



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
WHITESVILLE ELEMENTARY SCHOOL
BOONE COUNTY SCHOOL SYSTEM
SEPTEMBER 2010**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Whitesville Elementary School in Boone County was conducted November 6, 2008.

A Follow-up Education Performance Audit of Whitesville Elementary School in Boone County was conducted May 10, 2010. 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.

06 BOONE COUNTY

Steve Pauley, Superintendent

102 WHITESVILLE ELEMENTARY SCHOOL – Passed

Chris Duncan, Principal

Grades PK - 06

Enrollment 139 (2nd month 2006-07 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	59	63	61	96.82	70.17	Yes	Confidence Interval	✓
White	58	62	60	96.77	69.64	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	32	30	93.75	58.62	NA	NA	NA
Spec. Ed.	17	17	15	88.23	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	59	63	63	100.00	69.49	Yes	Confidence Interval	✓
White	58	62	62	100.00	68.96	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	32	32	100.00	64.51	NA	NA	NA
Spec. Ed.	17	17	17	100.00	23.52	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.0%

06 BOONE COUNTY
Steve Pauley, Superintendent
102 WHITESVILLE ELEMENTARY SCHOOL – Passed
Chris Duncan, Principal
Grades PK - 06
Enrollment 144 (2nd month 2007-08 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	56	62	62	100.00	55.35	Yes	Confidence Interval - Averaging	✓
White	56	62	62	100.00	55.35	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	30	35	35	100.00	43.33	NA	NA	NA
Spec. Ed.	15	15	15	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	56	62	62	100.00	57.14	Yes	Confidence Interval - Averaging	✓
White	56	62	62	100.00	57.14	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	30	35	35	100.00	43.33	NA	NA	NA
Spec. Ed.	15	15	15	100.00	26.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.5%

06 BOONE COUNTY
Steve Pauley, Superintendent
102 WHITESVILLE ELEMENTARY SCHOOL – Passed
Christopher Duncan, Principal
Grades PK - 06
Enrollment 150 (2ND month 2008-2009 enrollment report)

WESTEST 2008-2009

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	72	74	74	100.00	51.38	Yes	Confidence Interval	✓
White	71	72	72	100.00	50.70	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	39	100.00	45.94	NA	NA	NA
Spec. Ed.	15	16	16	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	72	74	74	100.00	63.88	Yes	Yes	✓
White	71	72	72	100.00	63.38	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	39	100.00	45.94	NA	NA	NA
Spec. Ed.	15	16	16	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 97.7%

06 BOONE COUNTY
Steve Pauley, Superintendent
102 WHITESVILLE ELEMENTARY SCHOOL – Passed
Christopher Duncan, Principal
Grades PK - 06
Enrollment 169 (2ND month 2009-2010 enrollment report)

WESTEST 2009-2010

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	79	86	86	100.00	40.50	Yes	Yes	✓
White	78	85	85	100.00	41.02	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	18	18	100.00	26.66	NA	NA	NA
Low SES	43	49	49	100.00	32.55	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	79	86	86	100.00	36.70	Yes	Yes	✓
White	78	85	85	100.00	37.17	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	18	18	100.00	6.66	NA	NA	NA
Low SES	43	49	49	100.00	27.90	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.2%

WHITESVILLE ELEMENTARY SCHOOL

Assessment Trend Results by Class, All Students Subgroup

READING/LANGUAGE ARTS

Year	Grade 03	Grade 04	Grade 05	All Grades
2004	52.63	73.68	86.66	73.07
2005	*	60.00	76.19	94.11
2006	*	68.42	86.95	76.11
2007	84.21	*	63.15	69.84
2008	57.14	61.11	*	59.67
2009	50.00	52.17	80.00	63.88

* Cells with less than 10.

MATHEMATICS

Year	Grade 03	Grade 04	Grade 05	All Grades
2004	*	63.15	66.66	57.69
2005	*	65.00	80.95	82.35
2006	*	63.15	60.86	62.68
2007	89.47	*	68.42	72.13
2008	*	72.22	*	54.83
2009	44.44	39.13	60.00	51.38

* Cells with less than 10.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Whitesville Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval and averaging. It is further noted that the economically disadvantaged (SES) subgroup and 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 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 3 – 63.16 percent in mathematics and 47.37 percent in reading; Grade 4 – 35.29 percent in reading; Grade 5 – 36.36 percent in mathematics and 45.45 percent in reading; Grade 6 – 55.56 percent in mathematics and 44.44 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Five-Year Trend Data showed the following scores for all students in reading: 2004 – 73.07 percent proficient; 2005 – 94.11 percent proficient; 2006 – 76.11 percent proficient; 2007 – 69.84 percent proficient; and 2008 – 59.67 percent proficient. The Five-Year Trend Data for mathematics were: 2004 -57.69 percent proficient; 2005 – 82.35 percent proficient; 2006 – 62.68 percent proficient; 2007 – 72.13 percent proficient; and 2008 – 54.83 percent proficient.

