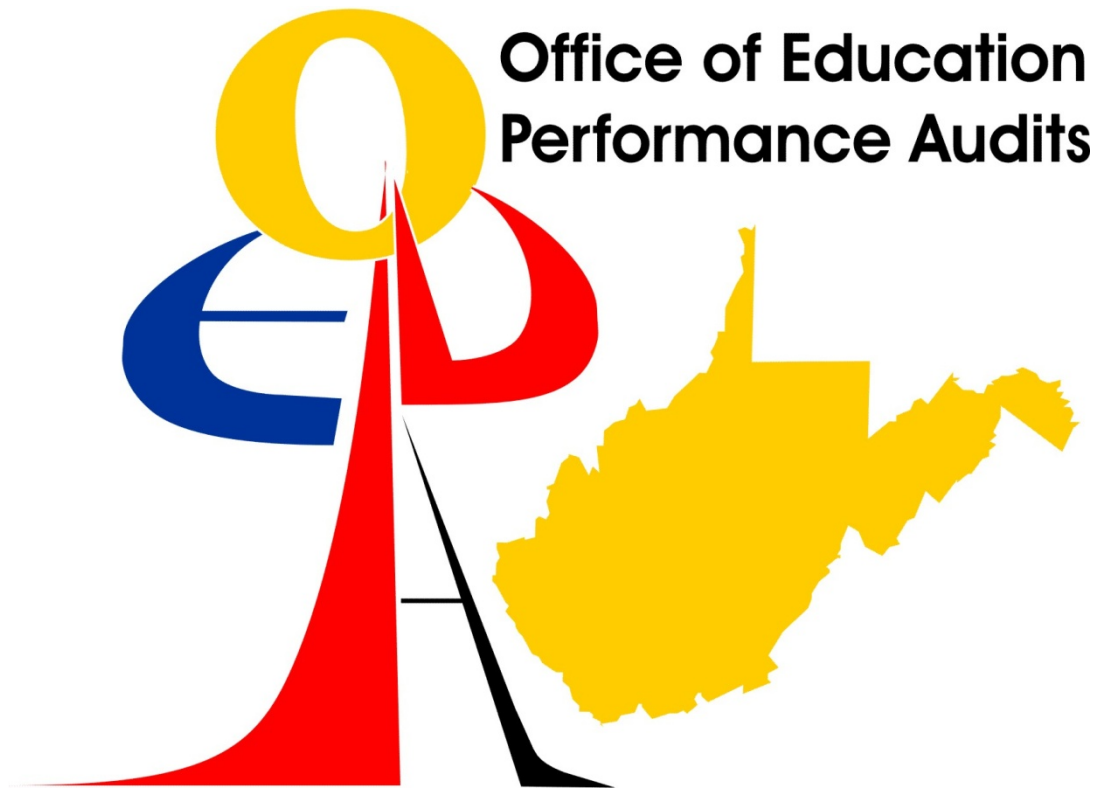


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**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSON-CENTRAL ELEMENTARY SCHOOL

LEWIS COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Peterson-Central Elementary School in Lewis County was conducted on January 23, 2008.

A Follow-up Education Performance Audit of Peterson-Central Elementary School in Lewis County was conducted April 7, 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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

207 PETERSON-CENTRAL ELEMENTARY SCHOOL – Passed

Steven Hall, Principal

Grades PK - 04

Enrollment 426 (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	156	170	169	99.41	74.19	Yes	Yes	✓
White	151	164	163	99.39	73.33	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	94	107	106	99.06	65.59	Yes	Confidence Interval	✓
Spec. Ed.	29	31	30	96.77	46.42	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	156	170	169	99.41	71.61	Yes	Averaging	✓
White	151	164	163	99.39	72.00	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	94	107	106	99.06	64.51	Yes	Confidence Interval	✓
Spec. Ed.	29	31	30	96.77	53.57	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.5%

