



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BROOKE HIGH SCHOOL**

**BROOKE COUNTY SCHOOL SYSTEM**

**MAY 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Brooke High School in Brooke County was conducted March 24, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Cynthia Sundstrom, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

Name	Title	School/County
Joshua D. Brumfield	Assistant High School Principal	Sherman High School Boone County
Robert R. DeLorenzo, Jr.	Middle School Principal	West Fairmont Middle School Marion County
Ann M. Downs	Middle School Principal	Capon Bridge Middle School
Stephen Higgins	CAG Liaison	Office of Title II - School and School System Improvement West Virginia Department of Education
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Claude S. Malnick	Middle School Principal	Monongah Middle School Marion County
George M. Wells	Middle School Principal	Pleasants County Middle School Pleasants County
Michael R. Winland	Junior High School Principal	Hamilton Junior High School Wood County
Thomas N. Wood	General Supervisor	Marshall County

### SCHOOL PERFORMANCE

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

#### 10 BROOKE COUNTY

Mary K. Hervey DeGarmo, Superintendent

#### 502 BROOKE HIGH SCHOOL – Passed

Toni Shute, Principal

Grades 09 - 12

Enrollment 1,255 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	251	260	250	96.15	65.44	Yes	Yes	✓
White	247	256	246	96.09	65.70	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	105	99	94.28	52.57	By Average	Confidence Interval	✓
Spec. Ed.	38	40	37	92.50	21.62	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	251	260	250	96.15	78.86	Yes	Yes	✓
White	247	256	246	96.09	79.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	105	99	94.28	65.97	By Average	Confidence Interval	✓
Spec. Ed.	38	40	37	92.50	35.13	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed  
Graduation Rate = 93.7%**

**10 BROOKE COUNTY**  
Mary K. Hervey DeGarmo, Superintendent  
**502 BROOKE HIGH SCHOOL – Passed**  
Toni Shute, Principal  
Grades 09 - 12  
Enrollment 1,169 (2<sup>nd</sup> month 2008-09 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
<b>Mathematics</b>								
All	249	255	250	98.03	46.72	Yes	Confidence Interval	✓
White	246	252	247	98.01	46.88	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	115	112	97.39	33.63	Yes	No	✗
Spec. Ed.	36	37	36	97.29	11.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	249	255	247	96.86	37.75	Yes	Confidence Interval	✓
White	246	252	244	96.82	37.39	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	113	115	110	95.65	24.07	Yes	No	✗
Spec. Ed.	36	37	36	97.29	2.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Graduation Rate = 95.2%**

BROOKE HIGH SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	255	249	250	244	98.04	21.72	31.56	41.80	2.87	2.05	46.72

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	255	249	247	241	96.86	9.96	52.28	26.56	9.96	1.24	37.76

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-2009			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Brooke High	9	17	64

ADVANCED PLACEMENT (AP) COURSES	
Course Title	Enrollment
Calculus	24
English Language	59
English Literature	24
Biology	11
Environmental Science	11
Chemistry	9
Chemistry Laboratory	9
Economics	21
U.S. History	57

AP Classes: AP Calculus; AP English Language; AP English Literature; AP Biology; AP Environmental Science; AP Chemistry 9; AP Chemistry Laboratory; AP Economics; and AP U.S. History.

Honors Courses: English 9, 10, and 11; Geometry; Algebra II; Trigonometry; Pre-Calculus; Physical Science; Biology; Chemistry; World History; U.S. History to 1900; Civics for the 21<sup>st</sup> Century; French II, III, and IV; and Spanish III.

Dual Credit Courses: English Language and Composition; English Literature and Composition; College English; Calculus; College Algebra; Environmental Science; Chemistry; Chemistry Laboratory; Biology; Microeconomics; Macroeconomics; Economics; and 52 EDGE classes.



