught only during one semester for 87 minutes per day. Science and social studies must be taught daily according to West Virginia Board of Education Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE. The master schedule had been changed and science and social studies were taught as year long courses.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

The Team could not verify that developmental guidance was being delivered. The guidance counselor stated that there was not a developmental guidance program; however, students were working in Advisor/Advisee class and the Introduction to Majors classes on some developmental guidance issues.

FOLLOW-UP REVIEW

COMPLIANCE. Developmental guidance was being provided. The counselor also visited classrooms to assist in delivering the various components of the developmental guidance program. Part of the program included decision making and modules to prevent bullying and harassment.

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.

There were 12 action steps in the school's Five-Year Strategic Plan; however, only one of these steps was specifically targeted at the lower test scores in mathematics and reading/language arts. The goals and action steps in the plan were insufficient to address the low test scores. At least half of the teachers could not discuss the action steps in the plan.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-Year Strategic Plan had been revised to address the findings from the initial Education Performance Audit as well as target the subgroups that had failed to make adequately yearly progress (AYP). Teachers had been informed regarding the plan and could name a few of the objectives for this year (2008-2009).

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)

The guidance counselor reported that 75 percent of the work day was not spent in a direct counseling relationship with students. The counselor indicated this was due to testing requirements and other administrative duties.

FOLLOW-UP REVIEW

COMPLIANCE. An interview with the counselor as well as a review of records showed the counselor was spending more than 75 percent of the work day in direct counseling relationships with students.

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)

While many of the lesson plans observed were high quality, six teachers did not have lesson plans for Team review and special education collaboration teachers did not have lesson plans. The special education teachers stated that they were using the lesson plans of the general education teachers. It is imperative that all teachers maintain current lesson plans and that the special education teachers maintain lesson plans that contain modifications for their students.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed and asked for lesson plans were able to produce them in a notebook that was uniform throughout the school. All plans were current and being followed by teachers. Grade 5 teachers used collaboratively developed lesson plans that were of high quality and involved varying instructional strategies several times during a class period.

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

Teachers reported to have only examined WESTEST data two times as of the date of the Education Performance Audit. All teachers were not aware of individual student scores; therefore, it would be nearly impossible to direct instruction to the needs of students.

FOLLOW-UP REVIEW

COMPLIANCE. Data were being utilized extensively and reviewed periodically to drive instruction.

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)

One professional observation had not been signed by the administration and teacher within the five day timeline.

FOLLOW-UP REVIEW

COMPLIANCE. Professional observations and evaluations were being conducted according to policy.

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)

Tobacco use was evident in the male restroom in the high school and middle school sections.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. Progress had been made relative to tobacco use. Only one male rest room downstairs on the high school side showed evidence of smokeless tobacco use.

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 Calhoun County Middle/High School, the Team determined that assistance from the central office

administration, the West Virginia Department of Education, and RESA V be sought to assist the building administrator in the operation of the school.

FOLLOW-UP REVIEW

COMPLIANCE. The leadership capacity of the school had improved greatly. The three administrators were planning well, were well organized, used data, and were proactively trying to improve the school. The two new assistant principals were showing great promise to continue to assist the school and students to improve performance.

RECOMMENDATION

7.1.12. Multicultural activities. A county or school Multicultural Plan was not in place. The Team recommended that the school implement a Multicultural Plan that includes all components of West Virginia Board of Education Policy 2421.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A Multicultural Plan had been developed and was being followed.

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 Calhoun County Middle/High School in providing a thorough and efficient system of education. Calhoun 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 Calhoun 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.

Curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Calhoun County curriculum staff and the principal were strongly urged to ensure that all classrooms concentrate on effective and efficient curriculum delivery.

Programs were needed to assist teachers in the proper development of lesson plans and in implementing instruction in writing. Improving these areas would better serve the school and have a direct impact on student achievement.

