

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
UPSHUR COUNTY SCHOOL SYSTEM
APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of the Upshur County School District March 9-11, 2004.

A Follow-up Education Performance Audit of Upshur County was conducted March 7 and 8, 2005. 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."

SECTION I
School Performance

The Follow-up Education Performance Audit Team checked identified noncompliances and recommendations to determine if they had been corrected. This section presents the initial Education Performance Audit Team's findings of noncompliances and recommendations, and the follow-up review team's comments and status of compliance with the original citations.

Elementary Schools

- 87-201 Academy Primary**
- 87-203 Buckhannon-Upshur Intermediate**
- 87-204 Central Elementary**
- 87-205 French Creek Elementary**
- 87-206 Hodgesville Elementary**
- 87-208 Rock Cave Elementary**
- 87-209 Tennerton Elementary**
- 87-210 Washington District Elementary**
- 87-211 Union Elementary**

Middle School

- 87-301 Buckhannon-Upshur Middle**

High School

- 87-501 Buckhannon-Upshur High**

87-201 ACADEMY PRIMARY

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the first year that Academy Primary School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: Economically disadvantaged students (SES). In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Academy Primary School and Upshur County were encouraged to revise the county and school Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement of the SES subgroup.

FOLLOW-UP REVIEW

COMPLIANCE. The school achieved adequate yearly progress (AYP).

7.2. Student and School Performance

7.2.4. 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. (Policy 2510; Policy 5310)

Some of the teachers' lesson plans were incomplete, difficult to follow, and not fully developed. Some teachers were unable to articulate the alignment of the Content Standards and Objectives (CSOs) with instructional programs. The Team found inconsistency in the principal's comments and feedback on lesson plans. Often, plans had been initialed and dated with no written feedback. A few teachers indicated that their plans had not been reviewed. Other teachers had left their plans at home. The monthly folder process prevented the Team from reviewing past lesson plans.

FOLLOW-UP REVIEW

COMPLIANCE.

7.10. Professional Development and Evaluation

- 7.10.1. 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)**

Evaluations of personnel had not been completed as prescribed by W.Va. Code §18A-2-12, Policy 5310, and Policy 5714. The principal was not following West Virginia Board of Education Policy 5310 and had not completed personnel observations. No evaluation was written for a second-year teacher. As a newly hired principal, the administrator received the Policy 5310 training after the school year began. The principal did not gather the goals for experienced teachers. The principal had a mentor; however, they had only met by phone and there had not been a face-to-face meeting.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed personnel evaluation records and verified that observations and evaluations had been performed in compliance with county and State evaluation policies.

RECOMMENDATIONS

- 7.1.1. Mission and goals.** Several teachers were not familiar with the school goals. Teachers were not able to articulate the mission and goals of the Unified School Improvement Plan (USIP) even though they were posted in the classrooms. The Team recommended that the principal emphasize to staff the importance of school goals in guiding the school's curricular direction.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.2. Curriculum based on content standards and objectives.** Some teachers were unable to articulate the relationship of the Content Standards and Objectives (CSOs) to the curriculum being taught in the classroom. The Team recommended that the school implement a process for aligning the CSOs with the programs of studies.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.4. Learning environment.

1. The counselor's office was cluttered with instructional materials unrelated to counseling. The Team recommended that the excess materials be removed to make the space available for the counselor's office.
2. Excessive classroom materials were being stored in the teachers' dining area. The Team recommended that the nonessential materials be removed from the dining area.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All nonessential materials had been removed from the counselor's office and the teachers' dining area.

- 7.3.2. Accounting practices.** The secretary was unfamiliar with the required forms for fundraisers in the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*. The Team recommended that the standard forms from this manual be used to document each fundraising event to ensure consistency.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.6.2. Safe, healthy, and accessible facilities.** Exhaust fans in the male and female rest rooms in the Victorian Street wing were not operating. The Team recommended that the Fire Marshal check to determine if repairs need to be made to the exhaust fans to improve indoor air quality.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Exhaust fans had been installed.

