



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**KEYSER HIGH SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**JANUARY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

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## **INTRODUCTION**

An announced Education Performance Audit of Keyser High School in Mineral County was conducted October 13, 2010.

A Follow-up Education Performance Audit of Keyser High School was conducted November 28, 2011. The purpose of the follow-up review was to verify correction of the finding(s) 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 – Dr. Gus Penix, Director

Office of Education Performance Audits Team Member – Allen Brock, Coordinator

Team Member – Thomas N. Wood, Maintenance / Transportation Supervisor -  
Marshall County Schools

### SCHOOL PERFORMANCE

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

#### 53 MINERAL COUNTY

Tilden "Skip" Hackworth, Superintendent

#### 503 KEYSER HIGH SCHOOL – Passed

Charles Wimer, Principal

Grades 09 - 12

Enrollment 791 (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	174	177	172	97.17	70.76	Yes	Yes	✓
White	161	164	159	96.95	72.15	Yes	Yes	✓
Black	11	11	11	100.00	54.54	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	22	20	90.90	30.00	NA	NA	NA
Low SES	76	77	74	96.10	64.86	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	174	177	172	97.17	59.64	Yes	Yes	✓
White	161	164	159	96.95	60.75	Yes	Yes	✓
Black	11	11	11	100.00	54.54	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	21	22	20	90.90	25.00	NA	NA	NA
Low SES	76	77	74	96.10	50.00	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Graduation Rate = 86.8%**

**53 MINERAL COUNTY**  
Tilden "Skip" Hackworth, Superintendent  
**503 KEYSER HIGH SCHOOL – Passed**  
Charles Wimer, Principal  
Grades 09 - 12  
Enrollment 751 (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	178	188	181	96.27	50.86	Yes	Yes	✓
White	168	178	172	96.62	51.82	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	26	23	88.46	10.00	NA	NA	NA
Low SES	88	93	88	94.62	39.28	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	178	188	182	96.80	19.54	Yes	Confidence Interval	✓
White	168	178	173	97.19	20.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	26	23	88.46	5.00	NA	NA	NA
Low SES	88	93	89	95.69	11.76	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Graduation Rate = 82.8%**

**53 MINERAL COUNTY**  
Robert E. Woy, Superintendent  
**503 KEYSER HIGH SCHOOL – Passed**  
Charles F. Wimer, Principal  
Grades 09 - 12  
Enrollment 697 (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	186	182	97.84	52.57	Yes	Yes	✓
White	170	178	174	97.75	51.78	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	33	94.28	13.33	NA	NA	NA
Low SES	76	84	82	97.61	33.33	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	177	186	181	97.31	48.27	Yes	Yes	✓
White	170	178	173	97.19	48.50	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	35	33	94.28	10.00	NA	NA	NA
Low SES	76	84	81	96.42	32.43	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Graduation Rate = 81.2%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Keyser High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup below AYP was the economically disadvantaged (SES) subgroup in reading/language arts. Keyser High School achieved AYP in the all students (AS) and the racial/ethnicity white (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 11 – 49.14 percent in mathematics and 80.46 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. Project-Based Learning.
2. Mentoring and Drop-Out Prevention.
3. WESTEST2 Analysis.
4. Differentiation in the Classroom.
5. EdLine.
6. Building Professional Learning Communities.
7. Acuity.
8. Rachel's Challenge.
9. Rigor and Relevance Training.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Keyser High School achieved adequate yearly progress (AYP) in all areas. AYP was achieved in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The principal and staff are strongly urged to continue to investigate and implement high quality, research based staff development to aid in this area.

## 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)**

Instructional practices, administrative practices, and the decline in the student percent proficient were indicators that high expectations were not demonstrated for the learning and achieving of all students.

At least six teachers did not provide challenging instruction and did not keep all students on task throughout the class periods.

Numerous teachers ended instruction at least ten minutes early. During the entire school year this amount of lost time will be significant.

Students reported that while they felt safe, they did not feel valued and that athletes received preferential treatment. Students also reported that bullying in the classrooms was ignored. The principal and teachers did not indicate that this was a problem; however, a large number of students indicated that it was. The school is strongly urged to investigate this issue and eliminate any problems.

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for adequately yearly progress (AYP).