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

1. DIBELS.
2. Unpacking the CSOs.
3. Tiered Reading Model (K-03).
4. Writing Roadmap.
5. Acuity Website.
6. Data Disaggregation Day.
7. Teach 21 Website.
8. Differentiated Instruction.
9. Compass Odyssey.
10. Whiteboard Training.
11. TERC Training and Mathematics Investigations Workshop.
12. Character Education Training.
13. Response to Intervention (RTI).

FOLLOW-UP REVIEW

MET STANDARD. Whitesville Elementary School achieved adequate yearly progress (AYP) on the WESTEST2.

The school/county continued to offer the following professional development and/or training opportunities.

- 1. "I've DIBELED Now What?"**
- 2. Response to Intervention (RTI) (K-03 Tiered Reading Model).**
- 3. Writing Roadmap.**
- 4. Acuity.**
- 5. Classroom use of Personal Responders.**
- 6. State Reading Conference.**
- 7. State Mathematics Conference.**
- 8. Reading Symposium.**
- 9. Accelerated Reader.**
- 10. Compass Odyssey.**
- 11. Standards-Based Mathematics.**

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 educational opportunities including enrichment and acceleration. (Policy 2510)

It was not apparent that all teachers challenged all students. Observations revealed that instruction was focused on basic levels and higher level thinking skills were not employed in nearly all of the classes. The instruction was directed toward the lower levels of Bloom's Taxonomy. The Team believed this to be a major reason for the low test scores at the school.

Grade 1 students were not kept on task throughout the observation period. While the teacher was working with one small group, the other students were off task. Of a 15 minute block for a listening exercise, the assignment was completed in no more than five minute, leaving 10 minutes of no instruction. During the free reading 15 minute component, most of the students were not actually reading. Students were observed leafing through books, trading books, and generally off task. The teacher was following the Tier manual as best she could; however, with very little staff development in the Tier model, the application was not appropriate or effective.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers were provided training in best practices instructional management techniques for teaching small classroom groups. Teachers were provided a Depth of Knowledge resource wheel to assist in developing rigorous classroom lessons and activities. Teachers received professional development in using the West Virginia 21st Century content standards and objectives (CSOs). Instructional coaches and Response to Intervention (RTI) specialists provided support and strategies for teachers. Teachers visited classrooms in other schools to observe classroom instructional management and best teaching practices. The principal and staff received training on Framework for Teaching - Charlotte Danielson Model. The principal and county staff monitored implementation of these practices during the Depth of Knowledge 30 minute classroom visitations.

The Team visited classrooms, observed instruction, reviewed lesson plans, and interviewed teachers and confirmed that instruction included higher

level thinking skills. Classrooms were efficiently managed and students were focused and on task.

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)

Developmental Guidance was not being delivered at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the school plan for developmental guidance which included activities and lessons for the counselor to provide and lessons for teachers to provide. The counselor was scheduled at Whitesville Elementary School three days per week. The school used *Rachel's Challenge* schoolwide as part of the developmental guidance and character education programs.

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

Grades 5 and 6 did not have the required 330 instructional minutes. A discrepancy existed between the school's master schedule and the individual teachers' schedules.

FOLLOW-UP REVIEW

COMPLIANCE. The school used a schoolwide master schedule which provided at least 330 minutes of instructional time for all students. The Team reviewed individual teachers' schedules and found schedules provided the required instructional time.

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 school's Five-Year Strategic Plan's mission statement needed to convey what the school is striving to accomplish to prepare students for the 21st century. The school also needed to review the data analysis section and include, where necessary, what will be done using the data. No Office of Education Performance Audits (OEPA) analysis was in the plan; the OEPA checklist should be part of the data analysis.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty reviewed and revised the Five-Year Strategic Plan and incorporated current West Virginia 21st Century content standards and objectives (CSOs). All teachers were using the CSOs in their lesson plans to guide instruction. The Team reviewed extensive data the faculty had analyzed that were being used to identify individual student and group weaknesses and modify instructional strategies for student success. The Five-Year Strategic Plan had been a discussion item on several Faculty Senate agendas.