87-208 ROCK CAVE ELEMENTARY

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the first year that Rock Cave Elementary School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: All students (AS) and white students (W). In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Rock Cave Elementary School and Upshur County were encouraged to revise the county and school Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement of the AS and W subgroups. The Team recommended that the school implement activities and strategies to improve the performance of these subgroups.

FOLLOW-UP REVIEW

COMPLIANCE. Rock Cave Elementary School achieved adequate yearly progress (AYP).

7.2. Student and School Performance

7.2.4. 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. (Policy 2510; Policy 5310)

There was no indication that the principal had reviewed the teachers' lesson plans or provided written feedback to teachers during the school year.

FOLLOW-UP REVIEW

COMPLIANCE. A review of the lesson plans for the first three quarters of the 2004-2005 school year showed the principal had reviewed the lesson plans and provided written feedback to teachers throughout the school year.

7.6. Facilities

- 7.6.2. Safe, healthy, and accessible facilities.** Buildings, grounds, furnishings, and equipment meet accepted safety and health standards as measured by other agencies, the requirements of W.Va. 126CSR172, West Virginia Board of Education Policy 6200, *Handbook on Planning School Facilities*, (hereinafter Policy 6200), and program accessibility requirements of Section 504, Rehabilitation Act of 1973 §104.22 and §104.23. (W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23)

Corrective action had not been taken regarding the installation of required fire alarm pull stations as cited on the Fire Marshal's report.

FOLLOW-UP REVIEW

COMPLIANCE PENDING. The fire alarm pull stations had been ordered and, according to the maintenance director, will be installed as soon as they are received from the vendor. If the pull stations are not installed by May 31, 2005, the school will be recommended to be issued Temporary Accreditation status.

RECOMMENDATIONS

- 7.1.14. Multicultural education.** While the school emphasized diversity and devoted a considerable amount of effort in developing a tolerance component within the counseling program, a schoolwide multicultural program was not in place. The Team recommended that a high quality multicultural program be developed and included in the school's Unified School Improvement Plan (USIP).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.6.1. Regulatory agency reviews.** Strong odors were prevalent at the boys' rest room near the gymnasium. Furthermore, floor tiles were damaged and the exhaust fan was not operational. The Team recommended that the Health Department and the Fire Marshal check these issues to determine if corrective action is needed.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Exhaust fans had been repaired and the leaking toilet was being replaced.

87-209 TENNERTON ELEMENTARY

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the first year that Tennerton Elementary School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: Economically disadvantaged students (SES). In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Tennerton Elementary School and Upshur County were encouraged to revise the county and school Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement of SES subgroup.

FOLLOW-UP REVIEW

COMPLIANCE. The school achieved adequate yearly progress (AYP).

7.6. Facilities

7.6.2. Safe, healthy, and accessible facilities. Buildings, grounds, furnishings, and equipment meet accepted safety and health standards as measured by other agencies, the requirements of W.Va. 126CSR172, West Virginia Board of Education Policy 6200, *Handbook on Planning School Facilities*, (hereinafter Policy 6200), and program accessibility requirements of Section 504, Rehabilitation Act of 1973 §104.22 and §104.23. (W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23)

A finding on the most recent Fire Marshal's report (02/04) had not been resolved. The report indicated that the excessive combustibles be removed from the closet area near the hot water tank and breaker boxes located in the exterior Kindergarten classroom.

FOLLOW-UP REVIEW

COMPLIANCE. All excessive combustibles had been removed from the closet area and near the breaker boxes located in the Kindergarten classroom.

RECOMMENDATIONS

7.1.10. Programs of study. The Music Room did not have adequate storage, folding chairs, music stands, a podium, recording devices, or acoustical treatment. The music program of studies was difficult to deliver without the necessary equipment. The Team recommended that these items be provided to the music classes to enable the teacher to deliver the Content Standards and Objectives (CSOs) for the music curriculum.

FOLLOW-UP REVIEW

RECOMMENDATION BEING FOLLOWED. Many of the items listed above had already been provided and a plan was in place to provide the remaining ones.