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
207 PETERSON-CENTRAL ELEMENTARY SCHOOL – Passed
Steven Hall, Principal
Grades PK - 04
Enrollment 429 (2nd month 2008-2009 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	128	139	139	100.00	65.62	Yes	Averaging	✓
White	124	135	135	100.00	64.51	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	66	74	74	100.00	56.06	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	29	31	31	100.00	41.37	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	128	139	139	100.00	76.56	Yes	Yes	✓
White	124	135	135	100.00	75.80	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	66	74	74	100.00	66.66	Yes	Confidence Interval	✓
Spec. Ed.	29	31	31	100.00	51.72	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 99.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Peterson-Central Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by averaging and in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. 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 3 – 32.88 percent in mathematics and 30.14 percent in reading; Grade 4 – 26.83 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 deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 61 percent for Lewis County and 61 percent for Peterson-Central Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Statewide Writing Assessment 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. Response to Intervention.
2. Tier I Reading Instruction.
3. Teaching Thinking with Technology.
4. Sensitivity/Diversity/Tolerance.
5. Data Analysis.
6. Positive Behavior Support.
7. Odyssey.
8. Student Health Issues.

FOLLOW-UP REVIEW

MET STANDARD. Peterson-Central Elementary School achieved adequate yearly progress (AYP) in the 2007-2008 school year in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics only by averaging and in the economically disadvantaged (SES) subgroup by application of the confidence interval-averaging. In reading/language arts, AYP was achieved by application of the confidence interval for the economically disadvantaged (SES) subgroup.

The following professional development/training opportunities were provided during the 2008-2009 school year.

1. Hands-on Mathematics Teaching Strategies.
2. Ninety-five percent Group Training.
3. Best Practices for Mathematics Instruction.
4. Differentiated Instructional Practices.
5. Response to Intervention (RTI).
6. New West Virginia 21st Century content standards and objectives (CSOs) Training.
7. TechSteps.
8. Writing Road Map 2.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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.

The staff did not have a working knowledge of the Five-Year Strategic Plan. Most teachers could not articulate the major educational components of the plan that addressed the needs of all students.

FOLLOW-UP REVIEW

COMPLIANCE. One-half day of staff development time in August was used to review the Five-Year Strategic Plan and plan ways of implementing the action steps. All teachers had a copy of the Five-Year Strategic Plan which was kept in or near their lesson plan books and used when planning instruction. The Team interviewed several teachers and found them to be knowledgeable of the contents of the Five-Year Strategic Plan and readily discussed the plan's implementation in their classrooms.

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 reviewed 26 teachers' lesson plans and found that 18 of these were not adequate for a substitute teacher to follow. Procedures and materials were not evident. Furthermore, there was no evidence of administrative review or feedback on lesson plans to improve instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the lesson plan books of most teachers and discussed their use by substitute teachers. For the most part the lesson plans in the lesson plan books were more than adequate for a substitute teacher to use to continue instruction. All lesson plan books reviewed had the principal's initials in them a sufficient number of times to meet the requirement of administrator review once each quarter. There was no evidence of written feedback on the lesson plans, but teachers said they received verbal feedback from the principal on their lesson plans.

RECOMMENDATION

7.1.12. Multicultural activities. While there were numerous multicultural activities, there was no county or schoolwide Multicultural Plan. The Team recommended that the staff develop a Multicultural Plan to address the various activities at the school.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A school Multicultural Plan had been developed.

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 Peterson-Central Elementary School in providing a thorough and efficient system of education. Lewis 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 Lewis 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.

All staff must be intimately aware of the needs of the school as addressed in the school's Five-Year Strategic Plan. The plan adequately addressed the needs of the school and the steps to be taken to increase student achievement; however, few teachers could articulate these needs.

All teachers are required to develop lesson plans that outline the procedures of the class and the administration is required to review these plans at a minimum of quarterly.

FOLLOW-UP CONCLUSION

Teachers were familiar with the school's Five-Year Strategic Plan and were using the information in the plan to construct effective lessons for their classes.

Lesson plans reviewed by the Team were complete with activities and procedures and had been reviewed by the principal one time each quarter this year.

