



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

BUCKHANNON ACADEMY ELEMENTARY SCHOOL

UPSHUR COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Buckhannon Academy Elementary School in Upshur County was conducted March 16, 2011.

A Follow-up Education Performance Audit of Buckhannon Academy Elementary School was conducted March 19, 2012. The purpose of the follow-up review 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.”

A Second Follow-up Education Performance at Buckhannon Academy Elementary School occurred March 26, 2013, to confirm the previous finding had been corrected.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Dr. Gus Penix, Director

SCHOOL PERFORMANCE

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

87 UPSHUR COUNTY

Scott M. Lampinen, Superintendent

202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – New School

Randall Roy, Principal

Grades PK - 05

Enrollment 643 (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	260	269	269	100.00	53.84	NA	NA	NA
White	252	260	260	100.00	53.57	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	64	66	66	100.00	35.93	NA	NA	NA
Low SES	157	165	165	100.00	52.22	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	260	269	269	100.00	68.84	NA	NA	NA
White	252	260	260	100.00	68.65	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	64	66	66	100.00	46.87	NA	NA	NA
Low SES	157	165	165	100.00	65.60	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

87 UPSHUR COUNTY
Scott M. Lampinen, Superintendent
202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – Needs Improvement
Randall Roy, Principal
Grades PK - 05
Enrollment 631 (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	257	282	282	100.00	36.96	Yes	Yes	✓
White	244	268	268	100.00	36.88	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	58	61	61	100.00	22.41	Yes	Confidence Interval	✓
Low SES	158	179	179	100.00	32.91	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	257	282	282	100.00	36.96	Yes	Yes	✓
White	244	268	268	100.00	36.47	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	58	61	61	100.00	13.79	Yes	No	✗
Low SES	158	179	179	100.00	33.54	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.9%

87 UPSHUR COUNTY
Scott M. Lampinen, Superintendent
202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – Needs Improvement
Randall Roy, Principal
Grades PK - 05
Enrollment 639 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	248	275	273	99.27	43.54	Yes	Confidence Interval	✓
White	241	267	265	99.25	44.39	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	59	59	100.00	29.41	Yes	Safe Harbors	✓
Low SES	140	164	162	98.78	39.28	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	248	275	272	98.90	47.77	Yes	Confidence Interval	✓
White	241	267	264	98.87	47.91	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	51	59	59	100.00	17.64	Yes	No	✗
Low SES	140	164	161	98.17	41.72	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.7%

87 UPSHUR COUNTY
Scott M. Lampinen, Superintendent
202 BUCKHANNON ACADEMY ELEMENTARY SCHOOL – Needs Improvement
Randall Roy, Principal
Grades PK - 05
Enrollment 658 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	260	283	278	98.23	46.66	Yes	Confidence Interval	✓
White	254	277	272	98.19	46.58	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	46	43	93.47	23.07	NA	NA	NA
Low SES	162	182	177	97.25	37.57	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	260	283	280	98.93	43.57	Yes	Confidence Interval	✓
White	254	277	274	98.91	43.02	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	42	46	43	93.47	12.82	NA	NA	NA
Low SES	162	182	179	98.35	33.96	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 98.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Buckhannon Academy Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Buckhannon Academy Elementary School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts. Buckhannon Academy Elementary School achieved AYP in the all students (AS), SE, and economically disadvantaged (SES) subgroups in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address all subgroups 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 3 – 65.88 percent in mathematics and 67.06 percent in reading; Grade 4 – 65.38 percent in mathematics and 64.10 percent in reading; Grade 5 – 58.51 percent in mathematics and 58.51 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. Tech Tuesday.
2. BAES Teacher Academy.
3. Upshur County Teacher Academy.
4. Site-Based Instruction.
5. WESTEST2 Data Analysis.
6. Inline Individualized Education Program (IEP) Writing.
7. TechSteps.
8. Reading Recovery Conference.
9. Making the Most of Small Groups.
10. Envisions Math Workshop.
11. Investigation Math Workshop.
12. Meshing of Envisions and Investigations.
13. Discovery Education.
14. Printmaking Workshops.

FOLLOW-UP REVIEW

ACHIEVED STANDARD. Buckhannon Academy Elementary School improved the percent of students proficient for all subgroups in both mathematics and reading/language arts.