7.7.6. Local school improvement council, faculty senate, and curriculum team. Limited evidence was available to verify that the Curriculum Team was meeting and functioning to establish programs for the school. The Team recommended that an agenda and minutes of curriculum meetings be maintained to guide the Curriculum Team in developing curriculum and provide a system for the school site-based team to review effectiveness of practices and adjust as necessary.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

87-301 BUCKHANNON-UPSHUR MIDDLE

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the first year that Buckhannon-Upshur Middle School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: Economically disadvantaged students (SES). In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Buckhannon-Upshur Middle School and Upshur County were encouraged to revise the county and school Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement of the SES subgroup.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The school did not attain adequate yearly progress (AYP) in the economically disadvantaged students (SES) and special education students (SE) subgroups.

7.6. Facilities

7.6.1. 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, 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.

Three outstanding Fire Marshal items had not been addressed from a previous Fire Marshal's report. The Team recommended that immediate action be taken to correct the issues.

FOLLOW-UP REVIEW

COMPLIANCE.

7.9. Personnel

7.9.2. **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)**

1. The Team found that Buckhannon-Upshur Middle School did not have a formalized procedure that showed collaboration and inclusion between/among special education and general education instructors.
2. The Team found that Buckhannon-Upshur Middle School teachers were assigned to classes for which they held no certification. West Virginia Code §18A-3-2 as noted in Policy 5202 §9.1 states, “An educator who is employed within the public schools system of the state shall hold a valid license for the specializations and grade levels to which he/she is assigned.”
3. In many instances, the special educators were also multi-subject K-8 or 1-6 certified; however, according to Policy 5202 §9.8, “An educator newly assigned to teach in a departmentalized seventh and/or eighth-grade setting beginning with the 2001 school year must hold the content specialization for her/his assignment. An educator assigned to teach in a departmentalized seventh and/or eighth grade setting prior to the 2001 school year must hold the content specialization for her/his assignment or the appropriate permanent authorization under previous policy provisions. An elementary education teacher may be assigned to a departmentalized setting below seventh grade without securing an Authorization.”
4. Special education teachers who did not hold appropriate content specializations and who did not have consistent documented collaboration with an appropriately certified content specialist failed to meet the certification standard according to Policy 5202.

FOLLOW-UP REVIEW

COMPLIANCE. A formal procedure for collaboration and inclusion between/among special education teachers and general education teachers had been established and records of meetings were being kept.

All classes were being taught by teachers certified to teach such classes.

RECOMMENDATIONS

- 5.1.1. **Achievement.** Review of 2002-03 assessment data indicated that students in the economically disadvantaged subgroup (SES) failed to achieve adequate yearly progress (AYP). The Team recommended that a concerted effort be made and specific strategies and programs be used to increase the percentage of students achieving in the upper two quartiles of the SES subgroup.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.6. Library/educational technology access and technology application.** Available technological resources throughout the school were not being incorporated within the curriculum. The Team recommended that the Curriculum Team and Technology Team work collaboratively to develop specific strategies to incorporate all available technology resources and align them with classroom instruction. The school Technology Plan should be communicated to all staff within the school.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.10 Programs of study.** The exhaust fans in the gymnasium and Grades 6, 7, and 8 science rooms were not operating. It would be difficult for the teachers to deliver the science curriculum without functioning exhaust fans to remove fumes. The Team recommended that the fans be repaired to ensure that all the science Content Standards and Objectives (CSOs) are delivered.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Exhaust fans in the gymnasium had been repaired, and the science room exhaust fans were included in the county Major Improvement Plan (MIP) submitted to the School Building Authority.

- 7.4.1. Transportation services.** One special education bus departed 15 minutes before the end of the school day with three students. The Team recommended that the school, Special Education Director, and Transportation Department review the transportation schedule and ensure that these students receive comparable instructional time as the general education students.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

87-501 BUCKHANNON-UPSHUR HIGH

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the first year that Buckhannon-Upshur High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: Economically disadvantaged students (SES). In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Buckhannon-Upshur High School and Upshur County were encouraged to revise the county and school Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement of SES subgroup.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The school failed to achieve adequate yearly progress (AYP) in the economically disadvantaged students (SES) subgroup.

