



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

INDEPENDENCE HIGH SCHOOL

RALEIGH COUNTY SCHOOL SYSTEM

MARCH 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Independence High School in Raleigh County was conducted December 11, 2013. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
George Aulenbacher	High School Principal	George Washington High School Kanawha County
Stephen L. Beckelhimer	Coordinator	Harless Center West Virginia Department of Education
Gloria Burdette	eLearning Program Assistant	Office of Instructional Technology West Virginia Department of Education
Barry W. Crist	Principal	Fayette Institute of Technology Fayette County
Dr. Jack Kaufman	Retired Professor of Education	Mercer County
Todd H. Layhew	Assistant Director	Roane-Jackson Voc-Tech Center Jackson County
Ronald A. Reedy	High School Principal	Sissonville High School Kanawha County

SCHOOL PERFORMANCE

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

74 RALEIGH COUNTY

James G. Brown, Superintendent

502 INDEPENDENCE HIGH SCHOOL – TRANSITION

Chris Perkins, Principal

Grades 09-12, Enrollment 667 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to struggling schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Independence High School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Independence High School.

Designation:	TRANSITION	Next Year's Target:	51.5983
Index Score:	44.8701	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	48.2436	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (35% of the index score)	5.25
Achievement Gaps Closed (20% of the index score)	11.88
Observed Growth (5% of the index score)	2.34
Adequate Growth (10% of the index score)	1.25
<u>Graduation Rate (30% of the index score)</u>	<u>24.15</u>
Total Accountability Index (out of 100)	44.87

The West Virginia Accountability Index targets are set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Independence High School did not achieve the Accountability Index Target. When considering the achievement target, a moderate gap exists with the WVAI and the target of 75 percent. However, the school only achieved 5.25 proficiency of the possible 35 proficiency index score.

**INDEPENDENCE HIGH SCHOOL
Grade Level Proficiency Data
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
11	White	> 95%	67.63%	32.37%	> 95%	68.35%	31.65%
11	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
11	Hispanic	> 95%	>95%	< 5%	> 95%	>95%	< 5%
11	Special Education	90.91%	>95%	< 5%	90.91%	>95%	< 5%
11	Low Socioeconomic Status	> 95%	73.85%	26.15%	> 95%	70.77%	29.23%
11	Total	> 95%	68.09%	31.91%	> 95%	68.79%	31.21%

Graduation Rate = 80.50%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

An analysis of grade level performance showed 31.91 percent of Grade 11 students were proficient in mathematics and 31.21 percent were proficient in reading/language arts. The chart showed that less than 5 percent of the black, Hispanic, and special education subgroups were proficient in both mathematics and reading/language arts.

