



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SPANISHBURG SCHOOL**

**MERCER COUNTY SCHOOL SYSTEM**

**JUNE 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

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

A Follow-up Education Performance Audit of Spanishburg School was conducted March 20, 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

### 220 SPANISHBURG SCHOOL – Passed

Phoebe Meadows, Principal

Grades PK - 08

Enrollment 306 (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	179	192	192	100.00	52.51	Yes	Yes	✓
White	178	191	191	100.00	52.80	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	24	26	26	100.00	20.83	NA	NA	NA
Low SES	102	114	114	100.00	47.05	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	179	192	192	100.00	60.33	Yes	Yes	✓
White	178	191	191	100.00	60.11	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	24	26	26	100.00	4.16	NA	NA	NA
Low SES	102	114	114	100.00	53.92	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.0%**

**51 MERCER COUNTY**  
Dr. Deborah S. Akers, Superintendent  
**220 SPANISHBURG SCHOOL – Needs Improvement**  
Phoebe Meadows, Principal  
Grades PK - 08  
Enrollment 305 (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	176	190	190	100.00	20.45	Yes	No	<b>X</b>
White	175	189	189	100.00	20.00	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	23	23	100.00	0.00	NA	NA	NA
Low SES	104	118	118	100.00	11.53	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	176	190	190	100.00	31.81	Yes	Confidence Interval	✓
White	175	189	189	100.00	31.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	23	23	100.00	0.00	NA	NA	NA
Low SES	104	118	118	100.00	23.07	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 95.0%**

**51 MERCER COUNTY**  
Dr. Deborah S. Akers, Superintendent  
**220 SPANISHBURG SCHOOL – Needs Improvement**  
Dr. Mark A. Angle, Principal  
Grades PK - 08  
Enrollment 295 (2<sup>nd</sup> month 2010-2011 enrollment report)

**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	177	192	191	99.47	30.50	Yes	Safe Harbors	✓
White	176	190	189	99.47	30.11	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	24	23	95.83	0.00	NA	NA	NA
Low SES	102	115	114	99.13	21.56	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	177	192	191	99.47	39.54	Yes	Safe Harbors	✓
White	176	190	189	99.47	39.20	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	24	23	95.83	0.00	NA	NA	NA
Low SES	102	115	114	99.13	29.41	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 95.9%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Spanishburg School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Spanishburg Elementary School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics, and the SES subgroup in reading/language arts. Spanishburg School achieved AYP in the AS and W subgroups 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 – 95.65 percent in mathematics and 73.91 percent in reading; Grade 4 – 85.00 percent in mathematics and 87.50 percent in reading; Grade 5 – 72.41 percent in mathematics and 62.07 percent in reading; Grade 6 – 82.86 percent in mathematics and 68.57 percent in reading; Grade 7 – 69.57 percent in mathematics and 47.83 percent in reading; Grade 8 – 69.23 percent in mathematics and 57.69 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. Standards Based Mathematics.
2. Everyday Math.
3. Impact Math.
4. Number Worlds Placement.
5. Co-teaching/Inclusion.
6. Student Accountability Standards (SAS) in Schools.
7. Differentiated Instruction/Literacy Workstations/Time on Task.
8. Analyzing WESTEST2 Data.
9. West Virginia Writes.
10. Phonological Awareness.
11. DIBELS.
12. Ashlock Strategies.
13. Beyond the Data.
14. A-Z Reading/Technology/Intervention.
15. Making Meaning with Vocabulary and Being a Writer.
16. Acuity.
17. TechSteps.
18. Odyssey.
19. Thinkfinity.
20. EdLine.

## FOLLOW-UP REVIEW

### **ACHIEVED STANDARD.**

Spanishburg School made substantial gains in all subgroups in mathematics and reading/language arts except the special education (SE) subgroup which remained at .00 percent proficient.

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

### Mathematics

- All Students (AS) – (+10.05 percent)
- Racial/Ethnicity White (W) – (+10.11 percent)
- Economically Disadvantaged (SES) – (+10.03 percent)

### Reading/Language Arts

- All Students (AS) – (+7.73 percent)
- Racial/Ethnicity White (W) – (+7.78 percent)
- Economically Disadvantaged (SES) – (+6.34 percent)

Even though the percent of students scoring proficient improved in all subgroups, Spanishburg did not meet adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts.

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 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 Spanishburg School performed within the point range (553.00-485.89) for full accreditation status.

All teachers were trained on techniques to analyze and use student data to improve instruction and student achievement. Initially data from the WESTEST2 were analyzed and used by teachers to identify student weaknesses and design

instructional strategies to address the weaknesses. Benchmark testing and teacher made tests have been used as the school year developed to determine the ongoing effectiveness of instruction in meeting the student weaknesses and to adjust instruction and instructional strategies.

