



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL

WYOMING COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Road Branch Elementary and Middle School in Wyoming County was conducted February 9, 2011.

A Follow-up Education Performance Audit of Road Branch Elementary and Middle School was conducted March 26, 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 – Carroll Staats

SCHOOL PERFORMANCE

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

98 WYOMING COUNTY

Frank L. Blackwell, Superintendent

214 ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL – Passed

Rebecca Cook, Principal

Grades PK - 08

Enrollment 192 (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	107	115	115	100.00	53.27	Yes	Yes	✓
White	105	113	113	100.00	53.33	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	26.31	NA	NA	NA
Low SES	64	72	72	100.00	40.62	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	107	115	115	100.00	66.35	Yes	Yes	✓
White	105	113	113	100.00	67.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	19	21	21	100.00	21.05	NA	NA	NA
Low SES	64	72	72	100.00	56.25	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.0%

98 WYOMING COUNTY
Frank L. Blackwell, Superintendent
214 ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL – Passed

Rebecca Cook, Principal
Grades PK - 08
Enrollment 195 (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	106	115	115	100.00	32.07	Yes	Confidence Interval	✓
White	104	113	113	100.00	32.69	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	16.66	NA	NA	NA
Low SES	65	73	73	100.00	29.23	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	106	115	115	100.00	33.96	Yes	Confidence Interval	✓
White	104	113	113	100.00	34.61	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	0.00	NA	NA	NA
Low SES	65	73	73	100.00	27.69	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.6%

98 WYOMING COUNTY
Frank L Blackwell, Superintendent
214 ROAD BRANCH ELEMENTARY AND MIDDLE SCHOOL – Passed

Rebecca Cook, Principal
Grades PK - 08
Enrollment 203 (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	104	117	115	98.29	22.11	Yes	No	✗
White	103	116	114	98.27	22.33	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	19	18	94.73	0.00	NA	NA	NA
Low SES	53	63	61	96.82	18.86	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	104	117	115	98.29	41.34	Yes	Confidence Interval	✓
White	103	116	114	98.27	41.74	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	17	19	18	94.73	0.00	NA	NA	NA
Low SES	53	63	61	96.82	33.96	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Road Branch Elementary and Middle School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups 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 Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 35.71 percent in mathematics and 64.29 percent in reading; Grade 4 – 100.00 percent in mathematics and 83.33 percent in reading; Grade 5 – 72.22 percent in mathematics and 66.67 percent in reading; Grade 6 – 100.00 percent in mathematics and 86.67 percent in reading; Grade 7 – 65.00 percent in mathematics and 60.00 percent in reading; Grade 8 – 38.10 percent in mathematics and 42.86 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. Grades 4 and 6 mathematics scores with .00 percent proficient were especially serious. Additionally, the reading/language arts percent proficient was only 16.67 percent for Grade 4 students and 13.33 for Grade 6 students.

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

1. Professional Learning Communities.
2. TechSteps.
3. Response to Intervention.
4. HMH and Glencoe Mathematics.
5. Mathematics Pacing Guides.
6. West Virginia Writes.
7. Differentiated Instruction.
8. Classroom Instructional Strategies.
9. Standards-Based Instruction.
10. Technology Plan/Digital Divide.
11. Five-Year Strategic Plan.
12. Technology Usage in the Classroom.
13. WESTEST2 Data Analysis.
14. SAT 10 Data Analysis.
15. Depth of Knowledge.

FOLLOW-UP REVIEW

ACHIEVED STANDARD.

According to the federal No Child Left Behind (NCLB) definition for adequate yearly progress (AYP) for accountability, this was the 1st year that the school failed to achieve AYP in one or more subgroups designated in 5.1.1. Achievement. Therefore, Road Branch Elementary and Middle School met the standard for full accreditation status.

The school experienced a steep decline in the percent of students proficient in mathematics in the all students (AS), racial/ethnicity white (W) and economically disadvantaged (SES) subgroups. The special education (SE) subgroup declined to .00 percent proficient. Reading/language arts percent proficient improved in the AS, W, and SES subgroups, while the SE subgroup remained at .00 percent proficient.

The following analysis shows the changes in percent proficient from the 2010 WESTEST2 to the 2011 WESTEST2.

Mathematics

- All Students - AS (-9.96 percent)
- Racial/Ethnicity White - W (-10.36 percent)
- Special Education - SE (-16.66 percent)
- Economically Disadvantaged - SES (-10.37 percent)

Reading/Language Arts

- All Students - AS (+7.38 percent)
- Racial/Ethnicity White - W (+7.13 percent)
- Special Education - SE (unchanged)
- Economically disadvantaged - SES (+6.27)

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

1. Technology Workshop – Using Technology to Improve Instruction.
2. Common Core Standards for Kindergarten.
3. WESTEST2 Data Analysis.
4. SAT 10 Data Analysis.
5. Phonological Awareness.
6. Data – Impact on the Classroom.
7. Critical Reading Strategies.

