



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ATHENS SCHOOL**

**MERCER COUNTY SCHOOL SYSTEM**

**JUNE 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Athens School in Mercer County was conducted January 11, 2011.

A Follow-up Education Performance Audit of Athens School was conducted March 19, 2012. The purpose of the follow-up review 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.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

## SCHOOL PERFORMANCE

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

### 51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

### 201 ATHENS SCHOOL – Passed

Terry Quesenberry, Principal

Grades PK - 08

Enrollment 544 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	358	378	378	100.00	57.26	Yes	Yes	✓
White	349	368	368	100.00	57.59	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	33	34	34	100.00	9.09	NA	NA	NA
Low SES	150	162	162	100.00	48.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	358	378	378	100.00	68.43	Yes	Yes	✓
White	349	368	368	100.00	69.05	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	33	34	34	100.00	12.12	NA	NA	NA
Low SES	150	162	162	100.00	56.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 95.4%**

**51 MERCER COUNTY**  
Dr. Deborah S. Akers, Superintendent  
**201 ATHENS SCHOOL – Needs Improvement**  
Terry Quesenberry, Principal  
Grades PK - 08  
Enrollment 539 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	351	377	377	100.00	36.46	Yes	Yes	✓
White	344	369	369	100.00	36.91	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	37	37	100.00	3.12	NA	NA	NA
Low SES	164	182	182	100.00	24.39	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	351	377	377	100.00	40.74	Yes	Yes	✓
White	344	369	369	100.00	41.27	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	37	37	100.00	6.25	NA	NA	NA
Low SES	164	182	182	100.00	31.09	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 95.7%**

**51 MERCER COUNTY**  
Dr. Deborah S. Akers, Superintendent  
**201 ATHENS SCHOOL – Passed**  
Phoebe Meadows, Principal  
Grades PK - 05

Enrollment 545 (2<sup>nd</sup> month 2010-2011 enrollment report) (Note: Now k-5 school)

**WESTEST 2010 - 2011**

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	360	382	380	99.47	49.72	Yes	Confidence Interval	✓
White	354	374	372	99.46	50.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	9.37	NA	NA	NA
Low SES	168	186	184	98.92	36.30	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	360	382	380	99.47	56.66	Yes	Yes	✓
White	354	374	372	99.46	56.77	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	32	32	100.00	12.50	NA	NA	NA
Low SES	168	186	184	98.92	45.83	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 95.6%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Athens School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Athens School failed to achieve AYP in the economically disadvantaged (SES) subgroup in mathematics. Athens School achieved AYP in the SES subgroup in 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 and novice in both mathematics and reading: Grade 3 – 64.86 percent in mathematics and 54.05 percent in reading; Grade 4 – 62.22 percent in mathematics and 60.00 percent in reading; Grade 5 – 52.27 percent in mathematics and 59.09 percent in reading; Grade 6 – 72.86 percent in mathematics and 65.71 percent in reading; Grade 7 – 59.49 percent in mathematics and 59.49 percent in reading; Grade 8 – 65.79 percent in mathematics and 55.26 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. Marshall Reading and Mathematics Cohort.
2. Respect and Protect/Positive School Climate.
3. What Does 21<sup>st</sup> Century Education Look Like?
4. Project Based Learning.
5. Everyday Math (K-05).
6. Impact Math (6-8).
7. Beyond Data.
8. Schoolwide Collaboration/Data Analysis.
9. West Virginia Writes/EdLine.
10. Acuity/DIBELS.
11. SIPPS Phonemic Awareness Training.
12. Five-Year Strategic Plan.
13. Student Responders Training with Acuity.
14. Number Worlds Training.

## **FOLLOW-UP REVIEW**

### **MET STANDARD.**

Athens School achieved adequate yearly progress (AYP) in both mathematics and reading/language arts. The percentage of student performance at the proficient level or higher increased substantially for all subgroups in both mathematics and reading/language arts.

The following analysis shows the increases in percent from the 2010 WESTEST2 to the 2011 WESTEST2.

### **Mathematics**

- All Students (AS) - (+13.26 percent)
- Racial/Ethnicity White (W) - (+13.09 percent)
- Special Education (SE) - (+6.25 percent)
- Economically Disadvantaged (SES) - (+11.91 percent)

### **Reading/Language Arts**

- All Students (AS) - (+15.92 percent)
- Racial/Ethnicity White (W) - (+15.5 percent)
- Special Education (SE) - (+6.25)
- Economically Disadvantaged (SES) - (+14.74 percent).