The following professional development was provided as reported by the principal.

1. Using West Virginia Content Standards and Objectives (CSOs) to plan lessons and guide the curriculum.
2. Everyday Math.
3. Acuity.
4. Edline & Grade Quick.
5. Understanding the RTI and SAT Processes.
6. Using Student Responders for Improving Achievement and Motivation.
7. Discipline with Dignity.
8. Using Resources on the Teach 21 Website.
9. Extensive Ashlock Strategies Training.
10. 6 + 1 Trait Writing.
11. Technology Academy.
12. Standards Based Mathematics.
13. Using Data Analysis Updates to Redesign Planning and Instruction.
14. Training on conducting Effective Parent Training Classes.
15. Math Strategies for Special Education Teachers.
16. Differentiating Instruction.
17. Deconstructing CSOs.
18. Math Talks for Improved Achievement.
19. West Virginia State Reading Conference.
20. Preparing Data Walls.
21. Book Study *Teaching with Poverty in Mind*.
22. Ruby Payne Strategies for working with Children in Poverty.
23. Workshop on Handling Bullying.



## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

##### 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The curriculum in most classrooms was based on the textbooks and not the West Virginia 21st Century content standards and objectives (CSOs). Teachers stated that the basal textbooks guided the CSOs. While the adopted textbooks may be closely aligned to the CSOs, they are one instructional resource, and the CSOs must be the basis for curriculum delivery.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The staff has been provided extensive professional development on using the West Virginia 21st Century content standards and objectives (CSOs) as the basis for planning instruction and guiding the curriculum. The textbook was being used as an instructional resource. The 2011-2012 school master schedule provided common planning time for grade level teachers for collaboration throughout the year. The Team interviewed the principal and teachers, visited classrooms, and reviewed lesson plans and determined the CSOs were being used to guide the 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)

A primary grade teacher was not teaching from the beginning of the instructional schedule to the end of the instructional schedule. Additionally, the level of instruction was very low with basic recall being the predominate form of instruction. Varied instruction was not observed in this classroom during the Team's observation nor was there other evidence to show that various methods of instruction and approaches were being applied to motivate and engage students in learning.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** Staff participated in professional development on techniques for varying classroom instruction to meet student learning needs and teaching strategies that use questioning designed to increase the depth of knowledge students will be required to use. The teacher cited in the initial review was

provided additional training from the principal and from an Instructional Coach to enhance the classroom instruction. The principal reviewed lesson plans and performed classroom walkthroughs to monitor classroom instruction.

**7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

In one co-teaching class, the co-teacher did not participate in the curriculum delivery. The general education teacher was instructing the class while the special educator observed.

Science was not being instructed with 50 percent minimum investigation, experimentation, and hands-on activities in the K-02 classes. West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” Teachers gave varying answers to the degree of hands-on science activities, with the predominate reason being that science was integrated in reading and mathematics classes. By teachers responses, it was impossible to determine that the science CSOs were being delivered in the primary grades.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** Mercer County provided the staff professional development on co-teaching. The Team observed instruction in classrooms with co-teachers and found the process to be working smoothly and both teachers were actively involved with instruction.

Science was listed on the school’s master schedule and on individual teacher classroom schedules to ensure science is taught at all grade levels. Teacher’s lesson plans showed science classes in the lesson plans and active inquiries, investigations, and hands-on activities were the prominent methods included in delivering science instruction.

**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)**

Grades 3, 4, and 5 were not using the library. Teachers reported that these grades had not gone to the library for two years.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Students in Grades 6, 7, and 8 were moved from Spanishburg School to the new Pikeview Middle School. Library skills was included to the school schedule as one of the “Resources Courses” for students in Grades 3, 4, and 5. Students in these grades were scheduled into the library one 30 minute period each week for library skills instruction and the opportunity to use the library resources.

## 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 issues were reported.

School	Teacher	Courses Assigned	Certification	Issue	Correction Needed
051-220	Educator	5660 Spanish Explore	Music K-12	5660 requires Spanish certification	Apply on Form 1
	Educator	3007 3008 4807 Many special education	Elementary K-6 Multi-Cat K-6	Must identify grade levels being taught for each course and check schedule for three courses not labeled as special education	Not certified to teach above Grade 6  May need to apply on Form 1
	Educator	All Alternative, coded Z and 8037 Principal	Admin. PE 7-12 Social Studies 5-12 MR Physically Handicapped	Courses coded Z require Alternative Educ. Authorization	Apply on Form 38 or correct code

\*\*No Title Math courses were coded, those need to be verified by the school or county.