<b>Mathematics</b>		
	<b>Students Proficient</b>	<b>Students Not Proficient</b>
<b>All</b>	<b>91</b>	<b>87</b>
<b>White</b>	<b>87</b>	<b>81</b>
<b>Special Education</b>	<b>2</b>	<b>20</b>
<b>SES</b>	<b>35</b>	<b>53</b>

<b>Reading/Language Arts</b>		
	<b>Students Proficient</b>	<b>Students Not Proficient</b>
<b>All</b>	<b>35</b>	<b>143</b>
<b>White</b>	<b>34</b>	<b>134</b>
<b>Special Education</b>	<b>1</b>	<b>21</b>
<b>SES</b>	<b>10</b>	<b>78</b>



## **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers demonstrated high quality instruction and kept all students on task throughout the 90 minute block. High expectations were demonstrated building-wide and the increase in student achievement was reflective of these high expectations.

Students and teachers reported that bullying was not an issue and that any instances of bullying were addressed immediately. All teachers received staff development in dealing with bullying, and all students were given information on bullying and how to report it.

### **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)

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.35 – *21<sup>st</sup> Century Science 9-12 Content Standards 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.

## **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Six science teachers were interviewed and all reported that active inquiry, investigation, and hands on activities comprised anywhere between 32 and 45 percent of the overall class time. A lack of materials, loss of collaborative teachers, inordinate amounts of testing, and a need to have textbook driven lessons were given as reasons for the percentage not being higher.

### **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 ten teachers did not vary instructional strategies. Teacher directed instruction was the predominate instructional strategies in these classes. Teacher directed instruction limited attention to individual student needs and failed to provide a challenging and meaningful 21<sup>st</sup> century curriculum. The decline in student mastery indicated that instruction needed to actively engage and involve students in the core content areas.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers demonstrated a variety of instructional strategies.

**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)**

The Team could not verify that all teachers conducted writing instruction at least one time per week. Additionally, written feedback was not given to students in all classes.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers were conducting writing instruction at least one time per week and providing written feedback to students on their writing. This increase in writing instruction was credited as part of the reason for the dramatic increase in the reading/language arts scores on the WESTEST 2.

**7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

At least one-third of the teachers could not discuss any multicultural activities taking place at the school. All students must have exposure to different cultures across the state, nation, and world. Additionally, students reported that bullying was ignored in classrooms. A written Multicultural Plan must be implemented with an emphasis on prevention and zero tolerance for bullying behaviors and other forms of harassment or violence stated in Policy 2421.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The school had a written multicultural plan and the teachers could discuss many buildingwide and classroom activities that were designed to educate students about cultures throughout West Virginia, the United States, and the world.

**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.**

At least half the teachers could not discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were addressing them in their

classes. A common understanding of the basis of the strategic plan was lacking. The principal must provide staff development on the goals and action steps of the plan and how these goals are to be implemented into the classroom curriculum.

### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Less than ten teachers could discuss any of the goals and action steps contained in the school's Five-Year Strategic Plan. The principal must continue to educate teachers about the contents of the plan and ensure that the curriculum in each class has a foundation in the plan.

**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)

Lesson plans were sketchy and incomplete in 22 of the classes. It would be extremely difficult for a substitute teacher to follow these plans. Furthermore, some teachers did not provide lesson plans for the previous weeks of school.

Special education co-teachers were using the general educators' lesson plans; however, the special educators were not providing evidence of accommodations for the special education students.

The incomplete lesson plans in a high number of classes limited teachers and substitute teachers in keeping the curriculum on target to improve student improvement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A great deal of work had been done on the lesson plans in the building. All lesson plans observed were thorough, complete, and could be followed by a substitute teacher. All lesson plans were reviewed by the administration weekly.

**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)

Through teacher interviews, the Team could not verify that the teachers seriously and effectively analyzed student data. When the Team asked teachers about data analysis, they were reluctant to respond and were unclear

about how data analysis was being used to guide the classroom curriculum. This lack of clarity concerning student and school data resulted in a void schoolwide in succeeding across student subgroups, academic areas, and performance standards. The student proficiency levels clearly indicated that data needed to be guiding instructional decisions.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers could discuss the data analysis that had occurred this school year (2011-2012), and all teachers indicated that data analysis provides the basis for classroom curriculum and instruction. Teachers were aware of the increase in mathematics and reading/language arts scores.