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

1. Data Analysis and Writing Smart Goals and Action Plans.
2. Ruby Payne Training.
3. Everyday Math.
4. Differentiated Instruction – Anne Bening of, Concord University.
5. Acuity.
6. Number Worlds.
7. Odyssey.
8. Deconstructing 21<sup>st</sup> Century Content Standards and Objectives (CSOs).
9. Depth of Knowledge Levels.
10. Professional Learning Communities (working in conjunction with Concord University).
11. Read Naturally (refresher).
12. Effective Classroom Management.
13. Standards Based Mathematics.
14. Rubric for DIBELS.
15. 6 + 1 Writing Program.
16. Instructional Strategies That Work.

**EDUCATION PERFORMANCE AUDIT**  
**HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

**7.1. Curriculum**

**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)**

At least 75 percent of the classes the Team observed employed mainly teacher-directed instruction. A greater variety of instructional strategies was needed to ensure higher student interest levels and active involvement in learning.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff participated in professional development on diversifying instruction by applying effective instructional strategies. The Team visited most classrooms and found that all teachers were using the techniques learned in the professional development sessions. Students were actively involved and on task in all classrooms the Team observed.

**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)**

While teachers were conducting writing at least one time per week, a formal writing approach or program was not being used. Additionally, the teachers could not talk about a writing rubric used in developing students' writing skills to prepare for the writing section of the WESTEST2. Through teacher interviews, the Team found that the writing assignments, in many cases, did not address the student needs based on the WESTEST2 or the fundamental student writing skills that need to be developed.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff had been trained in using the 6 + 1 Writing program, and it was being used throughout the school. The staff also used the Teach 21 Rubric and the WV Writes program. The Team observed instruction in writing included in all lesson plans reviewed and student writing exercises were displayed on the walls. Teachers interviewed reported that teaching writing was pervasive in the school.



- 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)**

While teachers were using technology on a regular basis, over half the students interviewed indicated that they rarely get to use technology. The Team observed minimal numbers of students using technology on the day of the Education Performance Audit.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Grades 6-8 were moved to the new Pikeview Middle School and allowed Athens School three computer laboratories for students in Grades PK – 5. The Team reviewed various computer usage logs which showed the laboratories were being used by students a high percentage of time. The school had 25 new iPads which teachers used to provide work stations in the classrooms. The Team noted that most teachers were using technology (computer labs, Elmos, SmartBoards, etc.) and teachers and students exhibited a high comfort level in utilizing technologies.

- 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 K and 5 did not have the minimal number of required instructional minutes. According to the school handbook, the dismissal time stated 2:40pm; however, in practice the dismissal time was 2:25pm. The school and county needed to look at instructional time in terms of improving student achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Bus schedules created a need to increase the length of the school day this school year. The Team reviewed the master schedule and classroom schedules and found primary level students had more than 330 minutes in their instructional day and intermediate level students had more than 345 minutes in their instructional day.

## 7.2. Student and School Performance

- 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 data disaggregation for the whole class had been completed, there was no evidence that teachers had or used it for individual students. When questioned about individual student data, at least four teachers stated that they did not have individual student data. Student data needed to be connected to classroom instruction and used to measure class and individual student skill mastery.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Staff members analyzed test data for the 2011-2012 school year. The data were analyzed down to the individual student level and each teacher had the data for all students the teacher taught. The WESTEST2 data were used in the fall to plan initial instruction to target student weaknesses. As the year progressed benchmark tests were given to measure student progress followed by planning and adjusting instruction according to the student needs for weaknesses shown on the benchmarking assessment. Teachers met with the principal in their professional learning communities (PLCs) at least monthly to review student progress and adjust strategies as needed.

## 7.6. Personnel

- 7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The following certification issue was noted at the school.

Teacher	Courses Assigned	Certification	Issue	Recommendation
Educator	30043F (Deaf & Hard of Hearing)	Counselor English 7-12 Voc. Home Econ. 7-12 SLD BD MI Reading Specialist	Courses coded with 6 <sup>th</sup> position exceptionality F require Hearing Impaired endorsement	Coded incorrectly, should have been coded LD, BD, MI, not corrected

\*\*No Title I Reading or Math courses were coded, the county/school will need to verify the coding of these courses.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The teacher who did not hold the appropriate licensure was teaching at Pikeview Middle School and a certified county teacher of the Deaf and Hard of Hearing students teaches these students at Athens School. The Title I courses were shown with the codes verified by the county for the courses.

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

One teacher was on the observation and evaluation cycle. The Team noted little feedback provided by the principal on the observation and evaluation forms. The Team believed that the lesson planning and curriculum delivery needed to be strengthened. It is imperative that instructive feedback appear on the observation and evaluation forms where applicable.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team reviewed several teacher observations and evaluations completed by the current principal and found that the forms included helpful comments designed to improve instruction and student learning.

- 7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

While one new teacher and mentor were meeting as required, the principal was not involved in any of these meetings. The principal must take an active role in the teacher/mentor meetings and provide evidence of this role.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed notes from the monthly meetings the principal held with the mentor teacher and new teacher.