<b>ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)</b>					
Brooke High	2004-05	2005-06	2006-07	2007-08	2008-09
10 <sup>th</sup> Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
11 <sup>th</sup> Grade Test Takers (%)	0.4	11.2	7.1	3.5	7.4
12 <sup>th</sup> Grade Test Takers (%)	5.5	5.9	7.9	6.0	3.3
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	0.0
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	100	92.86	63.16	40	33
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	66.66	85.7	72.22	56.25	77.77

The percentage of advanced placement (AP) test takers scoring 3 or higher in Grade 11 declined from 2004-05 to 2008-09 while the Grade 12 AP test takers scoring 3 or higher increased during the same time period.

A low percentage of students took the AP examination in all grades. The Team recommended that Brooke High School encourage more students take the AP examinations.

<b>ESTIMATED COLLEGE GOING RATE FALL 2007</b>		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Brooke County	241	64.7%
Brooke High	241	64.7%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

Brooke High School had a higher percentage of students going to college than the State average in fall 2007.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Brooke County	125	14	11.2%	30	24%
Brooke High	125	14	11.2%	30	24%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

Brooke High School students were enrolled in developmental mathematics and English classes at a lower rate than the State average. The Team attributed this to high quality instruction and high expectations.

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Brooke High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts for the 2008-2009 school year. Brooke High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and 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 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 11 – 53.28 percent in mathematics and 62.24 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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 Brooke High School performed within the point range (664-507) for distinction accreditation status.

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

1. Professional Learning Communities.
2. Power Standards.
3. Smart Goals.
4. WESTEST 2 Data Analysis.
5. Engage Me or Enrage Me.
6. Brain Research Presentation.
7. Technology Updates.
8. Co-teaching Training.
9. Differentiated Instruction Strategies.
10. Individualized Education Plan (IEP) Process and Changes.
11. TEACH 21.

## **EDUCATION PERFORMANCE AUDIT**

### **INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS**

**The Education Performance Audit Team reported that Brooke High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.**

- 7.1.3. Learning environment.** Building safety was commendable. The building was locked and a Prevention Resource Officer (PRO) and a security guard were on site. Each visitor had to come through the front door to gain entry and be checked in. All staff and teachers had identification cards. All students and staff interviewed reported feeling safe and secure.

The building was 40 years old and in immaculate condition. The facility was bright and cheerful and student-centered with no evidence of student damage. A great deal of pride in the school was evident.

- 7.1.8. Instructional materials.** Teachers reported a great deal of support in the area of instructional materials. The principal provided any and all materials needed to increase student achievement and demonstrated a strong desire for all students to have the materials necessary for a complete education.

## 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)**

Of the six language arts classes, three teachers did not exhibit high expectations for all students. Students in these classes were asked questions but were not pressed to find the answers. The teachers would give the answers to the questions then proceeded to the next question without challenging the students.

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

At least half the teachers were not providing instruction in writing at least once per week.

- 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)**

The final examination exemption policy in place allowed students to stay at home during the final exam if they met the criteria to be exempt. Students exempt from the examination and absent from school were counted present during those days. This practice did not encourage all students to strive for the 180 instructional days per year.

#### 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.**

One section of the school's Five-Year Strategic Plan needed revision. The area of Parental Involvement needed to be more clearly defined.

Very few teachers could discuss the goals of the school's Five-Year Strategic Plan or how they were to be used in guiding the school's curriculum. While instruction in a majority of the classes was of high quality, the Team believed that a closer alignment of curriculum to the goals of the plan would benefit 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)**

Teachers stated that they had no feedback on or verification that the lesson plans had been reviewed at least one time per quarter. The Team saw evidence that many of the lesson plans had been checked; however, at least 15 out of approximately 83 teacher's plans lacked evidence of principal review.

#### **7.5. Administrative Practices and School-Community Relations**

- 7.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)**

At least half the teachers stated that the Student Code of Conduct was not effective. They stated that a three week period lapsed after a student discipline issue and disciplinary action and that consequences for the students were minimal. This time was to be an improvement period for the student; however, teachers stated that many students continued to be disruptive during this time.

At least half the teachers and many students believed that athletes were given preferential treatment in disciplinary matters.

