



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

MAGNOLIA HIGH SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

AUGUST 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Magnolia High School in Wetzel County was conducted March 9, 2011.

A Follow-up Education Performance Audit of Magnolia High School was conducted April 17-18, 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.”

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Donna D. Hage	High School Assistant Principal	Robert C. Byrd High School Harrison County
Stephen Higgins	Closing the Achievement Gap (CAG) Liaison	Marion County Schools
Anthony M. Jones	Junior/High School Principal	Van Junior/Senior High School Boone County
David R. Mazza	Technology Center Principal	Cabell County Career Technical Center Cabell County
Jeffrey A. Meadows	Middle School Principal	South Middle School Monongalia County
Larry Dick Werry	Retired Elementary School Principal	Retired Fairview Elementary School Marion County

SCHOOL PERFORMANCE

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

92 WETZEL COUNTY

William F. Jones, Superintendent

502 MAGNOLIA HIGH SCHOOL – Passed

Kathi Schmalz, Principal

Grades 09 - 12

Enrollment 478 (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	112	117	115	98.29	50.00	Yes	Yes	✓
White	110	115	113	98.26	50.92	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	10	90.90	10.00	NA	NA	NA
Low SES	42	46	46	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	112	117	115	98.29	46.36	Yes	Yes	✓
White	110	115	113	98.26	46.29	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	10	90.90	10.00	NA	NA	NA
Low SES	42	46	46	100.00	35.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 94.6%

92 WETZEL COUNTY
William F. Jones, Superintendent
502 MAGNOLIA HIGH SCHOOL – Passed

Kathi Schmalz, Principal
Grades 09 - 12
Enrollment 463 (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	98	103	102	99.02	25.77	Yes	Confidence Interval	✓
White	97	102	101	99.01	26.04	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	19	19	100.00	11.76	NA	NA	NA
Low SES	33	34	34	100.00	15.15	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	98	103	102	99.02	31.95	Yes	Yes	✓
White	97	102	101	99.01	32.29	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	19	19	100.00	17.64	NA	NA	NA
Low SES	33	34	34	100.00	12.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 95.8%

92 WETZEL COUNTY
William F. Jones, Superintendent
502 MAGNOLIA HIGH SCHOOL – Passed
Kathi Schmalz, Principal
Grades 09 - 12
Enrollment 437 (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	103	107	104	97.19	45.09	Yes	Confidence Interval	✓
White	101	105	102	97.14	46.00	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	20	18	90.00	0.00	NA	NA	NA
Low SES	32	35	32	91.42	29.03	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	103	107	104	97.19	56.86	Yes	Yes	✓
White	101	105	102	97.14	56.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	20	18	90.00	0.00	NA	NA	NA
Low SES	32	35	32	91.42	35.48	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 89.5%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Magnolia High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability, the special education (SE) and economically disadvantaged (SES) subgroups need attention and plans for improved performance. Mathematics scores at Magnolia High School are in the bottom five high schools in the state.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 11 – 74.23 percent in mathematics and 68.04 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. Sexual Harassment.
2. West Virginia Board of Education Policy 5310.
3. Homelessness.
4. Family Education Rights and Privacy Act (FERPA) Training.
5. Teacher and Student Codes of Conduct.
6. Parent Involvement.
7. Safe and Drug free Schools.
8. Response to Intervention.
9. Professional Learning Communities.
10. WESTEST2 Data Analysis.
11. Acuity.
12. Differentiated Instruction.
13. Edline.
14. West Virginia Writes.
15. 21st Century West Virginia 21st Century Content Standards and Objectives (CSOs).
16. Benchmark and Pacing Guides.
17. Teach 21 and Global 21.
18. Learn 21.
19. Depth of Knowledge.
20. Maintaining Student Engagement.
21. TechSteps.
22. Problem Based Learning.
23. Collaborative Teaching.
24. Creating a Culture for Learning.
25. Safety Plan.

FOLLOW-UP REVIEW

STANDARD MET. Magnolia High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics only by application of the confidence interval. The percentage of students performing at the proficient level increased substantially for the AS, W, and economically disadvantaged (SES) subgroups in both mathematics and reading/language arts.

Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup needs immediate attention and plans for improved performance. The SE percent proficient declined to 0.00 percent proficient on the 2011 WESTEST2. While the SES subgroup showed growth in both subjects assessed, a fairly large achievement gap existed between the AS and SES subgroups (16.06 percent gap in mathematics and 21.38 percent gap in reading/language arts).

Changes in the student percent proficient from the 2009-2010 WESTEST2 to the 2010-2011 WESTEST2 follow:

Mathematics	Reading/Language Arts
AS (+19.32 percent)	AS (+24.91 percent)
W (+19.96 percent)	W (+23.71 percent)
SE (-11.76 percent)	SE -17.64 percent)
SES (+13.88 percent)	SES (+23.36 percent)

The principal indicated that Acuity was being used to hone in on skills that needed attention. The school has been working with the West Virginia Department of Education, Office of Special Programs, in instruction for special education students. The schedule for next year is being examined to provide additional time for student skill development.