Changes from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow.

Mathematics: All students (AS) (+6.58 percent), racial/ethnicity white (W) (+7.51 percent), special education (SE) (+7.00 percent), and economically disadvantaged (SES) (+6.37 percent).

Reading/language arts: AS (+10.81 percent), W (+11.44 percent), SE (+3.85 percent), and SES (+8.18 percent).

The school failed to achieve adequate yearly progress (AYP) for two consecutive years in the special education (SE) subgroup in reading/language arts. AYP was achieved in the remaining subgroups either by application of the confidence interval or through the safe harbor provision.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Buckhannon Academy Elementary School performed within the point range (472-381) for full accreditation status.

SECOND FOLLOW-UP REVIEW

ACHIEVED STANDARD. This is the 1st year that Buckhannon Academy Elementary School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. The school achieved AYP in the all students (AS) and the racial ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval.

Adequate Yearly Progress (AYP) Information by Class indicated the percent of students below mastery and novice in both mathematics and reading were as follows: Grade 3 – 54.55 percent in mathematics and 59.10 percent in reading; Grade 4 – 55.32 percent in mathematics and 60.42 percent in reading; Grade 5 – 55.21 percent in mathematics and 53.13 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Based on 2011-2012 WESTEST 2 results compared to the previous year, Buckhannon Academy Elementary School improved the percent of students proficient in mathematics for the all students (AS) and racial ethnicity white student (W) subgroups. The school saw declines in the percent of students proficient in mathematics in the special education (SE) and economically disadvantaged (SES) subgroups and in reading/language arts in the all students

(AS), racial ethnicity white (W), special education (SE), and economically disadvantaged (SES) subgroups

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 follow.

Mathematics: All students (AS) (+3.12 percent), racial/ethnicity white (W) (+2.19 percent), special education (SE) (-6.34 percent), and economically disadvantaged (SES) (-1.71 percent).

Reading/language arts: All students (AS) (-4.2 percent), racial ethnicity white (W) (-4.89 percent), special education (SE) (-4.82 percent), and economically disadvantaged (SES) (-7.76 percent).

As stated in the previous follow-up audit report, the county curriculum staff and school staff are urged to address all subgroups and apply interventions to improve the achievement of all students.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

At least 50 percent of the teachers interviewed stated that student discipline was a major issue at the school. Many teachers stated that they did not feel safe and gave examples of student disruptions that were common. Fighting and bullying behavior was reported to be common and many teachers stated that the administration was not active in correcting the issues. Alternative placements in other classrooms were reportedly being used a great deal rather than dealing with the issues. Forty-six (46) out-of-school suspensions had occurred at the school as of the day of the Education Performance Audit.

Teachers reported that communication was poor between the administration and teachers. A majority of teachers stated that information on any changes was reported to the teachers the day of the change.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Staff expressed that student behavior remained a concern at Buckhannon Academy Elementary School. While all teachers reported that the principal and assistant principal actively addressed student discipline, it was widely reported that the school's learning environment was affected by some students' aggressive behavior. Teachers and administrators relayed instances in which some students were disruptive and examples of behaviors included an incident in which a primary level student threw a chair, breaking the chair; a student bit another student's finger; incidents of students striking/hitting teachers; swearing; a student hit three other students in the classroom; etc. Teachers stated that the administrators were working very hard to address student behavior issues, but were having very little effect on the problem.

The administration used the judicial system in dealing with student attendance. The counselor, principal, and assistant principal were working with behavior interventions. The aggressive student behavior issues have the potential to have severe consequences. This is an extraordinary situation requiring immediate attention and assistance. The principal must immediately seek assistance from Upshur County Central Office, RESA 7 and the West Virginia Department of Education, Office of Healthy Schools to pursue effective remedies to the problem.

SECOND FOLLOW-UP REVIEW

COMPLIANCE.

A large number of staff members at Buckhannon Academy Elementary School were interviewed regarding the negative effect student behavior was having on the learning environment of the school during the 2010-2011 and 2011-12 school years. Nineteen staff members (other than administrators) were selected to be interviewed with any remaining staff afforded opportunity to be interviewed by the OEPA Team.