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 Peterson-Central Elementary 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.**

Capacity building needs to be developed for educators at the school in strategically implementing the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The plan was not well-communicated to the staff to fulfill this intent.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan had been communicated to the staff and the staff was using the plan to guide instruction in the classrooms.

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 topography was not varied enough to provide a desirable appearance and without steep inclines.

19.1.10. Specialized instructional areas. The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have adequate storage. The physical education facility did not have lockers or showers or a display case.

19.1.14. Food service. A teachers' dining area of adequate size was not available.

FOLLOW-UP CONCLUSION

No change.

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.

Peterson-Central Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained staff development in the implementation of the Five-Year Strategic Plan and effective curriculum delivery.

FOLLOW-UP TEAM SUMMARY

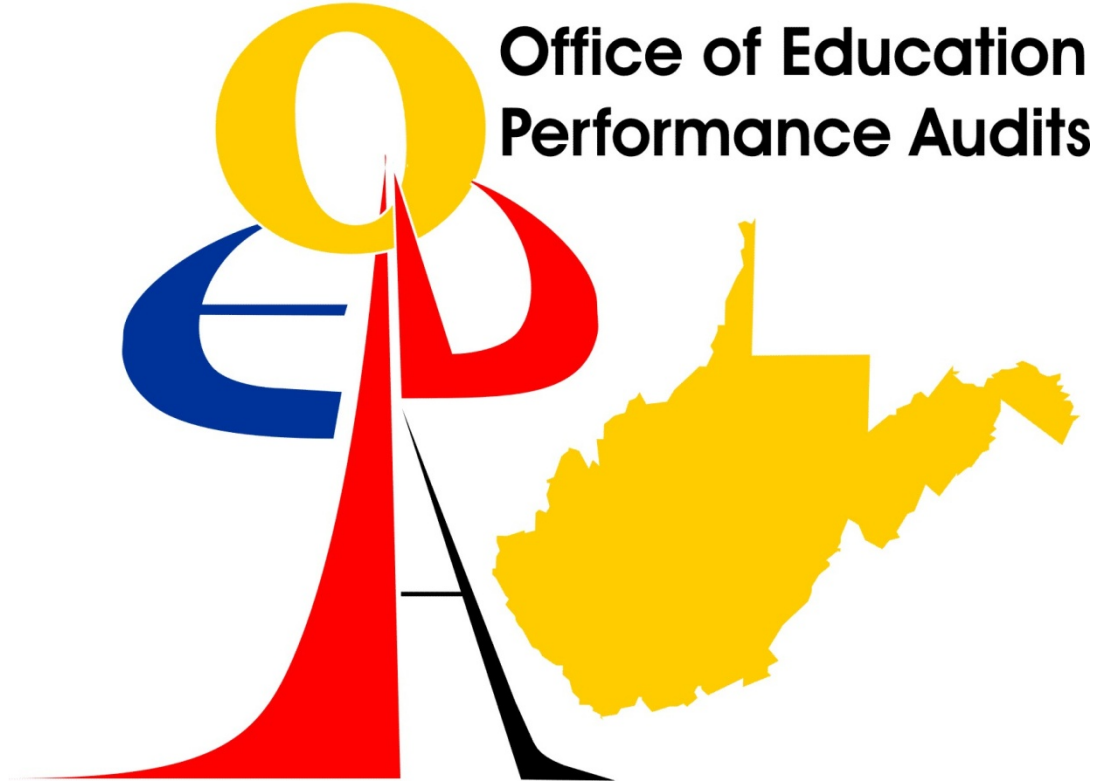
The staff of Peterson-Central Elementary School had received many training opportunities this school year (2008-2009). Members of the staff had received training on the goals and the action steps contained in the Five-Year Strategic Plan and were incorporating them into their instruction.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-207 Peterson-Central Elementary	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 Peterson-Central Elementary School.



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROANOKE ELEMENTARY SCHOOL

LEWIS 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 Roanoke Elementary School in Lewis County on January 22, 2008.

