



**Office of Education
Performance Audits**

FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

TUCKER COUNTY HIGH SCHOOL

TUCKER COUNTY SCHOOL SYSTEM

AUGUST 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Tucker County High School in Tucker County was conducted May 6, 2010.

A Follow-up Education Performance Audit of Tucker County High School was conducted May 21, 2011. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

84 TUCKER COUNTY

Richard H. Hicks, Superintendent

501 TUCKER COUNTY HIGH SCHOOL – Passed

David Dilly, Principal

Grades 09 - 12

Enrollment 384 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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
Mathematics								
All	84	87	85	97.70	71.42	Yes	Yes	✓
White	83	86	84	97.67	71.08	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	38	97.43	62.16	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	84	87	85	97.70	83.33	Yes	Yes	✓
White	83	86	84	97.67	83.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	37	39	38	97.43	75.67	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 94.1%

84 TUCKER COUNTY
 Richard H. Hicks, Superintendent
501 TUCKER COUNTY HIGH SCHOOL – Passed
 David Dilly, Principal
 Grades 09 - 12
 Enrollment 374 (2nd 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
Mathematics								
All	91	96	93	96.87	57.30	Yes	Yes	✓
White	90	95	92	96.84	56.81	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	46	48	46	95.83	51.11	NA	NA	NA
Spec. Ed.	10	10	10	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	91	96	93	96.87	33.70	Yes	Confidence Interval	✓
White	90	95	92	96.84	34.09	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	46	48	46	95.83	28.88	NA	NA	NA
Spec. Ed.	10	10	10	100.00	30.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
 Graduation Rate = 92.3%**

84 TUCKER COUNTY
 Richard H. Hicks, Superintendent
501 TUCKER COUNTY HIGH SCHOOL – Passed
 David Dilly, Principal
 Grades 09 - 12
 Enrollment 351 (2nd 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
Mathematics								
All	77	80	78	97.50	45.33	Yes	Yes	✓
White	76	79	77	97.46	44.59	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	43	45	44	97.77	38.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	77	80	78	97.50	22.66	Yes	Confidence Interval	✓
White	76	79	77	97.46	22.97	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	43	45	44	97.77	21.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 94.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Tucker County High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts only by application of the confidence interval. It is further noted that the economically disadvantaged (SES) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts. 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 – 42.70 percent in mathematics and 66.29 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. Response to Intervention (RTI).
2. TechSteps.
3. National Writing Project.
4. Odyssey.
5. Support for Teaching Algebra and Algebra Support.
6. West Virginia Advanced Placement Fall Workshop.
7. West Virginia Council of Teachers of Mathematics.

FOLLOW-UP REVIEW

MET STANDARD. Tucker County High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in reading/language arts by application of the confidence interval. It was reported by the administration and staff that Tucker County High School has had 14 principals in the past 13 years, and this alone was extremely detrimental to the learning process. The new principal had implemented quality programs and practices to improve student success. According to all teachers interviewed, the principal had greatly improved the learning environment and student discipline incidents had declined by half from the previous year. Students and staff overwhelmingly reported that the atmosphere was more conducive to learning.

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)

Students in physical education were permitted to not participate in the physical education activities. The Team observed several students sitting on the bleachers while the remainder of the class was participating. One student sitting on the bleachers was not taking the class for credit and the teacher stated that he had no idea why the student was there in the first place.

Five teachers did not challenge students with higher level thinking skills. Basic questioning, answering, and recall were predominant instructional practices in these classes.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The Team observed all students actively participating in the physical education classes in high quality activities.

It remained evident that rigor was still lacking in most of the English and mathematics classes. While the overall school atmosphere was improved and some improvements were made in the level of instruction, a lack of challenging curriculum remained. The principal indicated that while improvements had been made, staff development was being implemented to address areas identified in the deficiency and that extensive work was being done to continue this progress.

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)

Dodge ball was being played in physical education class. It is not part of the West Virginia 21st Century physical education content standards and objectives. This practice had the potential to cause physical and emotional harm to students and was not of an educational nature.

FOLLOW-UP REVIEW

COMPLIANCE. Dodge ball was no longer a part of the physical education curriculum. The physical education curriculum was challenging and addressed the needs of students based on the West Virginia 21st Century content standards and objectives (CSOs).

- 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)**

Approximately one half of the teachers did not conduct instruction in writing at least one time per week. This was found through teacher and student interviews.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed indicated that instruction in writing was being conducted at least one time per week and was being taught daily in most classes. The Team saw evidence of this and teachers were gearing the writing instruction to address the writing component of the WESTEST2.