The Five-Year Strategic Plan needed to be revised to reflect the needs of the school and be effectively implemented and applied to result in improved student, school, and school system performance.

Data analysis must play a larger role in the curriculum delivery. All teachers must be intimately aware of the student needs based on the WESTEST and must develop a classroom curriculum that will address the students' weaknesses on the test to increase student achievement.

FOLLOW-UP CONCLUSION

A variety of instructional strategies were being used in classrooms. Lesson plans were being monitored and reviewed by school administrators. The Five-Year Strategic Plan had been revised and was being followed. Data analysis was being performed to guide instruction. Overall student achievement had improved in both mathematics and reading/language arts.

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

The current use of the counselor at the school was not effective. It is imperative that the counselor be accessible to students throughout the day. The Team recommended that the Calhoun County Central Office contact the West Virginia Department of Education, Office of Planning, Evaluation, Special Programs and Support Services and RESA V for assistance in dealing with this issue.

FOLLOW-UP CONCLUSION

The counselor was no longer doing the WESTEST, ACT PLAN, and ACT EXPLORE. She was available to students and was spending a documented 75 percent of her time in direct counseling relationships with students.

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 Blennerhassett Junior 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 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.**

The Five-Year Strategic Plan did not adequately target resources to improve the teaching and learning process in the deficient subgroups. Furthermore, it did not include adequate components to improve performance of students in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts, which met adequate yearly progress (AYP), but were below the State's proficiency level. The plan was not used for building capacity of the school for improved performance as it was not developed collaboratively, known by teachers, and the activities section failed to address the low WESTEST scores in all areas. Capacity building must be developed to improve student and school performance through a strong, comprehensive Five-Year Strategic Plan that targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

FOLLOW-UP CONCLUSION

The school had increased its capacity to deliver a sound instructional program. The Five-Year Strategic Plan had been revised and was the guiding document for school improvement. Administrators monitored the instructional process, reviewed lesson plans, and provided an atmosphere for student performance.

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.

19.1.3. Teachers' workroom. The teachers' work area did not have communications technology.

FOLLOW-UP CONCLUSION

Wireless internet was available throughout the school and every teacher had a laptop computer.

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

FOLLOW-UP CONCLUSION

Pamphlets and magazines were available.

19.1.13. Grades 7-12 school site vocational. Calculators were not available.

FOLLOW-UP CONCLUSION

Calculators were purchased for classroom use throughout the school.

19.1.15. Health service units. A toilet and lavatory were not available.

FOLLOW-UP CONCLUSION

Unchanged.

EARLY DETECTION AND INTERVENTION

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

Given the achievement levels of students in the economically disadvantaged (SES) and special education (SE) subgroups, Calhoun County Middle/High School and Calhoun County must implement high-yield instructional practices and instruction that will improve students' achievement. Calhoun County must actively pursue assistance from RESA V, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

The West Virginia Department of Education had assisted the school in revising the Five-Year Strategic Plan and had visited the school for technical assistance. RESA V had provided staff development and made training available. Both new assistant principals were participating in the West Virginia Center for Professional Development Beginning Principal Training Program. It was noted that a new emerging issue with the Graduation Rate had occurred, even though it was the 1st year out on the standard. The school is addressing the issue, but it is an area that takes time and continuous effort over a few years to correct.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
14-501 Calhoun County Middle/High	Full Accreditation			

Education Performance Audit Summary

Calhoun County Middle/High School has made significant progress in addressing the deficiencies found in the initial on-site review. The school is on the right track, but additional effort is needed to not only improve overall achievement scores, but to also close the achievement gaps in the Low Socioeconomic and the special education (SE) subgroups which is below the minimum “N” for accountability, but still represents a significant population in the school. The low Graduation Rate also looms as a new challenge. It appears that the planning and practices are in place to cause the school to continue improvements. Several new administrators have been hired at the school and the county office this past year who are enthusiastic and capable of leading change effort and are working together to address the needs of students.

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Calhoun County Middle/High School.