A Follow-up Education Performance Audit of Roanoke Elementary School in Lewis County was conducted April 7, 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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

205 ROANOKE ELEMENTARY SCHOOL – Passed

Denise Sprouse, Principal

Grades PK - 04

Enrollment 179 (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	38	43	43	100.00	68.42	Yes	Confidence Interval	✓
White	38	43	43	100.00	68.42	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	34	34	100.00	62.06	NA	NA	NA
Spec. Ed.	10	10	10	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	38	43	43	100.00	65.78	Yes	Confidence Interval	✓
White	38	43	43	100.00	65.78	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	34	34	100.00	62.06	NA	NA	NA
Spec. Ed.	10	10	10	100.00	10.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.1%

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
205 ROANOKE ELEMENTARY SCHOOL – Passed
Denise Sprouse, Principal
Grades PK - 04
Enrollment 203 (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	52	56	56	100.00	63.46	Yes	Confidence Interval	✓
White	50	54	54	100.00	64.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	41	45	45	100.00	56.09	NA	NA	NA
Spec. Ed.	13	14	14	100.00	38.46	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	52	56	56	100.00	75.00	Yes	Confidence Interval	✓
White	50	54	54	100.00	74.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	41	45	45	100.00	73.17	NA	NA	NA
Spec. Ed.	13	14	14	100.00	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Roanoke Elementary School did not test at least 50 students in any of the subgroups. All subgroups scored below the State's percent proficient level in mathematics and reading/language arts. 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 3 – 33.33 percent in mathematics and 42.86 percent in reading; Grade 4 – 29.41 percent in mathematics. 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 deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 61 percent for Lewis County and 61 percent for Roanoke Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Statewide Writing Assessment 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. Sensitivity/Diversity/Tolerance.
2. Student and Teacher Codes of Conduct.
3. Employee Evaluations.
4. Confidentiality.
5. Teaching Mathematics with Manipulatives.
6. Ruby Payne Strategies.
7. Odyssey.
8. Using Assessment to Guide Instruction.
9. Response to Intervention (RTI).
10. Differentiated Instruction.
11. Literacy Work Stations.
12. Reading Textbook Orientation.
13. Teaching Thinking with Technology.
14. PALM/DIBELS.

FOLLOW-UP REVIEW

MET STANDARD. Roanoke Elementary School achieved adequate yearly progress (AYP) on the 2007-2008 WESTEST. AYP for the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and reading/language arts was achieved by application of the confidence interval.

The staff continued to participate in professional development and/or training opportunities to improve instruction. A portion of the activities in which the staff participated during the 2007-2008 school year included the following.

1. Literacy Work Stations.
2. TechSteps.
3. *Thinking Mathematically*-Book Study.
4. Standards-based Math Strategies.
5. Odyssey Program.
6. On-line Thinkfinity.
7. New West Virginia 21st Century content standards and objectives (CSOs).
8. West Virginia Writing Rubric.
9. Writing Across the Curriculum using Kidspiration.
10. 21st Century Teaching.
11. Acuity Benchmarking.
12. Writing Road Map 2.

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)

The Team observed a teacher who did not exhibit high expectations for all students. During two different observations the Team noted that instructional strategies were not varied and all students were not kept engaged in the educational process. The teacher remained at the desk throughout both classroom observation sessions.

FOLLOW-UP REVIEW

COMPLIANCE. The teacher who did not exhibit high expectations for all students by not varying instructional strategies had not changed her teaching practices, but retired effective at the end of the 2008-2009 school year. During a visit to the classroom, it was noted all students were participating in a “worksheet” activity. The remainder of the staff was implementing many of the practices learned in the wide array of staff development/trainings received this year (See list of trainings in 5.1.1).

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)

A minimal number of multicultural activities were reported to the Team and a county Multicultural Plan was not being implemented.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff had organized the many multicultural activities that teachers were doing in classrooms into a school multicultural plan. This plan was being used throughout the school.