- 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)**

There was little evidence that the application of technology was included throughout all programs of study. The Team observed minimal technology use throughout the day of the Education Performance Audit.

FOLLOW-UP REVIEW

COMPLIANCE. The Team checked computer laboratory logs and interviewed teachers, administrators, and students and found that technology was being used to approximately 90 percent capacity. Teachers indicated issues pertaining to the filters on the system implemented by the Tucker County Central Office in that students and teachers would be "kicked off" the system for downloading some approved sites. Teachers reported that the filters were too tight and did not allow proper use of the computers.

- 7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

According to teachers, students were required to bring materials to school. Teachers stated that there were consequences if students did not bring materials to class and very few teachers stated that they provided all materials for students.

FOLLOW-UP REVIEW

COMPLIANCE.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Only Grades 9 and 10 reported to school the first day of the school year. This did not allow for equal access to 180 school days.

FOLLOW-UP REVIEW

COMPLIANCE. All grade levels reported to school the first day of the school year.

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.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, to discuss the areas of weakness and request assistance to strengthen the plan.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Five-Year Strategic Plan was complete, thorough, and approved.

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)

At least 90 percent of the teachers had inadequate lesson plans that could not be followed by a substitute teacher. Approximately 80 percent of the teachers did not have lesson plans before April 2010. They reported that the former principal did not check lesson plans and did not require them. Special education teachers did not write plans in advance; they were journaling instead of planning.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The principal had done extensive work on lesson planning. While the quality of lesson plans had improved, many lesson plans still needed more information and were weak. These lesson plans did not have enough material that would enable a substitute teacher to instruct the class. The principal had made quality comments on lesson plans and was continuing to guide teachers to improve lesson plans. Also, not all of the special education lesson plans had modifications for individual students.

NEW ISSUE: At least half of the teachers who taught multiple sections of the same class were keeping these classes on the same pace and not allowing for individual class differences or changes in the school schedule.

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)

Teachers were not utilizing WESTEST2 data to guide the classroom curriculum. Teachers stated that they had examined WESTEST2 data one time before the beginning of the year and had not reviewed it since.

In consideration of the low percent proficient in mathematics (57.30 percent) and in reading/language arts (33.70 percent), it is essential that the faculty have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at the proficient level.

FOLLOW-UP REVIEW

COMPLIANCE. The Team saw evidence of extensive data analysis and implementation of the analysis. Teachers discussed the methods being used to ensure that the classroom curriculum was appropriate based on the needs of the students as indicated by the WESTEST2. While the teachers were aware of the data, it is imperative that all teachers challenge students in the classroom and implement higher level thinking skills and high expectations to increase student achievement.

7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

One finding from the most recent Fire Marshal report (11/09/09) indicated that power strips and extension cords were linked together. This was still an issue in at least one classroom.

FOLLOW-UP REVIEW

COMPLIANCE. All regulatory agency reviews had been corrected.

7.6. Personnel

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

The Team could not verify that observations and evaluations had been completed on all teachers who needed them. No evaluations had been completed as of the day of the Education Performance Audit. All observations from earlier in the year did not have written comments. Recent observations completed by the principal were well developed and contained high quality comments.

FOLLOW-UP REVIEW

COMPLIANCE. The principal was methodical in completing personnel observations and evaluations. There were many comments for teachers on the observations and evaluations, including praise for excellent practices and high quality instructive feedback for deficient areas. The observations and evaluations were high quality and provided teachers an excellent tool for classroom improvement.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

The chemical storage area was not secured and chemicals were accessible. One custodian closet with cleaning chemicals was open and keys were hanging in the room. Urinals in one boys' rest room were in view from the parking lot when the window was open.

There were no schoolwide classroom rules pertaining to discipline according to teachers. Teachers reported that they were responsible for discipline and the procedures varied from classroom to classroom.

Students and teachers stated that discipline was inconsistent based on who the student was and if they were an athlete.

Students were permitted to grade each other's quizzes and the grades were recorded into the grade book. This was observed in two classes.

FOLLOW-UP REVIEW

COMPLIANCE. All of the areas listed above had been corrected. All teachers and students interviewed indicated that the school atmosphere was positive, safe, nurturing, and discipline was addressed fairly and consistently.

