



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
BUCKHANNON-UPSHUR MIDDLE SCHOOL
UPSHUR COUNTY SCHOOL SYSTEM**

AUGUST 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Buckhannon-Upshur Middle School in Upshur County was conducted October 21, 2008.

A Follow-up Education Performance Audit of Buckhannon-Upshur Middle School in Upshur County was conducted April 15, 2010. 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.

87 UPSHUR COUNTY

Scott M. Lampinen, Superintendent

301 BUCKHANNON-UPSHUR MIDDLE SCHOOL – Needs Improvement

Renee Warner, Principal

Grades 06 - 08

Enrollment 921 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	875	908	899	99.00	70.58	Yes	Yes	✓
White	860	892	883	98.99	70.53	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	486	509	502	98.62	59.79	Yes	Safe Harbors	✓
Spec. Ed.	183	192	186	96.87	26.40	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	875	908	902	99.33	76.20	Yes	Confidence Interval	✓
White	860	892	887	99.43	76.05	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	486	509	504	99.01	67.01	Yes	No	✗
Spec. Ed.	183	192	190	98.95	30.76	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.0%**

87 UPSHUR COUNTY
Scott M. Lampinen, Superintendent
301 BUCKHANNON-UPSHUR MIDDLE SCHOOL – Needs Improvement
Renee Warner, Principal
Grades 06 - 08
Enrollment 910 (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	863	896	882	98.43	67.92	Yes	Confidence Interval	✓
White	851	883	869	98.41	67.81	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	455	480	470	97.91	55.25	Yes	No	✗
Spec. Ed.	164	172	166	96.51	24.05	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	863	896	881	98.32	76.35	Yes	Confidence Interval	✓
White	851	883	868	98.30	76.13	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	455	480	470	97.91	66.44	Yes	No	✗
Spec. Ed.	164	172	166	96.51	27.84	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

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

**Passed
Attendance Rate = 96.5%**

87 UPSHUR COUNTY
Scott Lampinen, Superintendent
301 BUCKHANNON-UPSHUR MIDDLE SCHOOL – Need Improvement
Renee Warner, Principal
Grades 06 - 08
Enrollment 856 (2nd month 2009-2009 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	813	849	846	99.64	54.74	Yes	Yes	✓
White	802	833	830	99.63	54.75	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	437	467	466	99.78	42.43	Yes	No	✗
Spec. Ed.	127	138	137	99.27	12.69	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	813	849	846	99.64	63.37	Yes	Yes	✓
White	802	833	830	99.63	63.50	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	437	467	466	99.78	51.83	Yes	Confidence Interval	✓
Spec. Ed.	127	138	138	100.00	18.89	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.7%**

BUCKHANNON-UPSHUR MIDDLE SCHOOL

Assessment Trend Results by Class, Selected Subgroup

Reading				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	74.29	72.20	81.94	75.90
2005	77.66	77.04	79.22	77.96
2006	74.76	80.27	77.49	77.43
2007	73.64	75.64	77.62	75.63
2008	76.47	76.84	74.59	75.93
2009	70.78	62.68	57.75	63.67

Mathematics				
Percent Proficient				
Year	Grade 06	Grade 07	Grade 08	All Grades
All Student				
2004	58.62	53.18	76.08	62.04
2005	68.33	65.83	70.55	68.21
2006	63.25	72.75	67.84	67.83
2007	71.76	69.87	70.40	70.66
2008	67.24	70.52	65.47	67.68
2009	62.14	48.59	54.58	54.74

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Buckhannon-Upshur Middle School failed to achieve adequate yearly progress (AYP) for two consecutive years for the special education (SE) subgroup in mathematics and reading/language arts and the economically disadvantaged (SES) subgroup in reading/language arts. This is the first year that the school failed to achieve AYP in the SES subgroup in mathematics.