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.**

Teachers could not tell Team members what the areas of weakness were and could not explain the educational components of the school's Five-Year Strategic Plan. These weaknesses, as addressed by the school in the Five-Year Strategic Plan, needed to be communicated more clearly to staff members and needed to be guiding the school's curriculum. The Team believed that this was a major reason for the low WESTEST scores as teachers were not addressing the students' needs based on the school's Five-Year Strategic Plan.

FOLLOW-UP REVIEW

COMPLIANCE. The principal organized a faculty committee which revised the Five-Year Strategic Plan beginning with the 2008-2009 school year. The committee worked with the total faculty as the plan was written. The plan was presented to and discussed with the full faculty during August 2008. All teachers received a copy of the Five-Year Strategic Plan and were implementing the action plans in their classrooms. Follow-up discussions of the plan have been held with the faculty several times during this school year. Visits to classrooms and interviews with teachers verified that teachers were knowledgeable of the plan and were using the plan to improve instruction.

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 Roanoke Elementary School in providing a thorough and efficient system of education. Lewis 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 Lewis 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 Five-Year Strategic Plan must be implemented school wide. The plan addressed the students' and school's needs and must guide the curriculum delivery in all classes.

All teachers must demonstrate high expectations for all students. All students must be challenged with a high-quality curriculum to increase achievement. Given the small number of students at the school, low performance of small numbers of students will drastically affect the performance of the school.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan had been revised by the staff and all staff members were knowledgeable of the information in the plan and were implementing the action plans in the classrooms.

Teachers demonstrated high expectations for students and for themselves. The instruction observed in classrooms was well prepared, involved varied activities, student involvement, and was interesting to the 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 Roanoke Elementary 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 Team determined that Roanoke Elementary School and Lewis County have the capacity to correct the identified deficiencies. However, all staff must be aware of the components of the school's Five-Year Strategic Plan and target curriculum delivery to improve student achievement.

FOLLOW-UP CONCLUSION

The high quality standards noted as “necessary to improve performance and progress” had been addressed by the school principal and instructional staff.

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.

- 19.1.5. Library/media and technology center.** Newspapers, periodicals, pamphlets, and recordings were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, counter space, a ceramic kiln, or black-out areas. The music facility did not have a podium. The physical education facility did not have a display case.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The following furnishings and equipment were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

GENERAL STATEMENT

The school no longer had a library as that facility had to be used as another classroom. The music facility had a podium.

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.

Roanoke Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained staff development in implementing the Five-Year Strategic Plan and delivering effective curriculum.