### **RECOMMENDATION**

- 7.1.12. Multicultural activities.** A Multicultural Plan was not in place; however, the Team observed evidence of multicultural activities. The Team recommended that a Multicultural Plan be developed that included the components of West Virginia Board of Education Policy 2421.

## 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 Brooke High School in providing a thorough and efficient system of education. Brooke 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 Brooke 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 administration must continue to ensure that all teachers exhibit high expectations for all students. Language arts teachers, as well as others, must strive to challenge students and incorporate the higher level thinking skills that will benefit students and increase student achievement.

The school's Five-Year Strategic Plan must be a driving factor in delivering instruction in every classroom. While teachers overall were attempting to address the needs of students, the Five-Year Strategic Plan goals and action steps would provide more concise direction for the instruction.

The concern of preferential treatment for certain students was bothersome for the learning environment. The Team strongly advised that the administration and staff discuss this issue further to eliminate the negative perceptions of the plan and ensure that student discipline is delivered fairly and equitably.

The principal had undertaken several initiatives since starting at the school.

#### **Safety and Aesthetic.** The first initiative in 2006 focused on the **Physical Plant.**

- In 2006, students entered the building through 68 entrances, and buses dropped students off at three entrances. In 2010, all students enter the building through the front main entrance, except students with limited mobility who enter at the handicap entrance on the side of the building. One hundred percent of regular buses drop students off at the main entrance and the bus transporting students with limited mobility drops them off at the handicap accessible entrance on the side of the building.

- In 2006, 100 percent of the classrooms and hallways had lighting from 1969. In 2010, 95 percent of the classrooms were equipped with lighting which was upgraded to new T-8 energy efficient ballast and 100 percent of hallways and cafeterias had new lighting, upgraded to T-8 energy efficient ballast.
- In 2006, 95 percent of the building was a dull, dingy green color. In 2010, 100 percent of the building had been painted a bright beige. Additionally, some classrooms were painted light blue at the request of the teachers.
- In 2006, 100 percent of the doors (68) used to enter the building could be accessed through key entry by numerous people throughout the county. In 2010, Brooke High School had 12 magnetic lock access points. Brooke High School teachers, central office personnel, county maintenance crew, and the sheriff's department had access keys. The remaining doors now have blanks which eliminated entry.
- In 2006, Brooke High School had one security officer who patrolled the building and campus. Visitors could access the building through any of the 68 existing doors. In 2010, a security office was added to the school's entrance foyer. This security office houses the security officer who checks in all visitors through a credential check. All visitors are issued a red lanyard. The security officer also has a laptop with a view of all security cameras. The officer has a radio and a phone to communicate with administration as necessary. The security officer will soon be receiving an electronic panel that will signal him if any door is ajar due to someone leaving the building or accessing the building from any point other than the main entrance.
- In 2006, large garage doors remained open at the back of the building during the day. By 2010, a gate was installed with a magnetic access point to enclose this area. In 2006, glass encased cafeterias located in the front and back of the building were unprotected. By 2010, bollards were positioned in front of both of these areas for safety. In 2006, only fire drill evacuations existed. By 2010, safety drills for lockdown and evacuation procedures had been implemented.
- In 2006, students/staff were not protected against cyber bullying. In 2010, cyber bullying protection (through the help of the prosecuting attorney's office) was added to the Student Code of Conduct.

#### **Technology Initiative.**

- 2006-2010 Student/Computer ratio in 2006 7:1 – 2010 ratio 2:1.
- In 2006, the faculty did not have individual personal computers. In 2010, each faculty member has a personal computer.
- In 2006, the school had two T-1 lines multi-link. In 2010 this increased to 10 Mbs with the capability of increasing to 20 Mbs or more if needed.