7.1. Curriculum

7.1.14. Multicultural education. Multicultural education is taught 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)

There was little evidence that multicultural education was an on-going process or that a schoolwide curriculum had been developed or implemented. There was no clearly articulated plan to incorporate a multicultural curriculum focusing on prevention and zero tolerance throughout the school curriculum and across grade levels. One teacher responded to multicultural education as being integrated through Latin American Poetry and Greek Literature. Several teachers stated that prevention and zero tolerance were limited to monthly advisor/advisee activities.

FOLLOW-UP REVIEW

COMPLIANCE. The school developed a comprehensive schoolwide multicultural education plan.

7.9. Personnel

7.9.2. 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)

1. Buckhannon-Upshur High School formalized a collaboration matrix; however, not all special educators were fully collaborating with appropriate content specialists.
2. In numerous cases at Buckhannon-Upshur High School, information did not exist of any collaboration or any consistent collaboration between the regular and special educators. In a few instances at the high school, no collaboration was occurring. This results in noncompliance with Policy 5202 §9.6.4 which requires that if special educators do not also “. . . hold the appropriate content specialization, then he or she must collaborate in the planning and delivery of instruction with a teacher(s) who holds the appropriate content specialization.”
3. Special education teachers who did not hold appropriate content specializations and who did not have consistent documented collaboration with an appropriately certified content specialist failed to meet the certification standard according to Policy 5202.

FOLLOW-UP REVIEW

COMPLIANCE. The school developed a collaboration plan which included all appropriate special education teachers and regular education teachers. Records were being kept of collaboration conferences.

RECOMMENDATIONS

5.1.1. Achievement. Students in the economically disadvantaged (SES) subgroup failed to meet annual yearly progress (AYP). The Team recommended that a concerted effort be made and specific strategies and programs be used to increase the performances of students in the SES subgroup.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

6.1.4. Presidential Physical Fitness Test. Upshur County High School did not meet the 40 percent passage rate on the Presidential Physical Fitness Test (PPFT). The Team recommended that a concerted effort be made and specific strategies and programs be implemented to increase the percentage of students passing the PPFT.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.6. Instructional strategies.** Although the Team observed that most teachers used various teaching strategies and techniques, a few teachers only used the lecture and worksheets. The Team recommended that Upshur County High School provide sustained staff development utilizing multiple teaching strategies and techniques and that all staff utilize these strategies in instruction.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.12. Guidance and advisement.** Although some students knew their cluster and major and knew of some classes that made connections between academics and the world of work, many stated that they were not provided opportunities to develop and understand the relationship of academics to the world of work, to life at home, and in the community. Reports of the development of the five-year plans were inconsistent and very little evidence showed that parents actively participated in this process. The Team recommended that an approved developmental guidance plan be developed and all teachers be made aware of the plan and provided sustained staff development in delivering objectives. Strategies needed to be implemented to encourage parents to be active in discussing, understanding, developing, and signing their child's five-year plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.1.13. Work-based learning.** Some confusion existed among staff about work-based experiences. Guidance counselors could not articulate the multi-faceted approach to work-based learning. The Team recommended that Upshur County High School provide staff development on the county work-based policy and what constitutes quality, recognized experiences.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.2.4. Lesson plans and principal feedback.** Lesson plans was consistent, but lacked evidence of quarterly review and administrator feedback. There was some evidence that administrators used a check sheet for reviewing lesson plans; however, this check sheet seldom included administrative comments and some teachers could not produce the check sheet. The Team recommended that lesson plans be checked quarterly and that written comments accompany the check sheet.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.6.2. Safe, healthy, and accessible facilities.

1. Several items from the Fire Marshal's report had not been corrected, the science classrooms did not have fume hoods and were not isolated to keep odors from other areas of the building. Due to the open classroom floor plan the classrooms were not isolated from areas of noise. A building renovation construction project was planned for summer 2004 that is to address these issues. The Team recommended that the planned project eliminate these problems.
2. The fire alarm system had several problems with false alarms and a faulty system. Minimal repairs were being performed to keep the system in operation until it is replaced/upgraded. The Team recommended that the necessary repairs be made to ensure the safe and efficient use of the fire alarm system.
3. Several stained and a few molded ceiling tiles existed throughout the facility. The Team recommended that the Fire Marshal examine the moisture and mold issues to determine if corrective action is needed.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

SECTION II
Upshur County School System

This section presents the county school district high quality standards identified by the Education Performance Audit Team as being out of compliance with state policies and regulations. It also presents recommendations, commendations, and building capacity to correct deficiencies.

