



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GRAFTON HIGH SCHOOL

TAYLOR 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 Grafton High School in Taylor County on March 11, 2008.

A Follow-up Education Performance Audit of Grafton High School in Taylor County was conducted April 20, 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.

83 TAYLOR COUNTY

Jane Reynolds, Superintendent

502 GRAFTON HIGH SCHOOL – Needs Improvement

Orville Wright, Principal

Grades 09 - 12

Enrollment 729 (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	173	175	171	97.71	78.10	Yes	Yes	✓
White	171	173	169	97.68	78.44	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	76	73	96.05	75.00	Yes	Yes	✓
Spec. Ed.	19	19	18	94.73	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	173	175	171	97.71	79.88	Yes	Yes	✓
White	171	173	169	97.68	80.23	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	76	73	96.05	75.00	Yes	Yes	✓
Spec. Ed.	19	19	18	94.73	22.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

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

83 TAYLOR COUNTY
J. Diane Watt, Superintendent
502 GRAFTON HIGH SCHOOL – Needs Improvement
David Knotts, Principal
Grades 09 - 12
Enrollment 729 (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	165	172	167	97.09	71.60	Yes	Yes	✓
White	163	169	164	97.04	71.87	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	72	76	71	93.42	57.97	By Average	Averaging	✓
Spec. Ed.	28	29	27	93.10	30.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	165	172	164	95.34	70.00	Yes	Confidence Interval	✓
White	163	169	161	95.26	70.25	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	72	76	70	92.10	58.82	By Average	Confidence Interval - Averaging	✓
Spec. Ed.	28	29	26	89.65	16.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Graduation Rate = 80%

83 TAYLOR COUNTY
J. Diane Watt, Superintendent
502 GRAFTON HIGH SCHOOL – Passed
Pamela Knight, Principal
Grades 09 - 12
Enrollment 733 (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	177	181	180	99.44	75.00	Yes	Yes	✓
White	173	177	176	99.43	75.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	88	90	89	98.88	63.21	Yes	Averaging	✓
Spec. Ed.	26	27	27	100.00	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	177	181	178	98.34	72.41	Yes	Confidence Interval	✓
White	173	177	174	98.30	71.76	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	88	90	88	97.77	61.62	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	26	27	27	100.00	30.76	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

Below Standard.

5.1.1. Achievement.

Grafton High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the SES subgroup in mathematics only by application of the confidence interval and/or averaging. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts. Of further concern, all reported subgroups showed an alarming decline in percent proficient, most notably the SES subgroup. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

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

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

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

1. Technology 101.
2. 21st Century Skills.
3. Walking with Palms.
4. Book Study *The Big Picture: Education is Everyone's Business*.
5. West Virginia Content Standards and Objectives (CSOs).
6. Mentoring.
7. Dropout Prevention.
8. Instructional Strategies in Mathematics.
9. 21st Century Technology Awareness.
10. Cyber School.
11. Teachers Leadership Academy.
12. GradeQuick and Edline Review.
13. Collaborative Teaching.
14. Dance, Dance Revolution.
15. Wellness Policy Conference.
16. Approaches and Tools for Developing Web-Enhanced Lessons.

17. Using Technology to Support Research and Presentations.
18. Earn a Degree Graduate Early (EDGE) and E-Business Instructor Meeting.
19. Entrepreneurship Academy.
20. Principals Leadership Academy.
21. Gear Up.
22. Advanced Placement (AP) Institute for Chemistry and Literature.
23. WVEIS Training for Scheduling.
24. RESA Administrators' Forum.
25. National Tech-Prep Network Annual Conference.
26. Response to Intervention (RTI).
27. Math Program Improvement Review.

FOLLOW-UP REVIEW

MET STANDARD. 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 Grafton High School performed within the point range (817-639) for Distinguished Accreditation status.

Grafton High School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics by averaging. The SES mathematics percent proficient increased from 57.97 percent in 2006-2007 to 63.21 percent in 2007-2008. The all students (AS) and racial/ethnicity white (W) subgroups achieved AYP in reading/language arts by application of the confidence interval and in the SES subgroup by application of the confidence interval – averaging.

The Grafton High School staff continued strategies to improve instruction and student achievement during the 2008-2009 year. Examples of improvement strategies and staff training opportunities are listed below.

1. Data analysis (WESTEST Benchmarking Acuity, ACT EXPLORE, and ACT PLAN) to identify individual student and class weaknesses and adjust classroom instruction to address weaknesses.
2. Reteaching the West Virginia 21st Century content standards and objectives (CSOs) on which students performed below mastery.
3. Prepared curriculum maps and resources to guide instruction in all academic subjects.
4. TEACH 21 Website.
5. Implemented Writing Roadmap 2.
6. Training on the Digital Storytelling.
7. Improved E-walk checklist.
8. Book Study – *Working on the Work*.
9. Summer Teachers' Academy.
10. Plato computer program.
11. Training on Acuity.
12. Teacher Leadership Institute.
13. Response to Intervention (RTI) training.
14. Training on mathematics and reading supplemental materials through Kaplan.
15. ACT – Quality Core training in mathematics and science.
16. Advanced Placement (AP) Training for teachers and the AP Coordinator.
17. Training on the Five-Year Strategic Plan.
18. Training on using interactive whiteboards.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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

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

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

FOLLOW-UP REVIEW

COMPLIANCE. Teachers reported that they had agreed to a set of rules at the beginning of the school year which specifically established expectations for student classroom behavior. Teachers identified 30 unacceptable student behaviors with sequenced consequences for violations. Some of these included: MP3 players were not allowed in class, students were not allowed to opt out of the educational process, eating was not allowed in class, etc. Teachers were empowered to assign students to noon time detention and reported this added significantly to their ability to enforce classroom rules. Administrators monitored classroom behaviors and instruction by frequent E-walks. During E-walks administrators specifically looked for student participation, technology usage, effective instructional strategies, and effective teacher lesson plans.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