### **RECOMMENDATION**

- 7.1.3. Learning environment.** The Team recommended that the following issues regarding learning environment be corrected.

1. Urinals in a male rest room were openly visible from the hallway in the middle school section on the lower level of the building. A method to ensure privacy needed to be put into place.

**RECOMMENDATION FOLLOWED. A privacy wall was constructed.**

2. The rest room adjacent to the food storage room was under construction and a deep hole was dug into the floor. This rest room was not secured while the maintenance personnel were not in the building and the hole presented a safety hazard.

**RECOMMENDATION FOLLOWED. The construction was completed and no safety hazard existed.**

3. Custodian closets that contained cleaning chemicals were unsecured. All custodian closets must be secured throughout the school day to prevent student access to cleaning chemicals.

**RECOMMENDATION FOLLOWED. Locks were placed on the custodian closets and the doors were locked.**

## **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 Athens School in providing a thorough and efficient system of education. Mercer 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 Mercer 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 high level of teacher-directed instruction concerned the Team. Students must be given the opportunity to work individually and in small groups with peers. Technology must also become more predominate in instructional delivery.

Over the past seven years, three principals and one interim principal have served the school. Yet another principal was scheduled to take the position two days after the Education Performance Audit as the current principal has been hired to open the new Pikeview Middle School. This turnover of administrators has been detrimental to the learning environment and student achievement.

## **FOLLOW-UP REVIEW CONCLUSION**

**The staff had additional training on ways to differentiate instruction and techniques to use to actively involve students in their learning. The results of this training and the principal's emphasis on effective instruction were visible as the Team visited classrooms and observed instruction. Teachers were using technology effectively in instruction and giving students the opportunity to use the technology equipment. Technology was being used to individualize instruction, which the Team observed in all classrooms.**

**The principal, who was employed at the school two days after the original Education Performance Audit, remained at the school and has fostered staff working together to improve student learning.**

### **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 Athens 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 Mercer County Central Office provides excellent support for each of their schools and the Team believed that with the assistance from the central office, the new administrator will have the capacity to correct the deficiencies found at the school. Consistency in the position of principal must be a high priority of the central office.

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

### **FOLLOW-UP REVIEW CONCLUSION**

**The staff was working as a cohesive unit in their endeavors to improve student learning opportunities. They have worked diligently to improve the deficiencies noted in the Education Performance Audit report, and their efforts have produced improvements in all the areas cited and in the overall achievement of the students as reflected on the WESTEST2.**

**Mercer County School District and Athens School staff revised the school's Five-Year Strategic Plan to address the deficiencies shown in the OPEA audit report and the revised plan was submitted to the West Virginia Board of Education. The revised Five-Year Strategic Plan guided the school staff to improve learning opportunities at the school. The school has demonstrated the capacity to improve student achievement and the Team believes that the teachers and principal will continue to take the school to higher levels of student performance.**

## Identification of Resource Needs

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

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

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

- 19.1.1. School location.** The school site was not 11 usable acres and the site was not large enough for future expansion.
- 19.1.5. Library/media and technology center.** On-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have display facilities or black-out areas. The music facility did not have music chairs with folding arms or acoustical treatment. The physical education facility did not have a data projector or a 50 inch screen monitor, network connection, or Internet access.

**19.1.11. Grades 6-12 science facilities.** The science facilities did not have AC or DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency shower, first aid kit, darkening provisions, or main gas shut-off.

**19.1.14. Food service.** A locker or dressing room was not provided.

**19.1.15. Health service units.** A health service unit of adequate size was not available. There were no small rooms with cots, toilet, or lavatory.

### **FOLLOW-UP REVIEW CONCLUSION**

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

**19.1.5. and 19.1.11.** Grades 6-12 students were moved to another school and these resource needs no longer apply.

**19.1.15.** A room with a toilet, lavatory, a cot, and considerably larger in size was repurposed for health services.



## **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.**

Varied instructional practices must be a high priority of the teachers. Teachers will need to deliver curriculum that supports 21<sup>st</sup> century learning skills and the needs of diverse learners. Technology must be fully incorporated buildingwide and the principal must seek assistance from the Mercer County Central Office. Individual student data is a critical aspect for teachers to analyze and interpret to make the curriculum relevant and to support student learning.

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

### **FOLLOW-UP REVIEW TEAM SUMMARY**

**After participating in additional training, teachers applied instructional practices that were much more effective. All teachers were using the West Virginia 21<sup>st</sup> century content standards and objectives (CSOs) in planning lessons to guide instruction. All teachers were using technology effectively in instruction. All teachers had individual student data which had been analyzed from assessment results and the data were being used to individualize instruction for students.**

**The Five-Year Strategic Plan had been revised to address the deficiencies found by the Education Performance Audit Team and was being used to guide school improvement.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Athens School	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 **Athens School**.