## FOLLOW-UP REVIEW

### COMPLIANCE.

1. With the movement of students in Grades 6, 7, and 8 to the new middle school, Spanishburg School no longer offered Spanish Explore classes.
2. This educator now has no students above Grade 5 and held the certificate to teach special education at Spanishburg School.
3. Spanishburg School no longer has the Alternative Education Program.
4. Title I courses were issued a course code which was verified by the county.

## 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 Spanishburg 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 principal must ensure that the West Virginia 21st Century content standards and objectives (CSOs) are the basis for curriculum and not the textbook. While there is a strong link between the textbooks and the CSOs, the teachers must use their professional knowledge in determining what is needed to ensure student skill mastery and not leave that decision up to the textbook company.

Fifteen new teachers have been hired at Spanishburg School over the past two years. The Team believed this to be a factor affecting student achievement. While the teachers were caring, compassionate, and exhibited high quality instruction, this high number of teacher turnover and new inexperienced staff will take time to provide significant results. The principal must continue to provide high quality, research-based staff development to ensure that curriculum delivery is high quality. The school will undergo a transformation starting the 2011-2012 school year in which the Grades 6-8 students will move from the building to a newly constructed school.

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

**The school principal provided the staff considerable training in how to use the West Virginia 21<sup>st</sup> Century content standards and objectives (CSOs) in lesson planning and to guide their instruction and the curriculum. Teachers interviewed were very knowledgeable of the CSOs and reported they were using the CSOs as the basis for their instruction.**

**The students in Grades 6-8 were moved to the new middle school. Major efforts had been undertaken to provide professional development to the new staff members. An Instructional Coach was employed (part time) to provide mentoring**

**and ongoing assistance to staff members with five years or less of experience. The staff appeared to be working as a cohesive unit under the direction of the principal and student achievement increased as evidenced by the 2011 WESTEST2.**

## **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 Spanishburg 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.**

Seventy-five percent of the staff at Spanishburg School were new to the school in 2009-2010 and 2010-2011. The Education Performance Audit Team reported that the current teachers were enthusiastic, hard working, and possessed the ability to improve student achievement. However, the current principal moved to another school the day following the Education Performance Audit. This reassignment was made earlier and scheduled to occur the week of the on-site review. The move was delayed for the principal to get the school through the Education Performance Audit. The high percentage of new teachers combined with departure of the principal has an effect on instructional and curricular continuity. These factors limit Spanishburg School's capacity to improve student achievement.

Curricular and instructional capacity will need to be developed for the staff and teaching and learning mechanisms will need to be promoted to build the school's capacity to realize student increased performance.

The Team believed that, with continued assistance from the Mercer County Central Office, the staff possesses the ability to correct the deficiencies found at the school. All staff members appeared to be willing and able to provide high quality curriculum delivery.

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 teaching staff participated in extensive, relevant professional development to improve their instructional skills and thereby improve student learning. Teachers were working hard in their classrooms and attending after school training sessions. The strategies learned were being implemented in the classrooms. The principal reported that the county superintendent and central office staff have provided all support requested by the school. The West Virginia Department of**

**Education, Office of School Improvement, was helpful in reviewing the school's revisions to the Five-Year Strategic Plan.**

**The Spanishburg School staff corrected the deficiencies in the Education Performance Audit report. They recognized that the path to continued school improvement is an ongoing process.**



## 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.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.7. K classrooms.** Kindergarten classrooms did not have rest rooms in the classrooms, hot and cold water, and a sink. The Team noted rest rooms for Kindergarten classrooms were located outside the classrooms.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms or an instructor's station.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have a sink, hot and cold water, gas, AC and DC current, compressed air, and sufficient laboratory workspace.

**19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities and controlled illumination were not available.

**19.1.15. Health service units.** A health service unit of adequate size was not available. The school did not have curtained or small rooms with cots, a toilet, lavatory, refrigerator with locked storage, or work counter for the health services unit.

### **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.

**19.1.11. No longer applied as Grades 6-8 students were no longer housed in this school.**

**19.1.12. No longer applied as Grades 7-12 students were no longer housed in this school.**

### **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.**

With the school hiring a new administrator mid-year, the Mercer County Central Office must provide sustained assistance to the new administrator and teachers and monitor the school's progress.

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

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

**The school principal reported that the Mercer County Central Office staff members, particularly Dr Deborah Akers, County Superintendent; Pat East, Title I Supervisor; Don White, Assistant Superintendent; and Rick Ball, Assistant Superintendent for Elementary Schools, provided outstanding support of everything the school staff has wanted to do to improve the school.**

**A part time Instructional Coach was employed at the school to provide continuing mentoring and assistance to the new teaching staff members.**

**The strategic plan, devised by the school system staff, guided the school improvement which is ongoing.**

### SCHOOL ACCREDITATION STATUS

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