When asked to assess the school's student behavior during the current year (gotten worse, remained the same, or improved), overwhelmingly those interviewed indicated that behavior had improved. Some staff further indicated that the improved discipline is still a "work in progress," but things have improved. Staff indicated they were being supported by administrators (a new principal and assistant principal this school year) in dealing with discipline and that disciplinary matters were dealt with quickly. Many staff members referred to the assistant principal's active involvement with students and his being accessible and visible throughout the school as being a key factor in improving the school's discipline (the assistant principal primarily handles discipline matters). Several staff members indicated that the school culture and atmosphere have improved immensely and they enjoy working at the school.

The staff has received pertinent trainings relative to dealing with disciplinary issues including: a workshop on *Love and Logic* (a program that provides "tools for educators that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline"), Instructional Practices Inventory (IPI), Crisis Prevention Intervention (CPI), and disciplinary data entry into WVEIS. Those trainings were provided by Upshur County Schools, RESA 7, West Virginia Department of Education, and/or Buckhannon Academy Elementary School.

Upshur County has initiated the RAZE program which is housed at Buckhannon Academy Elementary School. The county has employed a behavioral interventionist who spends time at Buckhannon Academy Elementary School as well as other schools in the county. According to some teachers interviewed, the interventionist has provided support and assistance to staff in dealing with behavioral issues. Staff further indicated that the RAZE program is new and will require time for evaluating its procedures and outcomes.

7.8. Leadership

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

Due to the number of deficiencies found at Buckhannon Academy Elementary School and the low percent of students proficient indicated that the leadership at the school and classroom levels needed to be more effective. The lack of a mentor for a new teacher for the first year indicated that the central office needed to be more vigilant in assisting the school. The Team determined that the West Virginia Department of Education and RESA 7 needed to assist the building administrator and county in improving the quality of curriculum and instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff corrected all but one of the deficiencies in the original Education Performance Audit report and student achievement increased in all subgroups with substantial increases in reading/language arts. However, the remaining deficiency in the area of learning environment must receive immediate attention to ensure the safety of all students and staff. The administration was working diligently to address the learning environment; however, Upshur County, RESA 7 and the West Virginia Department of Education will need to provide assistance to alleviate this issue.

SECOND FOLLOW-UP REVIEW

Based on staff interviews, the administration of Buckhannon Academy Elementary School has taken steps to address the behavior concerns and ensure the safety of all students and staff. Trainings and assistance have been provided by Upshur County, RESA 7, the West Virginia Department of Education, and Buckhannon Academy Elementary School.

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 Buckhannon Academy Elementary School in providing a thorough and efficient system of education. Upshur 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 Upshur 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 issue of the perception of an unsafe school environment must be addressed immediately to allow for the proper correction of the curriculum and instructional issues. The principal must ensure that bullying and harassment and other disciplinary issues are dealt with in a fair and consistent manner at the office and classroom levels. This issue was having a detrimental effect on student learning and on teacher morale.

It is imperative that the West Virginia 21st Century content standards and objectives (CSOs) are the basis of the classroom curriculum. School improvement and action steps are to be based on the needs identified by the school's Five-Year Strategic Plan. If this procedure is not corrected it could continue to negatively affect student achievement.

FOLLOW-UP CONCLUSION

A high number of teachers still considered that Buckhannon Academy Elementary School had an "unsafe" environment. The administrators, counselor, and teachers were addressing the issues and a Respect and Protect program was in place. However, numerous daily instances of student disruptions, many potentially harmful to students and staff, were reported. According to reports, the K-02 section of the building was the major area of concern for these instances with some problems also in Grade 6.

The West Virginia 21st Century content standards and objective (CSOs) guided the curriculum in conjunction with the school's Five-Year Strategic Plan and data analysis. Modest increases in student achievement in mathematics and substantial increases in reading/language were shown on the 2011 WESTEST2.

SECOND FOLLOW-UP CONCLUSION

No staff member indicated being fearful of student behavior this year. To the contrary, staff felt supported by administrators and, as a result, they were able to focus on teaching and learning in their classrooms.