Buckhannon-Upshur Middle School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 6 – 32.26 percent in mathematics; Grade 7 – 29.35 percent in mathematics; Grade 8 – 34.46 percent in mathematics and 25.34 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

It is significant that the percent proficient declined in all subgroups in mathematics from 2006-2007 to 2007-2008. Reading/language arts percent proficient showed a negligible increase in the AS and W subgroups and declined in the SES and SE subgroups.

FOLLOW-UP REVIEW

STANDARD MET BY INDEX. Achievement had declined from the 2006-2007 school year through the 2008-2009 school year in all subgroups in mathematics and reading/language arts. Sustained high quality staff development, along with continued monitoring, by the administrative staff is necessary to reverse this trend.

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-Upshur Middle School performed within the point range (375-324) for full accreditation status.

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

- 1. Data Analysis - Particularly with Acuity.**
- 2. Response to Intervention (RTI) - Tier 2 and Tier 3 Training.**
- 3. Co-teaching.**
- 4. Differentiated Instruction.**
- 5. Training in the Odyssey Computer Program.**
- 6. Technology Training.**

The following activities/programs had been added as reported by the principal.

- 1. Single gender classes in mathematics and science for Grade 7 students had been initiated during the 2009-2010 school year. This program will be expanded next year to include all core subjects for Grade 7 and mathematics and science for Grade 8.**
- 2. An academic exploration period had been added to all students' schedules. During this time students received additional instruction in the four core classes and reading.**
- 3. The Voyager Passport program was used in Response to Intervention (RTI) Tier 2 daily.**
- 4. Teachers were provided copies of *The Master Teacher PD Program*. These programs were discussed weekly in team meetings.**

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)**

The Team could not verify that seven of the nine mathematics teachers, approximately one-third of the science teachers, four of the seven English teachers, and four of the five social studies teachers exhibited high expectations for all students. Teachers' questioning in these classes was at the recall of knowledge level of Bloom's taxonomy. Recall was the norm with these classes and students were not challenged to move to higher level 21st Century thinking skills.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the principal and teachers and confirmed that a number of activities had occurred to help raise teachers' expectations for students. A faculty committee studied this issue and developed recommendations which were presented to and approved by the faculty. Teachers interviewed felt these activities had raised schoolwide expectations for students and teachers. Some of the activities implemented included:

1. Study of depth of knowledge in lessons.
2. Use of the Teach 21 website.
3. Training in questioning techniques.
4. Training in revised West Virginia 21st Century content standards and objectives (CSOs).
5. Training in standards-based instruction.
6. Professional development sessions on applying Bloom's Taxonomy in student questioning.
7. Each teacher was provided the *Quick Flip Questions for Critical Thinking* booklet.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Approximately 29 teachers had the same lesson plans for the same classes throughout the day (i.e., Algebra I classes in different periods had the same lesson plans). This did not consider variations in learning based on student needs.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and interviewed teachers to verify that lesson plans were based on the needs of the students in different classes. The administrators monitored lesson plans and visited classrooms regularly to ensure lessons were varied to meet student needs.

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)

Fifteen teachers did not vary instruction throughout the Education Performance Audit Team's observation period. Instructional strategies involved a heavy reliance on teacher-directed instruction and/or worksheets.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty had received training in Differentiated Instruction and most faculty members had received training in Response to Intervention (RTI) Tiered Instruction. A faculty committee studied the issue and presented the faculty with "help sheets and ideas" on such things as instructional strategies menu, summarizing strategies, and Glossary of Teaching Strategies. The school's technology specialist had provided training to staff on the use of whiteboards which were available in all classrooms. The county offered "Tech Tuesday" classes and the faculty was involved in these classes. The administrators monitored these activities by lesson plans, classroom walkthroughs, and individual and small group meetings with teachers. Interviews with teachers verified the staff used the guideline of changing activities every 15 minutes in their instructional planning.

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)

Twenty-five teachers stated in interviews that they did not provide writing assignments on a weekly basis. The principal also verified this during the administrative interview.