FOLLOW-UP TEAM SUMMARY

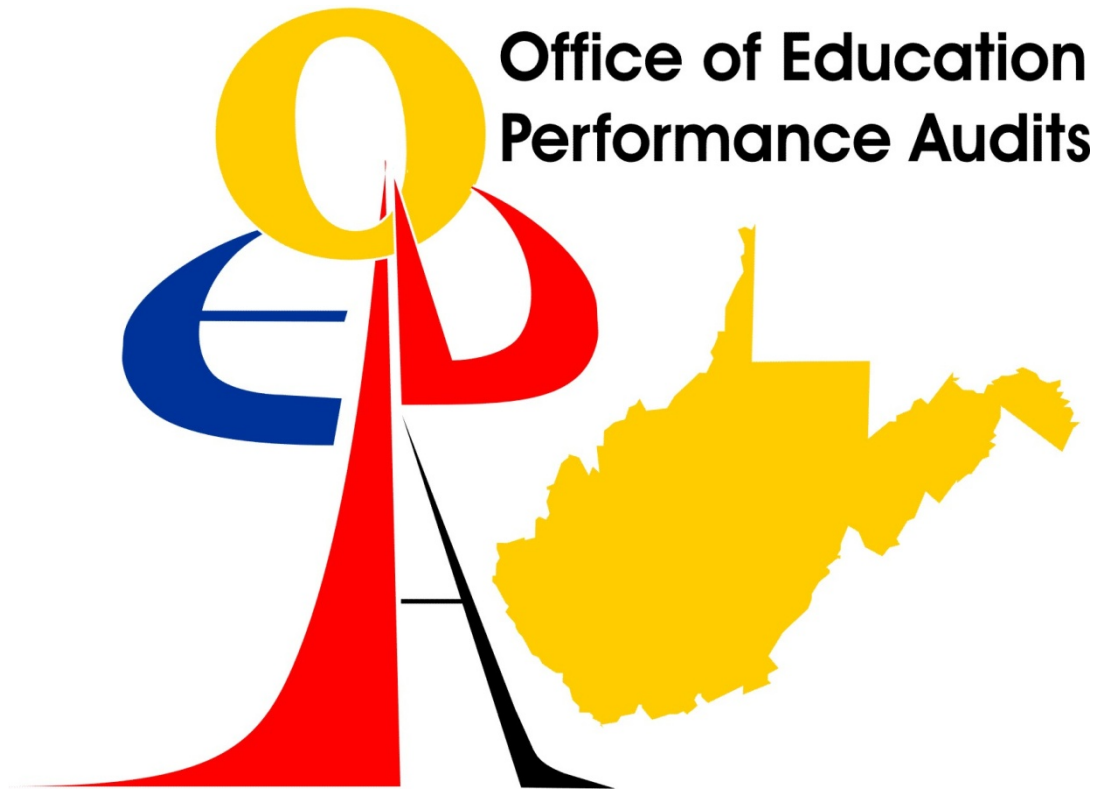
The Roanoke Elementary School staff received many staff development/training sessions this school year. Some of this training involved updating and reviewing the Five-Year Strategic Plan which was being implemented in the classrooms.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-205 Roanoke Elementary	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 Roanoke Elementary School.



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LEWIS COUNTY HIGH SCHOOL

LEWIS 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 Lewis County High School in Lewis County on January 22, 2008.

A Follow-up Education Performance Audit of Lewis County High School in Lewis County was conducted April 6, 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.

41 LEWIS COUNTY

Dr. Joseph L. Mace, Superintendent

501 LEWIS COUNTY HIGH SCHOOL – Needs Improvement

Tim Derico, Principal

Grades 09 - 12

Enrollment 829 (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	203	209	205	98.08	61.19	Yes	Confidence Interval	✓
White	202	208	204	98.07	61.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	93	92	98.92	48.31	Yes	No	✗
Spec. Ed.	28	28	28	100.00	10.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	203	209	205	98.08	71.64	Yes	Confidence Interval	✓
White	202	208	204	98.07	71.50	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	89	93	92	98.92	65.16	Yes	Confidence Interval	✓
Spec. Ed.	28	28	28	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 82.2%**

41 LEWIS COUNTY
Dr. Joseph L. Mace, Superintendent
501 LEWIS COUNTY HIGH SCHOOL – Needs Improvement
Tim Derico, Principal
Grades 09 - 12
Enrollment 836 (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	203	213	211	99.06	63.36	Yes	Confidence Interval	✓
White	198	208	206	99.03	63.95	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	98	107	105	98.13	54.63	Yes	Confidence Interval	✓
Spec. Ed.	46	51	50	98.03	22.22	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	203	213	209	98.12	66.66	Yes	Confidence Interval - Averaging	✓
White	198	208	204	98.07	66.83	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	98	107	104	97.19	57.73	Yes	No	✗
Spec. Ed.	46	51	49	96.07	20.00	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 80.0%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

This is the 1st year that Lewis County High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included economically disadvantaged (SES) students in reading/language arts. In accordance with Section 10.6 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Lewis County High School and Lewis County were encouraged to revise the school and county Five-Year Strategic Plans when a subgroup is identified in any one year.

Lewis County High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics. Also, the school achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts and in the SES subgroup in reading/language arts only by application of the confidence interval. 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 mathematics and reading/language arts. The county curriculum staff and school staff are urged to apply interventions noted in the county's strategic plan 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 – 38.81 percent in mathematics and 28.36 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. Technology Training with the Wireless Laboratory.
2. Sensitivity Training.
3. Safety and Acceptable Use of the Internet.
4. WESTEST Data Analysis.