INDEPENDENCE HIGH SCHOOL
Growth Model School Level Summary
Results by Sub-Group

**Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

Low between 1-34th percentile
Typical between 35th-65th percentile
High between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	155 (35%)	121 (28%)	162 (37%)	50.0	37.0%	211 (49%)	126 (29%)	97 (22%)	35.0	36.5%
	County	2,124 (33%)	1,931 (30%)	2,367 (37%)	52.0	49.0%	2,247 (35%)	1,992 (31%)	2,170 (34%)	49.0	52.3%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.8%
Black Sub-Group	School	*	*	*	49.0	0.0%	*	*	*	53.0	33.3%
	County	220 (37%)	190 (32%)	178 (30%)	44.0	31.5%	231 (39%)	172 (29%)	184 (31%)	47.0	41.3%
	State	2,677 (37%)	2,180 (30%)	2,303 (32%)	47.0	32.1%	2,581 (36%)	2,216 (31%)	2,308 (32%)	48.0	38.5%
White Sub-Group	School	152 (35%)	120 (28%)	157 (37%)	50.0	37.6%	206 (48%)	124 (29%)	95 (22%)	35.0	36.6%
	County	1,843 (33%)	1,662 (30%)	2,103 (38%)	53.0	50.9%	1,958 (35%)	1,750 (31%)	1,890 (34%)	49.0	53.3%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	12 (33%)	10 (28%)	14 (39%)	51.0	12.2%	15 (42%)	6 (17%)	15 (42%)	48.0	14.6%
	County	255 (42%)	171 (28%)	179 (30%)	42.0	23.4%	236 (39%)	168 (28%)	196 (33%)	47.0	19.8%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	143 (36%)	111 (28%)	148 (37%)	50.0	39.3%	196 (49%)	120 (30%)	82 (21%)	35.0	38.5%
	County	1,869 (32%)	1,760 (30%)	2,188 (38%)	53.0	52.3%	2,011 (35%)	1,824 (31%)	1,974 (34%)	50.0	56.5%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	77 (38%)	57 (28%)	68 (34%)	49.0	30.2%	90 (45%)	62 (31%)	46 (23%)	39.0	28.6%
	County	1,193 (35%)	1,024 (30%)	1,144 (34%)	50.0	38.0%	1,213 (36%)	1,051 (31%)	1,086 (32%)	48.0	41.7%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.8%
Non-LSES Sub-Group	School	78 (33%)	64 (27%)	94 (40%)	50.0	43.5%	121 (51%)	64 (27%)	51 (22%)	34.0	43.9%
	County	931 (30%)	907 (30%)	1,223 (40%)	55.0	61.8%	1,034 (34%)	941 (31%)	1,084 (35%)	51.0	64.6%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	84 (36%)	64 (27%)	86 (37%)	48.0	37.3%	114 (49%)	69 (30%)	49 (21%)	35.0	29.3%
	County	1,160 (36%)	957 (29%)	1,139 (35%)	49.0	47.5%	1,225 (38%)	995 (31%)	1,030 (32%)	47.0	44.5%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	71 (35%)	57 (28%)	76 (37%)	52.0	36.7%	97 (48%)	57 (28%)	48 (24%)	36.0	44.8%
	County	964 (30%)	974 (31%)	1,228 (39%)	55.0	50.7%	1,022 (32%)	997 (32%)	1,140 (36%)	52.0	60.4%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

**Note: Schools are those schools that have at least a 4th grade.*

**Denotes cell size <20.*

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup compared to county and State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance. All subgroups demonstrated typical growth in mathematics. The non-low socioeconomic subgroup demonstrated low growth in reading/language arts and all other subgroups demonstrated typical growth.

As the chart indicates, 37.0 percent of all students assessed (Grades 9, 10, and 11) were proficient in mathematics and 36.5 were proficient in reading/language arts.

Mathematics. In mathematics, the special education subgroup (12.2 percent) scored 27.1 percent lower than the non-special education subgroup (39.3 percent). The low socioeconomic subgroup (30.2 percent) performed 13.3 percent lower than the non-low socioeconomic subgroup (43.5 percent). Males (37.3 percent) scored slightly higher than female students (36.7 percent). Notably, the black subgroup showed 0.0 percent proficient.

Reading/language arts. In reading/language arts, the black subgroup (33.3 percent) scored 3.2 percent lower than the all subgroup (36.5 percent). The special education subgroup (14.6 percent) scored 23.9 percent lower than the non-special education subgroup (38.5 percent). The low socioeconomic subgroup (28.6 percent) performed 15.3 percent lower than the non-low socioeconomic subgroup (43.9 percent). Males (29.3 percent) scored 15.5 percent lower than female students (44.8 percent).

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Independence High School, a school of approximately 700 students, performed significantly below the county and State averages in mathematics and reading/language arts in every subgroup. Independence High School is not performing to the expected level of achievement in any subgroup.

ACT PLAN Assessment Results

The ACT PLAN® is designed to provide Grade 10 students with measures of their attainment of knowledge and complex critical thinking skills acquired in the early years of high school. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. The test covers four content areas: English, mathematics, reading, and science reasoning. The composite score is the average of the scale scores from the four areas.

ACT PLAN® results provide Grade 10 students with an indication of their educational progress within the context of their post-high educational and career plans. The results from PLAN® can be used to make selections in students' coursework to help ensure that they are prepared for their postsecondary plans. West Virginia Board of Education Policy 2510, *Assuring the Quality of Education – Regulations for Education Programs*, requires students to choose career majors and to create the second part of their individual student transition plans establishing a career major by the end of the Grade 10. Results from PLAN can be used by tenth graders to develop their individual transition plans for grades eleven through post-secondary.

The ACT PLAN® serves as the midpoint measure of academic progress in ACT's College and Career Readiness System, and ACT researchers found that PLAN® test scores are good predictors of success on related Advanced Placement® courses.