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)**

Two English teachers did not teach from bell to bell. The Team observed at least ten minutes of non-instructional time not being used productively in each class.

None of the English classes exhibited higher order thinking skills. Worksheets and defining vocabulary words were the predominant strategies. One other teacher exhibited low expectations of students.

The Team interviewed a group of senior students who were taking advanced placement (AP) and honors courses. These students expressed a concern that they were not challenged in classes overall and did not feel prepared for college.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The two teachers originally cited for not teaching bell to bell still did not use instructional time productively. Instruction using higher order thinking skills was not observed in these classes and student interviews confirmed this practice.

The remaining English classes exhibited higher order thinking skills and WESTEST2 results were indicative of excellent instruction. Students interviewed indicated that they felt challenged overall and that these teachers had high expectations of them.

- 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)**

Seven teachers did not vary instructional strategies. Teacher directed instruction was the predominant instructional strategy in these classes.

Students in one physical education classes were playing a modified softball game (Alfonzo Ball) in which students would throw the ball at other students to get them "out". Students are not to be used as targets as this may lead to physical and/or emotional harm. Female students in this teacher's class during

a different class period were sitting on the bleachers and not engaged in the class while male student were playing basketball and the teacher was also sitting on the bleachers.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. All teachers observed varied instructional strategies and students were engaged in the educational process.

Alfonso Ball was no longer an activity in physical education. Students were still given the option of opting out of participating in physical education classes. The teacher stated that students could sit out of the activities of the day and it would cost them up to five points on their grade per day. This practice did not exhibit high expectations for all students.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

Neither of the two guidance counselors was meeting with students at least 75 percent of the time. The counselors reported that the student counseling time was less than 25 percent. Duties with standardized testing, transcript requests, lunch duties, and scholarships were among the reasons they gave for the low percentage.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Neither of the two guidance counselors was meeting the 75 percent time in a direct counseling relationship with students. According to the counseling log, one of the counselors met with students approximately 35 percent of the time and the other met with students less than 10 percent of the time. While each stated that they had counseling paperwork to complete; administrative duties, bus duties, cafeteria duties, etc., were not assigned.

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)

Seven teachers had inadequate lesson plans that could not be followed by a substitute teacher. Nineteen teachers' lesson plans had not been checked by the principal two times as of the day of the Education Performance Audit

FOLLOW-UP REVIEW

COMPLIANCE. All lesson plans were complete and thorough and could be followed by a substitute teacher. All lesson plans were reviewed by the administration and instructive feedback was given on lesson plans where necessary to improve instruction.

7.6. Personnel

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

One teacher's observation did not have a date that the principal had signed it; therefore, it could not be verified that it had been signed within five days required by Policy 5310. This teacher signed the observation 14 calendar days after the observation.

One teacher observation was signed by the teacher and administrator ten calendar days after the observation. This teacher's evaluation did not have the principal's signature or date the evaluation had been conducted.

FOLLOW-UP REVIEW

COMPLIANCE. All observations and evaluations were completed as required. Observations and evaluations were thorough and provided high quality feedback to the individual teachers.

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

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

Students reported that discipline buildingwide was inconsistently enforced and based on if the student was an athlete or not. Athletes reportedly received preferential treatment by the teachers and administration. In addition to the students, at least five teachers stated that this was the case.

FOLLOW-UP REVIEW

COMPLIANCE. The principal provided written verification that approximately 25 percent of the student discipline involved student athletes. While pockets of students reported that athletes still received preferential treatment, the Team reviewed sufficient verification that showed this was not the case.

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

Tobacco use was evident in the boys' rest rooms throughout the building during the day of the Education Performance Audit.

Chemicals in one science classroom were not secured. The chemicals were in a teacher work area; however, they were not in a locked area.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. There was no evidence of tobacco use in the building on the day of the Follow-up Education Performance Audit.

Chemicals remained unsecured in Room 213. Hydrochloric acid and methanol were easily within student range and could be removed from the chemistry room without the knowledge of the teacher.

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 Magnolia High School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA 6 needed to be provided to assist the building administrator in the school's operation.

Seven teachers reported that the principal was bullying them and employed intimidation against teachers. The teachers indicated that the principal's brother was the local board president and that their jobs would be in danger if they went against the principal. Bullying by teachers against other teachers was also reported. The teachers that talked about this issue stated that more teachers wanted to talk about the bullying issues but would not due to fear of retaliation.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The Team conducted extensive teacher interviews and overall the teachers indicated that there was no bullying or intimidation by the principal. A small pocket of teachers stated that bullying remained an issue; however, a strong majority of the staff indicated that the principal was making tough decisions and this was being perceived as bullying or intimidation. The Team recommended that the

principal base all decisions on county and State policies and the best interest of the students. Professional behavior is expected of all staff.