- 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)

Grades 2 and 3 lesson plans were not adequate. Procedures were not included as to how the instruction would be delivered in these classes.

FOLLOW-UP REVIEW

COMPLIANCE. The principal and staff collaboratively developed a lesson plan format which would be used schoolwide that contained the essential components of a good lesson plan, including procedures to be used to implement the planned instruction.

RECOMMENDATION

7.1.4. Instruction. The Team determined through observations and teacher interviews that teachers had not attended staff development in Tier training and Standards Based Mathematics. Some teachers stated that they had minimal training and it was evident that the staff development would be beneficial in increasing student achievement. Therefore, the Team recommended that all appropriate staff be given high quality staff development in these areas.

FOLLOW-UP REVIEW

RECOMMENDATION 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 Whitesville Elementary School in providing a thorough and efficient system of education. Boone 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 Boone 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.

Teachers not challenging the students to move to the higher level thinking skills appeared to be the major reason for the lower test scores at the school. The principal must actively pursue staff development and assistance to aid teachers in developing the higher level thinking skills of all students.

All lesson plans must include steps to implement the plan of the day and list any materials above and beyond the textbook. The principal must monitor all lesson plans and include corrective comments for teachers to improve the quality of lesson plans.

FOLLOW-UP CONCLUSION

The school principal and staff had received extensive staff development on increasing expectations for students and providing challenging instruction that included higher level thinking skills. The staff and principal had collaboratively developed a lesson plan format that would be used by all teachers and included the essential components of a good lesson plan. Instruction was monitored by the principal through formal classroom walkthroughs each quarter and frequent informal classroom visitations. The electronic lesson plans were submitted to the principal weekly for review and as necessary corrective comments.

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 Whitesville 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 Whitesville Elementary School and Boone County have the capacity to correct the identified deficiencies. The principal was in his second year at the school and had conducted extensive data analysis to identify the areas of need at the school and had taken a proactive stance to increase student achievement. High quality staff development had been instituted by the principal to positively affect student achievement.

The Team recommended that the Boone County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent's Center for 21st Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The principal and staff continued the extensive data analysis and the staff used this information to adjust instruction and plan interventions to address weaknesses in students' skills. The Team reviewed the latest benchmarking information which showed dramatic increases in student achievement during this school year. Everyone was anxious to see if this apparent improvement in achievement translated into improved results on WESTEST2.

The principal spoke positively about the assistance the school received from the Boone County administrators and the West Virginia Department of Education System of School Support in preparing and implementing the plan to address the noncompliances shown in the Education Performance Audit report. The principal and staff had implemented the plan and the areas of noncompliance had all been improved.

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.

- 19.1.5. Library/media and technology center.** Newspapers were not provided.
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size and was not located on the ground floor. An area for coats and jackets was not provided.
- 19.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate size.
- 19.1.10. Specialized instructional areas.** Art was taught in the individual general education classrooms; therefore, two deep sinks, hot and cold water, counter space, mechanical ventilation, a ceramic kiln, and black-out areas were not available. The music facility was not of adequate size and did not have folding chairs. The physical education facility did not have a drinking fountain or a display case.

- 19.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size and did not have the following equipment or materials: Sink, hot and cold water, gas, AC and DC current, air vacuum, ventilation fume hood, demo table, adequate laboratory workspace, balance cases, darkening provisions, and main gas shut-off.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

- 19.1.5. Subscriptions to the Charleston Newspapers provided daily newspapers in the library.**
- 19.1.7. The Kindergarten classroom had been moved to the ground floor. Students had assigned lockers where their coats were kept during the school day.**

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 of all of the students in all subgroups, Whitesville Elementary School and Boone County must implement high yield instructional practices and instruction that will improve students' achievement. Boone County must actively pursue assistance from RESA III, 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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The Whitesville Elementary School staff had received intensive staff development/training from RESA 3 and Boone County primarily through the use of academic coaches who visited classrooms and modeled high yield instructional strategies and practices for teachers. The instructional coaches were in the classrooms at the school at least weekly to provide training and assistance.

The West Virginia Department of Education and West Virginia Center for Professional Development had provided training for the principal and staff through their participation in the Principals' Academy and Teacher Leaders Institute.

Data for students at Whitesville Elementary School was extensively analyzed by the principal and staff. Information gleaned from this data was studied by the staff and strategies were planned that addressed student needs. Teachers implemented and adjusted these strategies to best meet the needs of their students.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
06-102 Whitesville 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 Whitesville Elementary School.