RECOMMENDATION

7.1.12. Multicultural activities. A written school or county Multicultural Plan was not in place. However, the Team saw evidence of multicultural activities and recommended that a written plan be developed and implemented.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A Multicultural Plan was in place and was being implemented buildingwide.

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 Tucker County High School in providing a thorough and efficient system of education. Tucker 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 Tucker 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 of the school was removed from the position three weeks before the arrival of the OEPA team. A director from the central office had been placed at the school and was effective at attempting to get things back in order. The Team believed that the school had been under ineffective guidance and had developed poor educational effectiveness. The high number and quality of the deficiencies found at the school were of great concern to the Team; however, the Team believed that the central office had taken a proactive approach to correcting the issues with the support given by the high quality acting principal and contracted service of Phillip Brown, a consultant in school improvement. Tucker County central office is advised that thorough and ongoing assistance will be necessary when the new principal is in place to ensure delivery of high quality and effective educational activities.

FOLLOW-UP CONCLUSION

The new principal was making significant improvements. The principal and new assistant principal were knowledgeable of the school's needs and were providing high caliber leadership. Teachers and students reported that they felt safe and secure and the school environment was more positive than at any time in memory. The principal will need to continue to work on the rigor of student instruction in the core subject areas.

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 Tucker County 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 Team had strong questions as to the capacity of Tucker County High School and Tucker County to correct the deficiencies found at the school. The superintendent must ensure that the incoming principal has the capability to guide the school in the proper direction and provide high quality, research based staff development to enable teachers to deliver the required curriculum to increase student achievement.

The Team strongly recommended that the Tucker 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 CONCLUSION

The Team believed that the new principal and assistant principal have the ability to continue to develop the capacity to lead the school in correcting all findings identified in this report.

IDENTIFICATION OF RESOURCE NEEDS

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

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

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

- 19.1.1. School location.** The school site was not well landscaped, suitable for special instructional needs, and did not provide sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities.
- 19.1.5. Library/media and technology center.** Copying equipment was not provided.
- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or acoustical treatment. The physical education facility did not have a drinking fountain, provisions for two or more teaching stations, a display case, instructional technology equipment, a data projector, or a 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** All science classrooms were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and materials were not

provided in all science classrooms: 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, chairs/tables, darkening provisions, and main gas shut-off.

- 19.1.12. Grades 7-12 auditorium/stage.** The auditorium was not located to have convenient access to language arts and music instructional areas and close to seating. Broadcasting capabilities were not provided.

FOLLOW-UP CONCLUSION

- 19.1.1.** The school site was well landscaped, suitable for special instructional needs, and sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities was provided.

- 19.1.5.** Copying equipment was provided.

- 19.1.10.** The physical education facility had a drinking fountain, provisions for two or more teaching stations, instructional technology equipment, and a data projector.

- 19.1.11.** The previous administrator had indicated that the science classes were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The current principal stated that he believed that the outside doors were in “close proximity” to the classes and that the odors were not an issue. All science facilities now had a ventilation fume hood, demo table, sufficient laboratory workspace, a fire extinguisher, blanket, emergency showers, first aid kit, and chairs/tables.

The facility issues that remained were: The music facility did not have music chairs with folding arms or acoustical treatment; the physical education facility did not have a display case or a 50 inch screen monitor; the science facilities did not have a sink, hot and cold water, gas AC and DC current, compressed air, darkening provisions, and main gas shut-off; the auditorium was not located to have convenient access to language arts and music instructional areas and close to seating and did not have broadcasting capabilities.

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.

It is strongly recommended that Tucker County High School pursue assistance from the Tucker County central office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to increase student achievement in all areas. Given the high number and quality of deficiencies found at the school, it is imperative that programs and practices be implemented immediately in order to address these issues.

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

FOLLOW-UP TEAM SUMMARY

Tucker County High School had received assistance from the Tucker County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education. RESA 7 provided extensive assistance. The new administration was providing high quality leadership; however, the Team recommended that the principal continue to elicit assistance from the various agencies to aid in school improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
84-501 Tucker County High	Temporary Accreditation	7.1.2; 7.2.3.		January 15, 2012

Education Performance Audit Summary

Two findings from the original Education Performance Audit continued as issues at the school: 7.1.2. High expectations and 7.2.3. Lesson plans and principal feedback.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Tucker County High School Temporary Accreditation status with a January 15, 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 January 15, 2012 to determine that improvement efforts have been sustained and the remaining standards (7.1.2. and 7.2.3.) have been corrected.