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NONCOMPLIANCES

- 7.9.2. 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)**

Buckhannon-Upshur Middle School

1. The Team found that Buckhannon-Upshur Middle School did not have a formalized procedure that showed collaboration and inclusion between/among special education and general education instructors.
2. The Team found that Buckhannon-Upshur Middle School teachers were assigned to classes for which they held no certification. West Virginia Code §18A-3-2 as noted in Policy 5202 §9.1 states, “An educator who is employed within the public schools system of the state shall hold a valid license for the specializations and grade levels to which he/she is assigned.”
3. In many instances, the special educators were also multi-subject K-8 or 1-6 certified; however, according to Policy 5202 §9.8, “An educator newly assigned to teach in a departmentalized seventh and/or eighth-grade setting beginning with the 2001 school year must hold the content specialization for her/his assignment. An educator assigned to teach in a departmentalized seventh and/or eighth grade setting prior to the 2001 school year must hold the content specialization for her/his assignment or the appropriate permanent authorization under previous policy provisions. An elementary education teacher may be assigned to a departmentalized setting below seventh grade without securing an Authorization.”
4. Special education teachers who did not hold appropriate content specializations and who did not have consistent documented collaboration with an appropriately certified content specialist failed to meet the certification standard according to Policy 5202.

Buckhannon-Upshur High School

1. Buckhannon-Upshur High School formalized a collaboration matrix; however, not all special educators were fully collaborating with appropriate content specialists.
2. In numerous cases at Buckhannon-Upshur High School, information did not exist of any collaboration or any consistent collaboration between the regular and special educators. In a few instances at the high school, no collaboration was occurring. This results in noncompliance with Policy 5202 §9.6.4 which requires that if special educators do not also “. . . hold the appropriate content specialization, then he or she must collaborate in the planning and delivery of instruction with a teacher(s) who holds the appropriate content specialization.”
3. Special education teachers who did not hold appropriate content specializations and who did not have consistent documented collaboration with an appropriately certified content specialist failed to meet the certification standard according to Policy 5202.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

7.3.2. Accounting practices.

1. The school system’s most recent audit for the period that ended 6/30/2003 contained a qualified opinion and their report on internal control for the same period also contained a reportable condition. It is recommended the corrective action plan be continued to completion. This will resolve the finding in future audit periods. As this finding relates to the current year (ended 6/30/2003), the county board office has been granted a one-year waiver by the West Virginia Department of Education, during which time completion of their corrective action plan should resolve these issues.
2. During the school audits the Team found that the required check list from the *Accounting Procedures Manual for the Public Schools in the State of West Virginia* was not used. A summarized report was completed in its place. While the substituted list was properly completed, additional time and effort were used in the development of this document and it may not be as comprehensive as the prescribed form.
3. A signed and dated copy of the completed Summary of Individual Schools’ Annual Financial Reports was not maintained in the file. The Team recommended that before the original form is mailed to the West Virginia Department of Education, a copy of the approved document be retained for the file.

4. Response for audit finding 2003-04 recommended establishing billing procedures for the multi-county facility located in Upshur County. It was discussed that the procedures have been established; however, the Team recommended that the procedures be in writing or included in some type of check list to prevent the billings from being overlooked in future periods.
5. Some school secretaries were not familiar with the profit and loss report in the *Accounting Procedures Manual for the Public Schools in the State of West Virginia* and when to use it. The Team recommended that training be conducted for the school secretaries that review required items in the manual and that using the prescribed form be emphasized.
6. Faculty Senate budgets were not consistent in reporting beginning balances, current year allocations, and detailing planned expenditures or allocations to individual teachers. The Team recommended that a standardized form be developed for countywide use. It is particularly recommended that a copy of the Section of the accounting manual be given to the Treasurer of the Faculty Senate along with the standard format for Faculty Senate budgets. Also, the Team recommended that the Faculty Senate Secretary attach a copy of the standardized budget to the minutes of meeting at which they adopted the Faculty Senate Budget.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED