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

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

FOLLOW-UP REVIEW

COMPLIANCE. Computer laboratory usage logs showed extensive teacher and student technology usage. A wireless computer laboratory had been purchased and was available for all teachers to use in their classrooms. Interactive whiteboards had been purchased for all the academic classrooms and teachers had been trained in using them. A technology specialist was assigned to the school one day a week and provided training in using technology to improve instruction. The school was investigating ways to improve internet speed, but had not found a solution.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

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

FOLLOW-UP REVIEW

COMPLIANCE. The high school staff developed a plan for multicultural activities. Teacher interviews verified that they were aware of the Multicultural Plan and their individual responsibilities in implementing the plan.

7.2. Student and School Performance

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

FOLLOW-UP REVIEW

COMPLIANCE. Both school counselors kept a detailed log of counseling activities that confirmed they were spending at least 75 percent of the work day in a direct student counseling relationship. Teachers and student

interviews verified that counselors were available and working 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)

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

FOLLOW-UP REVIEW

COMPLIANCE. The new principal prepared a lesson plan format which provided the essential components to be included in lesson plans. Teachers reported that the lesson plan format was helpful in preparing their lesson plans. The Team reviewed a large sampling of lesson plans and verified the lesson plans were well prepared and complete and for the most part provided information that a substitute teacher could use to continue effective instruction. The principal stated that when teachers were absent, most teachers e-mailed additional lesson plan information for the substitute teachers. The principal had reviewed lesson plans four times this year (2008-09) and had provided extensive comments. Teachers reported that they appreciated the principal's comments and found the comments helpful in improving planning and instruction.

7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

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

FOLLOW-UP REVIEW

COMPLIANCE. The maintenance department added sweeps and weather proofing material to the shipping and receiving doors. This closed the crack between the doors and the floor.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

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

FOLLOW-UP REVIEW

COMPLIANCE. The school had a new, experience principal this year (2008-2009) who had been able, with the assistance of the Taylor County Central Office administration and RESA VII staff, to develop and implement monitoring programs and strategies to improve student achievement and the graduation rate. The principal worked with the school staff to improve instruction and student behavior. Teachers reported these two vital areas had improved this school year (2008-2009).

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Grafton High School in providing a thorough and efficient system of education. Taylor County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Taylor County or the accreditation status of the schools.

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

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

FOLLOW-UP CONCLUSION

Education Performance Audit Team observations throughout the school produced evidence of student involvement in the learning process and teachers employing effective instructional strategies. The management plans developed by the principal to empower teachers and improve student engagement and behavior appeared to have had a positive effect on these areas. Teachers reported improvement in both student behavior and class participation. A new lesson plan system that included administrative monitoring and comments on plans improved the lesson planning process. The West Virginia 21st Century content standards and objectives (CSOs) had been provided to all teachers and were used to guide instruction. The dropout rate had been dramatically reduced this year and should have a positive effect on the graduation rate.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Grafton High School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

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

FOLLOW-UP CONCLUSION

A new principal at Grafton High School for the 2008-2009 school year was responsible for addressing the issues contained in the Education Performance Audit Report. She reorganized many of the school's operational policies and worked with the faculty to improve instruction. A new lesson planning system, which used the West Virginia 21st Century content standards and objectives (CSOs) to guide instruction, was put in place and monitored by the principal. The principal reviewed lesson plans quarterly and provided helpful comments and suggestions on the lesson plans. Teachers reported that these comments were very helpful. Staff analyzed student achievement data and used this data to adjust instruction to meet student needs. Staff development was targeted for teacher training in effective technology test data usage to improve instruction.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

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

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

- 19.1.1. School location.** The school site was not 15 acres, plus one acre for each 100 students over 800. The site was not large enough for future expansion and was not removed from undesirable noise and traffic.
- 19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Pamphlets were not available.
- 19.1.6. Grades 9 through 12 computer laboratory.** Computer laboratories were not of adequate size and did not have an adequate number of work stations with enough printers or a networked printer available.

- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, a ceramic kiln, or black-out areas. The physical education facility did not have provisions for two or more teaching stations.
- 19.1.11. Grades 6-12 science facilities.** All science rooms did not have AC and DC current, air vacuum, ventilation hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, or main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have broadcast capability or distance learning capability. The high school stage did not have adequate storage.
- 19.1.14. Food service.** Neither a chalkboard nor a bulletin board were available in the food service area. A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The following equipment and furnishings were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, and refrigerator with locked storage.
- 19.1.16. Grades 7-12 vocational.** The business education instructional facilities did not have a display case and map rail.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.2 The waiting/reception area for the administrative offices had been expanded.**
- 19.1.6 The school had 241 computers which exceeded the recommended 3:1 ratio. Both computer laboratories had networked computers.**
- 19.1.14 The food service area had a whiteboard.**

EARLY DETECTION AND INTERVENTION

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

Given the graduation rate and decline of student achievement, Grafton High School and Taylor County must implement high yield instructional practices that will improve students' achievement, and therefore their graduation rate. Taylor County must actively pursue assistance from RESA VII; the West Virginia Department of Education, Office of School Improvement; and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

The staff of Grafton High School had extensive training on effective instructional activities and appeared to be implementing these strategies in the classrooms. The number of school dropouts had declined for 2008-2009, and staff expects this to have a positive effect on the graduation rate. The principal reported the school received support from RESA VII and the central administrative office in providing training and materials for the instructional staff.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
83-502 Grafton High	Distinguished Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Distinguished Accreditation status of Grafton High School.