Nine of the nineteen staff members interviewed were affiliated with the K-02 grades where the greatest disciplinary concerns were indicated during the previous audit review. All indicated that discipline had improved and harmful behaviors had ceased.

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 Buckhannon Academy Elementary 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.**

Excluding the area of deficiency as perceived by the teachers in the area of school discipline, the entire staff appeared to be a cohesive unit. The teachers presented a strong desire to increase student achievement. The Team believed through assistance from the Upshur County Central Office and other State support agencies that the capacity can be developed to correct the deficiencies identified in this report.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions of the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

FOLLOW-UP CONCLUSION

The teachers and the administrators were working together to address the severe student discipline issues. The school urgently needs assistance to correct the issues. The current Respect and Protect program appeared to be ineffective in addressing the recurring discipline issues. Buckhannon Academy Elementary School applied appropriate techniques to deal with the extreme issues, yet the school and county have not developed the capacity to correct this difficult student behavior situation. It is critical that the school receive immediate assistance from the Upshur County Central Office, RESA 7, and the West Virginia Department of Education, Office of Healthy Schools.

SECOND FOLLOW-UP CONCLUSION

Buckhannon Academy Elementary School, under current administrative leadership, has demonstrated capacity to address disciplinary problems at the school. Enhanced administrative oversight and trainings relative to intervention strategies for working with discipline issues (CPI and *Love and Logic*) have been beneficial in improving discipline in the school.

Based on staff interviews, many indicated a need for additional training in the *Love and Logic* program. They found it to be most valuable in providing intervention strategies for dealing with disruptive behaviors.

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 five usable acres, plus one acre for each 100 students over 240 and was not removed from hazards and undesirable noise and traffic.
- 19.1.4. Counselor's office.** Student records were not easily accessed by the counselor as they were kept in the office.
- 19.1.5. Library/media and technology center.** On-line periodical indexes and copying equipment were not available.
- 19.1.8. Grades 1-12 classrooms.** Room 212 did not have adequate size.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The physical education facility did not have a data projector or 50 inch screen monitor.

19.1.14. Food service. A teachers' dining area of adequate size was not available.

19.1.15. Health service units. A health service unit was not of adequate size and did not have cots or a refrigerator with locked storage.

FOLLOW-UP CONCLUSION

All facility resource needs remained as previously identified except for the following.

19.1.4. Student records were easily accessible for the counselor.

19.1.5. On-line periodical indexes were available.

19.1.8. Room 212 was converted to a storage room.

19.1.10. The physical education facility had a data projector and a 50 inch screen monitor.

19.1.14. A teachers' dining area of adequate size was available.

19.1.15. The health service unit had cots and a refrigerator with locked storage was provided.

SECOND FOLLOW-UP CONCLUSION

All facility resource needs were addressed as noted in the previous audit review except for the following:

19.1.1. School location. The school site was not five usable acres, plus one acre for each 100 students over 240 and was not removed from hazards and undesirable noise and traffic.

19.1.10 Specialized instructional areas. The art facility did not have a ceramic kiln.

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.

Given the achievement levels of students in all subgroups, Buckhannon Academy Elementary School and Upshur County must implement high yield instructional practices and instruction that will improve students' achievement. Upshur County must actively pursue assistance from RESA 7, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

The process of ensuring a safe and nurturing environment is extremely important. The administration appeared to take a positive look at the deficiency and ensured the Team that it would be corrected.

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

FOLLOW-UP TEAM SUMMARY

Student achievement had improved at Buckhannon Academy Elementary School. Teachers reviewed and used data in planning and instruction. In spite of student behavior, all teachers were providing high quality instruction. The issue of the disruptive learning environment must be resolved to ensure student and staff safety and to foster a positive learning environment.

SECOND FOLLOW-UP TEAM SUMMARY

The issue of student behavior disrupting the learning environment at Buckhannon Academy Elementary School has improved according to staff members. They further indicated that student and staff safety has improved, thus creating a more positive environment for student learning to occur.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
87-202 Buckhannon Academy Elementary	Full Accreditation			

Education Performance Audit Summary

The remaining deficiency (7.1.3. Learning Environment) has been corrected. The Office of Education Performance Audits recommends that the West Virginia Board of Education issue Buckhannon Academy Elementary School Full Accreditation status.