Benchmarks: English: 15 Mathematics: 19 Reading: 17 Science: 21

ACT PLAN RESULTS Grade 10			
	2010-2011	2011-2012	2012-2013
English WV	16.3	16.0	16.2
English Raleigh County	16.2	16.5	16.4
English Independence High	15.5	15.1	15.4
Mathematics WV	16.2	16.4	16.4
Mathematics Raleigh County	16.6	16.9	16.6
Mathematics Independence High	15.9	15.9	15.4
Reading WV	16.1	16.1	16.4
Reading Raleigh County	16.6	16.9	16.7
Reading Independence High	15.9	15.7	15.5
Science WV	17.3	17.3	17.4
Science Raleigh County	17.4	17.7	17.7
Science Independence High	17.1	16.6	16.8
Composite WV	16.6	16.6	16.7
Composite Raleigh County	16.8	17.1	17.0
Composite Independence High	16.2	16.0	15.9

Source: <http://wvde.state.wv.us/oaa/actplan.html>

ACT PLAN composite results decreased during a three year period. Scores of Independence High School students were consistently below that of Raleigh County and the State. The national benchmark scores are listed above this chart. The 2012-2013 ACT PLAN results showed that Independence High School scored slightly above the national benchmark for English and measurably lower on the national benchmarks for mathematics, reading and science.

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2013-2014			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Independence High	6	2	0

AP® Courses Offered with Enrollment: AP® Literature (22); AP® Language (26); AP® Calculus (12); AP® Geography (8); AP® Biology (only offered – not enough interest to teach); AP® Chemistry (5).

Honors Courses Offered with Enrollment: Honors English 9 (48); Honors English 10 (27).

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Independence High	2009-10	2010-11	2011-12	2012-13
10 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%
11 th Grade Test Takers (%)	1.6%	1.8%	5.5%	0.4%
12 th Grade Test Takers (%)	0.5%	0.5%	0.0%	0.3%
10 th Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	0.0%	NA
11 th Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	25.0%	100%
12 th Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	0.0%	100%

*NA – Not Available.

The principal and staff need to investigate means to increase the number of students taking the APT.

AP TEST TAKERS	
Independence High	2012-2013
Total # of test takers.	7

Source: Data provided by school.

Seven students taking the advanced placement test (APT) was a low number considering the enrollment in advanced placement classes. The school and Raleigh County will need to address any underlying causes of students not taking the APT.

ESTIMATED COLLEGE GOING RATE FALL 2012		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Raleigh County	842	46.6%
Independence High	150	42.7%

Source: West Virginia College Going Rates By County and High School Fall 2012, West Virginia Higher Education Policy Commission.

The Estimated College Going Rate Fall 2012 for Independence High School (42.7 percent) was significantly lower than the State (56.4 percent). The school must examine curriculum and instruction to determine what is needed to increase the college going rate.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
Raleigh County	274	48	17.52%	102	37.23%
Independence High	61	10	16.40%	31	50.80%

The percentage of Independence High School students enrolled in Developmental English (16.40 percent) was lower than Raleigh County (17.52 percent) and the State (28.83 percent). The percent of Independence High School students enrolled in Developmental Mathematics (50.80 percent) was significantly higher than Raleigh County (37.23 percent) and the State (28.83 percent).

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

1. APL Strategies.
2. Just for Kids.
3. Engrade.
4. Apple/iPad Training.
5. MacBook Pro Training.
6. West Virginia Board of Education Policy 5310 – *Evaluation and Goal Setting*.
7. West Virginia Board of Education Policy 5912 – *Employee Code of Conduct*.
8. West Virginia Board of Education Policy 5000 – *Hiring of School Personnel*.
9. West Virginia Board of Education Policy 2510 – *Assuring Quality Education*.
10. West Virginia Board of Education Policy 4350 – *Collection, Maintenance, and Disclosure of Student Data*.
10. Common Core – A Framework for Teaching and Learning.
11. Collaborative Planning with a Focus on Standards and Assessment for Learning.
12. Integration of RLA/Mathematics Common Core Standards into Specific Field of Study.
13. Test Data Analysis.
14. Stride Academy.
15. Advanced Learner’s iPad.