Five of the original deficiencies remained as either not corrected or partially corrected. The principal must actively pursue remedies for each of these deficiencies as the school could be issued Low Performing accreditation status and the county could be issued Nonapproval status if they are not corrected.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. While technology was being used well in many of the classrooms, technology could be used to a higher extent and to a higher degree in the other classrooms. The Team recommended that all teachers be provided support and staff development in using technology and to help fully integrate technology to the highest extent.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. While the computer laboratories were being used to a high extent, the Team observed technology used in approximately half of the classes. Student interviews indicated that this was the general practice. The Team continued to recommend that technology be utilized to the highest extent buildingwide.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Magnolia High School in providing a thorough and efficient system of education. Wetzel 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 Wetzel 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 toxic atmosphere among the staff at the school was having a detrimental effect on the learning environment. Teacher to teacher bullying and administrator to teacher bullying were reported by teachers. While other curricular issues were found by the Team, this issue needs to be corrected immediately as it negatively affected teacher morale, which in turn affected student achievement.

FOLLOW-UP CONCLUSION

Great strides had been made to quell the belief that bullying among staff members was a problem. The Team encouraged the principal and Wetzel County Central Office to continue to foster collegial relationships among the staff and monitor the progress. The principal must make decisions based on the best interest of the students and do this in a professional manner so as to not be perceived as bullying or harassing. Staff must remain cognizant that the principal makes decisions that are grounded in policies and State Code and that what may be perceived as bullying may be easily misperceived. All staff must work toward eliminating this through the proper channels.

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

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

While the principal was organized and had a great deal of knowledge, the Team had strong reservations about the school's capacity to correct the deficiencies given the issue of the bullying among the staff. Until that issue is resolved, the school will have a great deal of difficulty in correcting the deficiencies presented 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

Magnolia High School and Wetzel County have not exhibited the capacity to correct the identified deficiencies. The principal must continue to be provided assistance by Wetzel County Central Office staff, RESA 6, the West Virginia Center for Professional Development, and the West Virginia Department of Education in eliminating the deficiencies. Student achievement has improved and it is essential that all staff members unite to continue to work toward greater student achievement.

Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup achievement has been exceedingly low during the past three years and declined to 0.00 percent student mastery in both mathematics and reading/language arts in 2011. Therefore, the OEPA recommended that the school receive intensive support from the West Virginia Department of Education, Office of Special Programs, and the RESA 6 special education director.

The economically disadvantaged (SES) subgroup, which was not large enough to constitute a subgroup for accountability, showed significant progress in achievement in mathematics and reading/language arts. However, a disparity existed between the achievement of this subgroup and

the all students (AS) subgroup. The OEPA recommended that the school receive support from the West Virginia Department of Education, Office of School Improvement, and RESA 6 professional development staff in providing effective instruction for economically disadvantaged students.

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 removed from hazards and undesirable noise and traffic.
- 19.1.8. Grades 1-12 classrooms.** Storage was not adequate in all classrooms.
- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms.
- 19.1.11. Grades 6-12 science facilities.** The science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building.
- 19.1.13. Grades 7-12 school site vocational.** The vocational department did not have a digital camera or VCR and DVD players. A Health Occupations course was not offered.

- 19.1.14. Food service.** The food service seating area was not adequate and seating was not available for dining and study purposes.
- 19.1.15. Health service units.** A refrigerator with locked storage was not available.
- 19.1.16. Grades 7-12 vocational.** Classroom and laboratory space in each career technical area was not adequate to meet curriculum needs and storage was not adequate.

FOLLOW-UP CONCLUSION

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

- 19.1.8. All classrooms had adequate storage.**
- 19.1.13. The vocational department had a digital camera and DVD player.**
- 19.1.15. The health service unit had a refrigerator with locked storage.**
- 19.1.16. The Grades 9-12 vocational area had sufficient classroom and laboratory space to meet curriculum needs and storage was adequate.**

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.

Magnolia High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from local and State education agencies, with special emphasis on learning environment and tolerance.

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 had made excellent strides in student achievement on the 2011 WESTEST2, with the exception of the special education (SE) subgroup. High quality staff development was provided to improve instruction. It is extremely important that the remaining deficiencies be corrected and that staff work together to provide a learning environment conducive to greater student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
92-502 Magnolia High	Conditional Accreditation	7.1.2; 7.1.5; 7.2.2; 7.7.2; 7.8.1		January 15, 2013

Education Performance Audit Summary

Five findings from the original Education Performance Audit continued as issues at the school.

- 7.1.2. High expectations. (Partial Compliance)
- 7.1.5. Instructional strategies. (Partial Compliance)
- 7.2.2. Counseling services. (Noncompliance)
- 7.7.2. Policy implementation. (Partial Compliance)
- 7.8.1. Leadership. (Partial Compliance)

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Magnolia High School Conditional Accreditation status with a January 15, 2013 Date Certain to correct the remaining findings.

If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5. (n) (6). The OEPA will conduct another follow-up review after January 15, 2013 to determine that improvement efforts have been sustained and the remaining standards have been corrected.

The OEPA further recommends that the West Virginia Department of Education, Office of Special Programs, and the RESA 6 special education director provide intensive support of special education students. The OEPA also recommends that the West Virginia Department of Education, Office of School Improvement, and RESA 6 provide support in improving the achievement of the economically disadvantaged students.