7.9.1. Hiring.

1. The Team recommended that the licensure status of out-of-field applicants be reflected in board minutes at the time of hiring.
2. The Team recommended that the Upshur County Personnel Office utilize the West Virginia Department of Education (WVDE) website to announce job vacancies.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Upshur County Schools in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Upshur County or the accreditation status of the schools.

8.1.5. Personnel. The lack of a full-time secretary at Hodgesville Elementary School and Washington District Elementary School created a situation in which the principals performed necessary clerical functions and were not able to continue their role effectively as an instructional leader. The Team recommended that the Central Office develop a procedure that provides adequate support that enables the principals to be more effective.

FOLLOW-UP CONCLUSION

The superintendent and principals have worked out a plan whereby additional secretary time is provided on an as needed basis upon the request by the principal and approved by the superintendent. For example, on days when the principal is out of the building, the halftime secretary is scheduled to work the full day.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Upshur County Schools have the capacity to correct the noncompliances listed in the report.

FOLLOW-UP CONCLUSION

All noncompliances were corrected except one which is in progress. Two schools continue to struggle with meeting adequate yearly progress (AYP).

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.

18.1. 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 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*)

Hodgesville Elementary

18.1.2. Administrative and service facilities. The administrative office area and counselor's area did not include adequate reception/waiting space. Administrative personnel did not have sufficient workspace or privacy.

18.1.5. Library/media and technology center. The library did not provide sufficient space. The library did not have pamphlets or recordings.

FOLLOW-UP CONCLUSION

The counselor's office has been moved to another part of the building where more space is available. Additional pamphlets, recordings and books have been provided for the library.

Rock Cave Elementary

18.1.1. School location. There was evidence of poor water drainage at the main entrances to the building. This was confirmed to be a problem through teacher interviews.

18.1.2. Administrative and service facilities. The counselor did not have adequate office space.

18.1.5. Library/media and technology center. Rock Cave Elementary School had a limited library/media/technology facility. The school was limited in space and funding specific to this need.

FOLLOW-UP CONCLUSION

The counselor has been moved to another part of the building where more space is available. The library schedule has been adjusted and additional shelving and books had been provided.

Tennerton Elementary

18.1.1. School location. The site was not well drained. There were several areas where water collected on the school grounds.

18.1.5. Library/media and technology center. The library did not have adequate space, newspapers, periodicals, pamphlets, recordings, or tapes.

18.1.6. K classrooms. One kindergarten class lacked adequate size with 36 square feet per student. The area of the space was 800 square feet and 22 students in the classroom. The required space is calculated to be 1100 square feet.

FOLLOW-UP CONCLUSION

Additional newspapers, periodicals, recordings and tapes had been provided for the library. The other situations remained the same.

Upshur County Schools

18.1.15. Health service units. All schools lacked a sufficiently equipped Health Service Area.

FOLLOW-UP CONCLUSION

No change.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Upshur County School System and the schools be issued the accreditation status of listed in the chart.

School	Accreditation Status	Education Performance Audit	Annual Performance Measures	Date Certain
87-201 Academy Primary	Full Accreditation			
87-203 Buckhannon-Upshur Intermediate	Full Accreditation			
87-204 Central Elementary	Full Accreditation			
87-205 French Creek Elementary	Full Accreditation			
87-206 Hodgesville Elementary	Full Accreditation			
87-208 Rock Cave Elementary	Full Accreditation			
87-209 Tennerton Elementary	Full Accreditation			
87-210 Washington District Elementary	Full Accreditation			
87-211 Union Elementary	Full Accreditation			
87-301 Buckhannon-Upshur Middle	Conditional Accreditation		5.1.1 (SES/SE)	May 31, 2007
87-501 Buckhannon-Upshur High	Conditional Accreditation		5.1.1 (SES)	May 31, 2007