FOLLOW-UP REVIEW

COMPLIANCE. Interviews with teachers presented evidence that teachers were aware of their responsibility of providing writing across the curriculum and reported this was happening. A review of lesson plans provided verification that writing was being planned in all classes. All teachers provided reports to the principal quarterly showing how they had taught writing in their classes.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Teachers could not verify that a developmental guidance program was in place. The guidance counselors were not in the building on the day of the Education Performance Audit; however, teachers and administrators could not articulate the presence of a developmental guidance program. In the absence of school leaders ability to discuss the basics of a developmental guidance program, the Team determined that a formal program was not in place.

FOLLOW-UP REVIEW

COMPLIANCE. During the academic exploratory period, advisor/advisee classes were conducted in which character education provided the basis for the discussions in areas that would be considered basic components of a developmental guidance program. The Team was provided a lengthy list of activities conducted by the guidance counselor which the advisor/advisee program supplemented.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A comprehensive schoolwide approach to multicultural education activities was not in place. Teachers could not discuss any multicultural activities other than Heritage Day in the spring. Furthermore, a written county and/or school Multicultural Plan was not provided.

FOLLOW-UP REVIEW

COMPLIANCE. A written school Multicultural Plan had been developed. All teachers provided multicultural activities in their classrooms and were cognizant of emphasizing these activities to students. The Team reviewed a comprehensive list of multicultural activities for the 2009-2010 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.

Only two teachers interviewed could discuss the goals of the school's Five-Year Strategic Plan.

The plan adequately addressed the school's needs, the data analysis was specific and prioritized the need for improvement, and the goals and objectives were appropriate. It is imperative that all teachers be knowledgeable of the plan and use this plan to guide the educational process. The plan must be communicated to all staff and reviewed periodically to monitor progress, implementation, and to evaluate the plan's effectiveness.

The plan must include the OEPA analysis with the OEPA Checklist included in the data analysis.

Goal 4 was supported by only one professional development opportunity. The Strategic Plan's West Virginia Department of Education reviewer recommended that the school's leadership team continue to explore opportunities to support professional growth in parental involvement.

FOLLOW-UP REVIEW

COMPLIANCE. The curriculum team led construction of the Five-Year Strategic Plan. The goals and highlights of the plan were prepared in a tri-fold brochure and distributed to staff and community. Teachers interviewed were very familiar with the school's Five-Year Strategic Plan.

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)

A majority of the lesson plans the Team observed could not be followed by a substitute teacher. Steps to implement the plan for the day and materials necessary beyond the textbook were not noted in the plan.

FOLLOW-UP REVIEW

COMPLIANCE. The principal appointed a faculty committee to study lesson plan formats and essential components. The committee worked with all faculty members and arrived at an agreed upon list of items that all lesson plans should contain. Teacher lesson plans reviewed were complete and quite usable by a substitute teacher. The school administration monitored lesson plans formally each quarter and informally as classroom walkthroughs were performed.

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)

None of the teachers interviewed could discuss the modifications that were in place to address the low scores in the special education (SE) and economically disadvantaged (SES) subgroups. When questioned, teachers could only discuss the activities being implemented to address the overall weaknesses of the school.

FOLLOW-UP REVIEW

COMPLIANCE. The school faculty had been trained in using Acuity to benchmark student achievement, strengths, and weaknesses. Information from Acuity was used to identify individual student weaknesses and instruction was planned to address those weaknesses. The school had implemented Response to Intervention (RTI) through Tier 3 and this addressed the reading needs of many of the students in the special education (SE) and economically disadvantaged (SES) subgroups. Teachers had constructed data notebooks which they used as a reference to identify student and instructional needs. Teachers used the curriculum map to identify the sequence for teaching the West Virginia 21st Century content standards and objectives (CSOs).