#### **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 Team reported that six teachers had certification issues. The county personnel director must contact the West Virginia Department of Education, Office of Professional Preparation to correct these issues.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The certification issues had been corrected

#### **7.8. Leadership**

**7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Leadership at the school and classroom levels needed to be developed to bring about school improvement. The lack of compliance with numerous standards presented in this report that included: High expectations, instruction, instructional strategies, the Five-Year Strategic Plan, lesson plans, data analysis, etc., showed the urgency for effective leadership.

Due to the number and quality of deficiencies found at Keyser High School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, the West Virginia Center for Professional Development, and RESA 8 be provided to assist the building administrator in the operation of the school and teachers provision of a content rich and rigorous curriculum.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal and teachers demonstrated high quality leadership. Teachers were in control of the classrooms and the principal provided leadership to foster school improvement. The Team believed that the remaining deficiencies will be corrected and that student achievement will continue to improve. The school had received extensive assistance from RESA 8 with the school improvement process.

### **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 Keyser High School in providing a thorough and efficient system of education. Mineral 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 Mineral 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 combination of a lack of high expectations for all students, lack of varied instructional strategies, inadequate use of data analysis, and the school's Five-Year Strategic Plan not guiding the curriculum was extremely detrimental to student performance. These audit deficiencies, in conjunction with the declining student achievement, should create a sense of urgency for attention to the issues identified in this report. The administration must actively and aggressively pursue and implement high quality, research-based practices to address the overall curriculum effectiveness.

## **FOLLOW-UP CONCLUSION**

The principal had spearheaded initiatives to increase student achievement and to correct the deficiencies found in the original Education Performance Audit. The Team observed high quality curriculum, teacher and administrative leadership, and a thorough knowledge of data analysis. The school is strongly urged to continue these pursuits and to continue to solicit assistance from the Mineral County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education in these endeavors.

### **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 Keyser 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.**

The school's capacity to correct the deficiencies found is highly questionable. Given the high number and quality of deficiencies, the Team recommended that the Mineral County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education provide assistance in correcting the deficiencies.

The Team recommended that the Mineral 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.

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

**Capacity to correct the deficiencies was demonstrated and student achievement increased. The remaining deficiencies will need to be corrected and the Team believed that the school can accomplish this goal if educators continue to challenge themselves and the students. The principal must continue to solicit assistance to accomplish this task.**

## 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 copying equipment were not available.
- 19.1.6. Grades 9 through 12 computer laboratory.** Adequate work stations (20) were not provided and student to computer ratio was not 3:1 schoolwide.
- 19.1.10. Specialized instructional areas.** The art facility did not have display facilities. The music facilities did not have music chairs with folding arms. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms did not have a first aid kit.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities were not available.
- 19.1.13. Grades 7-12 school site vocational.** Calculators were not available.

**19.1.14. Food service.** The food service facilities did not have instructional boards, bulletin boards, or chairs.

**FOLLOW-UP REVIEW CONCLUSION**

**19.1.5. All items were now available.**

**19.1.6. While the school remained below the required 2:1 ratio, 39 new computers had been added to the school with more to be added in the future.**

**19.1.10. The art facility now has a display facility. The music facility has access to music chairs with folding arms. The physical education facility has a display case.**

**19.1.11. All science facilities now have a first aid kit.**

**19.1.12. This item remained the same as in the original Education Performance Audit.**

**19.1.13. All students have access to calculators.**

**19.1.14. Instructional boards, bulletin boards, and chairs were now in place.**



### **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.**

Keyser High School is likely to maintain the course of its current performance levels if it does not receive continuous and sustained support from State education agencies.

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

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

**Keyser High School and Mineral County took strong steps to correct the deficiencies found in the original Education Performance Audit and the Team observed dramatic improvements. The school was well managed, students and staff reported that they felt safe and secure, and student achievement had increased.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
53-503 Keyser High School	Temporary Accreditation	7.1.4; 7.2.1		May 1, 2012

### Education Performance Audit Summary

**Two** findings from the original Education Performance Audit continued as issues at the school: **7.1.4. – Instruction and 7.2.1. – County and School Electronic Strategic Improvement Plans.**

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue **Keyser High School Temporary** Accreditation status with a **May 1, 2012** Date Certain to correct the remaining findings. If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5. (n) (6).

The OEPA will conduct another follow-up review after **May 1, 2012** to determine that improvement efforts have been sustained and the remaining standards **7.1.4 and 7.2.1** have been corrected.