FOLLOW-UP REVIEW

MET STANDARD. Lewis County High School was 1st year out in the 2007-2008 school year in the economically disadvantaged (SES) subgroup in reading/language arts. AYP was achieved in reading/language arts in the all students (AS) subgroup by application of the confidence interval – averaging and in the racial/ethnicity white (W) subgroup in reading/language arts and in the AS, W, and SES subgroups in mathematics by application of the confidence interval. Student

achievement scores were slightly better in mathematics and were significantly worse in reading/language arts during the 2007-2008 school year.

The school made some changes to improve student achievement in the 2008-2009 school year. The school master schedule was changed from a block schedule to an eight 45 minute period day. This change enabled a year long double instructional period for reading/language arts and mathematics in Grade 9. The second period in the double period was used for remedial instruction on the weaknesses in achievement for students who did not achieve mastery level on the WESTEST.

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)

The Team observed a teacher who did not exhibit high expectations for all students. All students were not actively engaged in the educational process and one student, seated in the front row, slept for at least 23 minutes during the observation and was not redirected by the teacher.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed classrooms throughout the school and saw teachers exhibiting high expectations of students and students were actively engaged in class activities. Teachers did not permit students to “opt out” and lie their heads on their desks or otherwise not participate in the class. The specific teacher cited here was absent from school and was not observed by the Team. Teachers voiced high expectations of students and themselves during interviews with the Team.

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)

The Team did not observe varied instructional strategies in many of the classrooms. Approximately half the classes observed and/or lesson plans reviewed involved direct instruction with worksheets and whole group instruction.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The school technology integration specialists worked extensively with the instructional staff on methods to effectively integrate technology into their classroom instruction and the Team observed that integration throughout the school. The staff had been trained to implement the 21st Century skills by members of the West Virginia Department of Education and had been trained in effectively implementing the new West Virginia 21st Century content standards and objectives (CSOs). The Team observed varied instructional strategies in most classrooms visited. Some teachers' instruction was still mostly direct instruction and worksheets.

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, and used by some teachers, no evidence existed of extensive technology use by student logs, student interviews, and Team observation. The Team determined that teachers needed to integrate technology into their instructional delivery.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed logs for all three computer laboratories. The logs showed the laboratories were used extensively by the staff this year (2008-2009). Observations in classrooms verified extensive technology use. The Team observed staff members using smart boards, computers, projectors, broadcast equipment, etc., as an integral part of instruction. The Team observed teachers and students using word processing and power point presentations. The technology integration specialists worked extensively with the staff members on ways to effectively integrate technology into their instruction.

- 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 school wide multicultural activities. Few multicultural activities were articulated to the Team.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed three groups of teachers and asked about the school multicultural activities. The teachers readily told the Team about the many activities that had been carried out this year. Many displays throughout the building were of multicultural activities in which students had been involved.

7.2. Student and School Performance

- 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 reviewed 47 teacher lesson plans and reported that at least 20 teachers had plans that could not be followed by a substitute. Of the 20 teachers, several did not have plans for each instructional day. Two teachers could not produce any plans.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teacher lesson plans both in the classrooms and in the principal's office. The teachers' plans were in good order and contained sufficient information for a substitute teacher.

- 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)

While teachers could discuss whole group WESTEST data analysis, most were not aware of individual student statewide assessment data. WESTEST data of individual students must be known by teachers to adequately address the school's academic needs. Low WESTEST percent of students proficient showed a compelling need for teachers to be knowledgeable of individual student academic needs and teach toward improving those areas.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty had analyzed the WESTEST data and determined the weaknesses for individual students and for the whole classes (Grades 8 and 10). Teachers had been provided this information showing the West Virginia 21st Century content standards and objectives (CSOs) in which students had scored poorly (both as a group and individually). Teachers planned their instruction to address these weaknesses. Grade 9 students who did not achieve mastery level on the Grade 8 WESTEST were scheduled into skills classes at the Grade 9 level to address their individual skill deficiencies. To emphasize the need for math achievement, each teacher had a “problem of the day” for students to solve as they began the class.

