



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**KEYSER HIGH SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**DECEMBER 2010**

**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. 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 were 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, most notably in reading/language arts.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Robin Anglin, Coordinator,  
Office of Instruction

West Virginia Department of Education Team Leader and Technology – Sterling Beane,  
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## TEAM MEMBERS

Name	Title	School/County
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Kimberly J. Greene	High School Assistant Principal	University High School Monongalia County
David R. Mazza	Middle School Assistant Principal	Bridgeport Middle School Harrison County
Steve F. Rodriguez	Middle School Principal	Fairview Middle School Marion County
Toni A. Shute	High School Principal	Brooke High School Brooke County
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion 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.

**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%**

KEYSER 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	187	178	181	173	96.79	30.64	18.50	30.06	16.18	4.62	50.87

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	187	178	182	174	97.33	50.00	30.46	13.22	4.60	1.72	19.54

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

<b>NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2010-2011</b>			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Keyser High	4	4	6

AP Courses: AP US History, AP Chemistry, AP English Literature, and AP Government  
Honors Courses: Pre AP English I, Pre AP English II, Pre AP US History, and Pre AP Chemistry  
Dual Credit Courses: College English I and II, College Communications, College Psychology, and Calculus I and II

<b>ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)</b>					
Keyser 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 (%)	14.7%	17.3%	10.0%	31.4%	34.7%
12 <sup>th</sup> Grade Test Takers (%)	5.5%	14.1%	2.8%	14.4%	3.1%

Source: (AP Test Takers) West Virginia 2008-2009 NCLB Report Card.

The Grade 11 Advanced Placement (AP) test takers increased significantly from 14.7 percent in 2004-2005 to 34.7 percent in 2008-2009 and the percent of Grade 12 test takers decreased from 5.5 percent in 2004-2005 to 3.1 percent in 2008-2009.

<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%
Mineral County	317	56.8%
Keyser High	176	55.1%

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

Keyser High School's overall college going rate percentage (55.1 percent) was lower than the Estimated College Going Rate for West Virginia (57.5 percent) and Mineral County (56.8 percent). The school should investigate means to improve the college going rate.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Mineral County	166	22	13.25%	45	27.11%
Keyser High	90	14	15.56%	28	31.11%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

Keyser High School's percent of students enrolled in developmental English at 15.56 percent was higher than Mineral County (13.25 percent) and slightly higher than the State (15.53 percent). The percent of students enrolled in developmental mathematics (31.11 percent) was significantly higher than West Virginia (24.31 percent) and higher than Mineral County (27.11 percent). The percentage of Keyser High School's graduates enrolled in college developmental courses indicated a need for students to be better prepared for success in higher education.



## **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.

## 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>

**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.

**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.

**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.

**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.

## 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.

- 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.

- 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.

#### **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.

#### **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.

## 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.

### **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.

## 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.

### **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.

## Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.1.12. Multicultural activities.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.6.2. Licensure.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Keyser High School's Education Performance Audit concentrated on 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 Keyser 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 Keyser High School and Mineral 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.