RESA 7 funded an after-school Critical Skills program in mathematics and reading/language arts. It was a nine day program that met after school for 2 1/2 hours and was scheduled on Tuesday, Wednesday, and Thursday for

three weeks. The target student population for the program were students who scored partial mastery or below mastery on the 2009 WESTEST 2.

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-Upshur Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA VII be sought to assist the building administrator in improvement. WESTEST data and practices the Team observed were related and clearly indicated a need for a School Support System in school leadership.

FOLLOW-UP REVIEW

COMPLIANCE. The school administration sought and received assistance from the Upshur County Administrative Offices, RESA 7, and the West Virginia Department of Education. Some of the assistance included:

- 1. The superintendent held monthly meetings for the administrators which allowed time for the administrators to share problems and solutions.**
- 2. The county and RESA 7 provided training in performing classroom walkthroughs and provided technology support.**
- 3. Training was provided on the Voyager program for Response to Intervention (RTI) Tier 2.**
- 4. Training was provided on textbook orientation, technology, Acuity, Differentiated Instruction, use of responders and whiteboards, etc.**
- 5. The principal attended the Principals' Leadership Academy.**
- 6. The new assistant principal attended the Principals' Leadership Academy for new assistant principals.**
- 7. RESA 7 provided assistance for the after-school Critical Skills program.**

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-Upshur Middle 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.

Several issues led to the low percent proficient at Buckhannon-Upshur Middle School. Issues such as high expectations, planning for lessons, varied instructional strategies, the Five-Year Strategic Plan, and data analysis could, individually and collectively be extremely detrimental to the educational process. Given the combination of these, it is imperative that the administration diligently address these areas before worse problems arise. The Team believed that the principal has the ability to correct the issues, but constant and aggressive monitoring and the implementation of high quality programs is essential.

FOLLOW-UP CONCLUSION

The principal and staff of Buckhannon-Upshur Middle School had conscientiously and systematically attacked the problems at the school. The faculty was organized into committees with each committee accepting responsibility to study one of the problem areas and suggest solutions to the faculty. This system was working as all the problems outlined in the Education Performance Audit report had been addressed to varying degrees. Much remained to be done and the school administration and faculty appeared ready to continue their work of improving instruction and student achievement at Buckhannon-Upshur Middle School.

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-Upshur Middle 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 determined that Buckhannon-Upshur Middle School and Upshur County have not demonstrated the capacity to correct the identified deficiencies.

The Team recommended that the Upshur County School System Superintendent and the school administrator contact Dr. Karen Huffman, Division of Special Projects - Superintendent's Center for 21st Century Schools, West Virginia Department of Education at (304) 558-7010 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The county and school administrators contacted the West Virginia Department of Education, System of School Support, to provide assistance for the principal. This group's assistance was valuable in revising the county and school electronic strategic plans. These plans were then used as the basis for improving the school. The school plan was mostly implemented at this time and the school appeared to be doing much better and the staff was working hard to continue the improvements.

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 large enough for future expansion and was not located away from undesirable noise and traffic. The sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility.

19.1.10. Specialized instructional areas. The art facility did not have a ceramic kiln or black-out areas.

19.1.12. Grades 7-12 auditorium/stage. The middle school stage did not have controlled illumination.

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

19.1.15. Health service units. A health service unit with adequate size was not available. The school did not have curtained or small rooms with cots, a toilet, lavatory, scales, refrigerator with locked storage, or work counter.

FOLLOW-UP CONCLUSION

All building issues were being studied in relation to the county's new Ten-Year Comprehensive Educational Facilities Plan. This plan will be completed by August 2010. There had been no change in the areas cited at this time.

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-Upshur Middle 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 VII, 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 School Support System presented under the Capacity Building section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The school staff had been working diligently to implement the School Support System. Support was being provided by the county, RESA 7, and the West Virginia Department of Education as has been outlined in this report. The school appeared to be progressing and the faculty was anxiously awaiting the 2010 WESTEST 2 results.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
87-301 Buckhannon-Upshur Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Buckhannon-Upshur Middle School.