16. Instructional Practices Inventory.
17. Advanced Placement Summer Institute.
18. Individualized Education Program Training.
19. Carnegie Math/Geometry.
20. Jason Flatt Suicide Training.
21. Technology in the Math Classroom.
22. Support for Specially Designed Instruction.
23. West Virginia Learns – Common Core Practices/Content.
24. Raleigh County Vanguard Training Team.
25. Evaluation Leadership Institute.
26. Regional Technology Integration Specialist Training.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Independence High School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The learning environment of the building was excellent. The Team observed many instances of respect between teacher and teacher, teacher and students, and student and student. Through the interview process, the Team found minimal discipline and behavioral issues. The school was positive and conducive to the learning process. Students reported that they felt safe, secure, and valued by the entire staff. Students reported that they believed that teachers only expect their highest quality work and that the instruction buildingwide is rigorous and relevant to higher achievement.
- 7.1.7. Library/educational technology access and technology application.** Technology use in the building was extensive and high quality. All students had an iPad issued by the Raleigh County Central Office and teachers were seamlessly integrating these iPads into the classes. Students were utilizing other forms of technology, including: three stationary and six mobile computer laboratories, Smart Boards, ELMOs, graphing calculators, etc. While this was the first year for all students to be issued an iPad, the Team observed the integration was very smooth. Teachers stated that they received a great deal of professional development for technology integration; however, more professional development would be greatly appreciated.
- 7.2.4. Data analysis.** When asked about data analysis, teachers thoroughly discussed formal and informal student data being used to guide the classroom curriculum. WESTEST2 results, ACT Explore, graduation/dropout data, At-Risk identification, data notebooks, writing assessment, individual transition plans,

school climate index reports, and benchmarking data were utilized. All staff discussed how they were using the data in each classroom to eliminate weaknesses in instruction.

- 7.8.1. Leadership.** The principal was organized, knowledgeable of the school's needs, and provided a high quality leadership to the staff. It was evident that the principal was highly involved in the curricular aspects as well as the general oversight of the building. The principal was instrumental in researching the data results and arranging the professional development sessions to address areas of weakness. Classroom leadership was also commendable as teachers were professional and knowledgeable.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None Identified.

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 Independence High School in providing a thorough and efficient system of education. Raleigh 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 Raleigh 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.

It was evident that the staff was genuinely concerned about the school's Transition designation and the achievement of students. The staff invested a great deal of time and effort in data disaggregation and investigating areas of weakness in their classroom curriculum. Professional development sessions relevant to the student and school needs have been implemented with a great deal of assistance from the Raleigh County Central Office. All teachers observed by the Team were delivering a high quality curriculum and challenging students to perform to their highest levels. All students interviewed spoke highly of all staff members and felt confident that the staff held their achievement as the highest priority.

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 Independence High School in achieving capacity, the following resources are recommended.

Building Capacity - Transition School

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

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 principal and staff had targeted the areas of student and school weakness and had implemented high quality professional development to eliminate these weaknesses. The staff stated that they felt that the school had become focused and was making great strides in improving student achievement. Independence High School and Raleigh County will need to develop capacity in improving the percent proficient of black, Hispanic, and special education students. The 2014 WESTEST2 scores will be the measure that indicates if the school has developed the capacity to improve 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.

- 19.1.4. Counselor's office.** Adequate privacy was not ensured. (Did not adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** Storage was not adequate in the art facility. The music facility did not have music chairs with folding arms. The physical education facility did not have a display case. (Did not adversely impact program and student performance.)
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not located with easy access to outdoor activities and isolated to keep odors from remainder of the building. All science facilities did not have a sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, darkening provisions, main gas shut-off, and adequate storage. (Adversely impacts program and student performance.)

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.

Based on a review of the Grade 10 ACT Plan results and the Grade 11 WESTEST2 results, students at Independence High School are not meeting the benchmarks which indicate students are college and career ready. From 2010-2011 to 2012-2013, student performance has declined on the ACT PLAN. WESTEST2 results indicate minimal improvement in the all subgroup from 2011-2012 to 2012-2013; however, historic data indicate steady improvement in mathematics but a steady decline in reading/language arts in the prior three years. Subgroup performance fluctuated from year to year with no significant trend.

The school and county administrators, counselors, and teachers must closely examine the data to determine appropriate interventions at the high school level to assist students in meeting their post-secondary goals. Independence High School has sufficient technology readily available to assist students through remediation and basic-skills programs at school and at home.

EDUCATION PERFORMANCE AUDIT SUMMARY

Independence High School's Education Performance Audit examined 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 Independence High School in improvement efforts.

The Team presented four commendations (7.1.3. Learning environment, 7.1.7. Library/educational technology access and technology application, 7.2.4. Data analysis, and 7.8.1. Leadership).

Based on the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education approve the Independence High School report.