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)

The Team observed evidence of smokeless tobacco use in two rest rooms. These rest rooms were near the gymnasium and in the English wing.

FOLLOW-UP REVIEW

COMPLIANCE. The Team checked rest rooms several times during the day and found no evidence of tobacco use. The school had a strict policy of charging students who used tobacco at school with violation of the law. Students are charged and sent to magistrate court and fined when found guilty.

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 Lewis County High School, the Team determined that the principal could benefit from assistance from the central office administration, the West Virginia Department of Education, and RESA VII in school improvement to prevent a further decline in student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported that the county office administration, the West Virginia Department of Education, and RESA VII provided assistance. Assistance received included: 1. A Department of Education Special Education Technical Assistance Team assisted in identifying students who scored partial mastery or novice on the WESTEST in reading/language arts and/or mathematics who would most likely gain a score of mastery or better with additional targeted instruction; 2. After-school skills tutoring program; 3. RESA VII provided materials to help with instruction on skill deficiencies; 4. A variety of training – acuity testing, 21st Century skills, Teachers’ Academy, etc.; and 5. Monthly administrators meetings with discussions of addressing student achievement.

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 Lewis County High School in providing a thorough and efficient system of education. Lewis 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 Lewis 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 could not verify a unified approach to dealing with mathematics achievement deficiencies. Teachers were unable to address standards-based mathematics use in classrooms. It appeared that teachers were not communicating among themselves concerning the school's educational philosophy related to mathematics instruction. When teachers were questioned about low WESTEST scores, the quality of instruction students received from Robert L. Bland Middle School was cited as one of the reasons.

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Lewis County High School curriculum staff and the principal are strongly urged to ensure that all classrooms concentrate on curriculum delivery that is effective and efficient.

All student data must be communicated to the staff and be utilized in the classroom curriculum. Teachers must be aware of the needs of entire classes and the needs of individual students.

FOLLOW-UP CONCLUSION

Training in the 21st Century skills and effective instructional strategies had improved classroom instruction. A variety of technology was available for teachers and technology integration specialists were available to train teachers in using the equipment and on techniques to use technology for classroom instruction. The Team observed several teachers using technology in their instruction and student learning appeared to be taking place in the classrooms. The school developed a skills improvement class at Grade 9 for students with skill deficiencies in mathematics.

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 Lewis County 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.**

Capacity building needs to be developed for educators at Lewis County High School in strategically addressing the needs of all students based on individual WESTEST results. Directing instruction to the needs of the whole group and not to individual student needs does not allow for maximum results in increasing student achievement.

FOLLOW-UP CONCLUSION

The Lewis County High School staff analyzed data from the WESTEST and had been trained in using the Acuity test to benchmark student achievement. This information was used to instruct students in the Grade 9 skills classes in reading and language arts and to target instruction in the regular classrooms. Each teacher was responsible for using information from WESTEST and Acuity testing to meet the whole class and individual student instructional needs.

The principal and Lewis County curriculum staff will need to continue work on instructional strategies of all teachers.

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 all subgroups, Lewis County High School and Lewis County must implement high yield instructional practices and instruction that will improve students' achievement. Lewis County must actively pursue assistance from RESA VII, 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

With assistance from the county administration, the West Virginia Department of Education, and RESA VII, the Lewis County High School instructional staff had improved its knowledge of effective instructional strategies and practices and was implementing these strategies and practices in the classrooms. The school master schedule had been changed from the block schedule to the more traditional eight periods a day schedule. This provided the opportunity to offer a skills development class to students in the Grade 9 whose WESTEST scores were below mastery. Staff members improved their instruction through the integration of technology with the assistance of the school technology integration specialists. Teachers had also been trained in the 21st Century skills and were implementing these practices in the classrooms.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
41-501 Lewis County 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 Lewis County High School.