8. Using Acuity.
9. Instructional Practices Inventory (IPI).
10. Effective Use of Data Analysis; Depth of Knowledge (DOK).
11. WV Writes.
12. Critical Skills Intervention Instruction.
13. Math Workshop for WV Math.
14. Effective and Appropriate Calculator Use in Mathematics.
15. Singapore Math Method.
16. Constructing Lessons with Depth of Knowledge (DOK) Strategies.
17. Reading Strategies for the Content Areas.
18. Standards Based Instruction.
19. Varying Instructional Strategies and Effective Instructional Techniques.
20. Reviewed and Updated the School Five-Year Strategic Plan.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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.**

The Team interviewed all teachers in six groups. Only two of the six groups could discuss the goals and action steps of the school's Five-Year Strategic Plan. The Five-Year Strategic Plan must guide the delivery of curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff revised the school's Five-Year Strategic Plan with support from the Wyoming County Central Office staff. Copies were distributed to all teachers. The faculty reviewed the plan and the action steps during each monthly staff meeting. The Team interviewed most faculty members and found that those interviewed were knowledgeable of the goals and action steps in the strategic plan and discussed how they used the action steps in planning lessons.

- 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)**

The Team interviewed all teachers and asked about data analysis. The teachers stated that they had seen the WESTEST2 data at the beginning of the school year but had not used the data since. The Team determined that data was not being used to assess student mastery of the West Virginia 21st Century content standards and objectives (CSOs). While the principal had an abundance of student data and analysis it had not reached the classroom levels and teachers had not had the opportunity to look at the data to the depth necessary and apply it in instruction. This may be a factor in the decline in

student achievement percent proficient at the school. Teachers need measures from different sources and analyses that reveal a more complete picture of the results of instructional practices.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty used data from multiple sources that included: WESTEST2, Acuity, Math Inventory, Reading Inventory, instructional practices inventory (IPI), SAT 10, and STAR Assessment to determine instructional weaknesses for classes and for individual students. Teachers were actively involved in analyzing the data and provided the Team folders and notebooks of the data analyses that showed how data were used in planning lessons. Teachers regularly discussed findings in the data analyses and reviewed and revised instruction with suggested strategies to address the weaknesses during the monthly Professional Learning Community (PLC) meeting.

RECOMMENDATIONS

7.1.4. Instruction. The Team observed all classrooms, reviewed lesson plans, and interviewed teachers and found that all teachers were actively delivering instruction and students were absorbed and on-task. The spring 2010 WESTEST2 percent proficiency by class provided results that distressed the school and county staffs. Grades 4 and 6 percent proficient (0.00 percent) in mathematics and the very low percent proficient in reading/language arts (Grade 4 – 16.67 percent; Grade 6 – 13.33 percent) was a serious call for county and school educators to examine instruction and curriculum to assess that instruction matches what the students need to achieve learning gains. Teachers were actively teaching and students were on task; however, it appeared that the direction lacked a clear focus. The principal and teachers are cautioned to be mindful that activities are directly connected to achievement. Teachers were willing to provide high quality instruction and were working; however, the active instruction did not transfer to achievement results. The Team recommended that the school receive intense and sustained professional development and assistance in instruction that includes 21st century learning skills to ensure student mastery of the West Virginia 21st Century content standards and objectives (CSOs).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The faculty received sustained professional development and assistance in instruction. All teachers participated in training in the West Virginia 21st Century content standards and objectives (CSOs) and were using the CSOs when preparing lesson plans to ensure the CSOs formed the basis for implementing the curriculum.

7.1.11. Guidance and advisement. The school counselor was highly active in the school and provided high quality counseling services; however, the counselor was only scheduled at the school one day per week. The Team recommended that the Wyoming County Central Office pursue ways to increase the amount of counseling services at Road Branch Elementary and Middle School to ensure the provision of guidance and advisement for all students. It would be extremely difficult for a counselor to provide the components of the PK-08 counseling curriculum during one weekly visit.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. Wyoming County School District was not able to increase the counselor's time at Road Branch Elementary and Middle School.

7.8.1. Leadership. The Team reported that the principal was organized, data savvy, and conveyed knowledge of the school's and students' needs. However, the data had not been transferred to the classroom level or used to guide instruction. The Team found that the teachers were on task and effectively managed their classes; therefore, the Team recommended that the school leadership be involved in high quality leadership and communication training that will improve the principal's skills and practices in providing meaningful feedback and support to teachers who are eager to improve.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. Training for the school administrator was planned, but had to be cancelled. Teachers reported good communication and regular feedback from the principal on ways to improve instruction and student achievement.

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 Road Branch Elementary and Middle School in providing a thorough and efficient system of education. Wyoming 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 Wyoming 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.