- In 2006, technology, such as, INTLI Boards, document cameras, data projectors, Bluetooth mobile presenters, or E-instruction were not available to the faculty. In 2010, 100 percent of the faculty had the technology they requested for their classroom. This was driven by the formation of a Technology Team that surveyed the teachers in 2007 regarding technology they wanted in their classrooms.
- From 2006-2010, the school went from 0.0 percent wireless access to 90 percent wireless access.
- In 2006, existing computers were older systems, running Windows 95-98. In 2010, 100 percent computers were XP or higher.
- In 2006, 0.0 percent parental involvement through technology. In 2010, 90 percent parental involvement through technology with Grade Quick, EDLINE, School Messenger, and the Brooke High School website.
- With the increase in the availability of technology, all teachers have the capacity to utilize Acuity, Writing Roadmap, and Odyssey for formative assessment.

#### **Instructional Practices.**

- In 2006, department and curriculum teams existed at Brooke High School. These groups were not data driven. By 2010, Brooke High School had Professional Learning Communities (PLC) for core areas and all other departments such as: Health, special education, foreign language, etc. The PLCs meet to analyze WESTEST 2 data, Acuity and Writing Roadmap assessment, intervention strategies, etc.
- In 2010, Edline and the sister program “Standards Based” helped teachers produce online lesson plans with West Virginia 21st Century content standards and objectives (CSOs). In 2006, the electronic grade book did not exist. In 2010, 100 percent of the Brooke High School faculty used Grade Quick.
- In 2006, subjects such as creative writing, journalism, and speech did not exist in the curriculum. By 2010, they were included in the program of studies.
- In 2006, the Literary Magazine (a student produced publication) no longer existed. By 2010, the school had produced the second edition of the magazine.
- In 2006, no program existed to help students recover credits. In 2010, students may recover credits through PLATO, a credit recovery program.
- In 2006, data analysis did not exist to a great extent and students who needed intervention were not identified. In 2010, data were analyzed and students were identified for intervention. A schedule currently exists that serves these students 25 minutes a day with a content specialist in math and/or reading/language arts.



- In 2006, no student-lead program for peer intervention and/or tutoring existed. In 2010, the Bruin Leadership team provided mathematics and reading/language arts intervention and tutoring in all subjects during lunch time and after school.
- In 2006, no program existed to ensure that instruction was being delivered effectively and that the West Virginia 21st Century content standards and objectives (CSOs) were being taught, except for the observation/evaluation process. In 2010, each administrator at Brooke High School used the “ewalk” program that provides daily classroom walkthroughs and feedback to all teachers.
- In 2006, the guidance counselors were located in one area at the back of the building. In 2010, the three counselors were relocated. Centers 1, 2, and 3 each have a principal, secretary, and guidance counselor housed as a unit in three adjoining offices with an additional conference office. Counselor accessibility for students has increased greatly.

### **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 Brooke 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.**

Under the direction of the principal and assistant principals, Brooke High School has begun to investigate programs to correct deficiencies in student achievement. Brooke County central office staff is providing assistance and programs are being investigated that will help to increase student achievement at all levels. The Office of Education Performance Audits encourages Brooke County and Brooke High School staff to implement programs and practices that improve achievement of all students with particular attention to the economically disadvantaged (SES) and special education (SE) subgroups that are not achieving at a high level.

The Team recommended that the Brooke County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## Identification of Resource Needs

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

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

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

- 19.1.5. Library/media and technology center.** Capacity for on-line research, electronic card catalogs, and automated circulation capacity were not provided.
- 19.1.13. Grades 7-12 school site vocational.** Business Education - A 1:1 student to computer ratio was not being met; the ratio was 2:1.

### **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.

**Brooke High School and Brooke County must continue to develop the English Department so that all teachers improve curriculum and instruction and demonstrate high expectations for all students. Students in advanced classes were performing well and instruction was high quality. Teachers who teach students in general education classes must also use a rigorous and stimulating curriculum and instructional practices that will encourage all students to learn, master content, and improve achievement.**

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

## Education Performance Audit Summary

The Team identified six high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.6. Instruction in writing.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.5.2. Codes of conduct.

The Team presented two commendations, one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Brooke High School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Brooke High School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Brooke High School and Brooke County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.