While all students were on task during the day of the Education Performance Audit and the Team observed that all teachers were providing engaging instruction, the instruction was not closely aligned to the students' and school's needs based on WESTEST2 scores. The Team believed communication and interactions that effectively support staff to determine the kind of data and information needed to improve their work will help to increase student achievement.

The Wyoming County School District will need to support the unique needs of individual teachers and teacher collaborative teams to monitor and improve instructional effectiveness and assist the principal in monitoring and improving the school's effectiveness. The school's Five-Year Strategic Plan will need to be used to keep school improvement efforts focused and eliminate initiatives that are not producing student and school improvement.

FOLLOW-UP REVIEW CONCLUSION

The Team visited classrooms, interviewed teachers, reviewed lesson plans and observed instruction and determined teachers were knowledgeable of students' needs as shown by WESTEST2 results and students' current needs as shown from analysis of benchmarking tests. The principal provided leadership to the faculty and facilitated the use of analyzed data to individualize instruction to meet student needs. The Wyoming County Central Office staff provided support to the

principal and staff on instruction and student achievement. Benchmark testing was performed regularly and the staff used results of these tests to amend the action steps in the school's strategic plan and keep it viable to address the most recent student learning needs.

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 Road Branch Elementary and 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.**

With intensive support for the principal and teachers and a viable continuous improvement process, the Team determined that the principal and staff of Road Branch Elementary and Middle School can develop the capacity to correct the deficiencies found at the school. However, assistance from the Wyoming County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education are critical in this process.

The Team recommended that the Wyoming County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP REVIEW CONCLUSION

Road Branch Elementary and Middle School staff, with considerable assistance from the Wyoming County Superintendent and Central Office staff, received on-going focused professional development to improve instruction and student achievement. RESA 1 provided training in implementing the Instructional Practices Inventory (IPI) and conducted the IPI at Road Branch Elementary and Middle School on two separate occasions. With this assistance and leadership of the principal, the school staff improved in all the areas cited in the audit report.

The county central office administration assisted the principal in reviewing and amending the school's Five-Year Strategic Plan to address the deficiencies shown in the audit. The amended plan was submitted to the West Virginia Board of Education. However, the school failed to show improvement in the WESTEST2 mathematics percent proficient. The OEPA recommended that the school receive intensive support from the West Virginia Department of Education, Office of School Improvement, in developing the capacity to bring about improved student

and school achievement in mathematics and continue to increase performance in reading/language arts.

Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup declined dramatically in the percent of students proficient during the three assessment years to .00 percent proficient in both mathematics and reading/language arts in 2011. Therefore, the OEPA further recommended that the school receive intensive support from the West Virginia Department of Education, Office of Special Programs, and the special education director of RESA 1 in the area of instruction for special education 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.

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and other materials that are adequate for general reading and reference were not available.
- 19.1.8. Grades 1-12 classrooms.** Room 201 did not have various communication technologies. Room 203 did not have a computer station. Room 206 did not have a teacher desk.
- 19.1.10. Specialized instructional areas.** The art and music classes were self-contained and did not have their own facilities. The physical education facility did not have a data projector or 50 inch screen monitor.

- 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. There was no hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, or main gas shut-off.
- 19.1.15. Health service units.** The health service unit was not of adequate size and did not have curtained or small rooms with cots. There was no bulletin board, refrigerator with locked storage, work counter, or desk and chair.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.5.** The school was in the process of installing an electronic management program for the library.
- 19.1.8.** Some forms of communication technologies were available in Room 201. A computer connection and a computer were available for Room 203 when needed. A teacher's desk was available for Room 206, but the teacher did not want it in the classroom.

Note: It is essential that a refrigerator with locked storage be provided for securing medication.

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 decline in student achievement levels, Road Branch Elementary and Middle School and Wyoming County School District must implement high yield instructional practices and instruction that will improve students' achievement. Collective efforts will be essential in developing continuous improvement at the school and classroom levels. Wyoming County must actively pursue assistance from RESA 1, 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.

FOLLOW-UP REVIEW TEAM SUMMARY

Substantial professional development on high yield instructional practices and effective instructional strategies had been provided to the school staff and teachers reported they were implementing the strategies in their classrooms. Multiple instruction strategies were evident in the teachers' lesson plans and the Team observed them being used in classroom instruction. The county received assistance from the RESA 1 staff in assessing classroom practices and implementing plans to improve West Virginia 21st Century content standards and objectives (CSOs) use to guide lesson planning and classroom activities. The faculty was positive that student achievement will improve this year (2011-2012).

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Road Branch Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits (OEPA) recommends that **the West Virginia Board of Education continue the Full Accreditation status of Road Branch Elementary School. The OEPA further recommends that the West Virginia Board of Education, Office of School Improvement, provide intensive support to the school in mathematics and the Office of Special Programs and RESA 1 provide support in instruction of special education students.**