

ANNUAL REPORT

AUGUST 2012



Office of Education Performance Audits





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2011-2012**

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***Prepared by
Donna Davis, Ed.D.***

***Assisted by
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August 8, 2012

Honorable Earl Ray Tomblin
Governor of West Virginia

Honorable Jeffrey Kessler
President, West Virginia Senate

Honorable Richard Thompson
Speaker, West Virginia House of Delegates

L. Wade Linger Jr.
President, West Virginia Board of Education

Dear Governor Tomblin, President Kessler, Speaker Thompson, and President Linger:

The Office of Education Performance Audits respectfully submits its 2012 Annual Report pursuant to West Virginia Code §18-2E-5 and State Board Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, which established the office.

A statewide accountability system through the Office of Education Performance Audits measures the quality of education and preparation of students based on the standards and measures of student, school, and school system performance and progress. Schools and school systems consistently demonstrate progress and improvement following on-site reviews.

As West Virginia continues to implement the *No Child Left Behind Act of 2001* (NCLB) and Global 21, West Virginia's 21st century learning plan, specific education trends have emerged. This report summarizes the accreditation status of schools and the approval level of counties. It also summarizes on-site education performance audits. I trust that this report will be a resource on which to base decisions regarding West Virginia's education system.

Respectfully submitted,

Gus Penix, Director
Office of Education Performance Audits

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AUGUST 2012



Office of Education Performance Audits

A Process for Improving Education: Performance Based Accreditation System

A Process for

Improving Education:

Performance Based

Accreditation System



WEST VIRGINIA BOARD OF EDUCATION

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PREFACE

The West Virginia Legislature and the West Virginia Board of Education are responsible for providing a thorough and efficient system of schools for all West Virginia students. When delegating the authority for operation of schools and school systems to the local level, expectations must be clearly defined and results consistently monitored. Assurances need to be made that a thorough and efficient system of schools is provided through a system described in *A Process for Improving Education: Performance Based Accreditation System*, that includes standards, assessment, accountability, and capacity building. The Office of Education Performance Audits assists the West Virginia Board of Education in implementing the process to ensure that every student has an opportunity to receive an education that is thorough and is provided in an efficient manner.

A performance based accreditation system uses information on student, school, and school system performance to assess attainment of standards. Standards provide uniformity and rigor to the education provided by all schools in West Virginia. Assessing the attainment of standards provides useful feedback about the strengths and weaknesses of schools and school systems. Failure to meet standards serves as an early warning in identifying schools for targeted state and local assistance. Recognizing schools that exceed standards provides examples of best practices that improve student, school, and school system performance. Performance and progress standards are the critical gauge used to measure performance in a comprehensive accountability system.

This report summarizes the activities of the Office of Education Performance Audits as established by the West Virginia Legislature and the West Virginia Board of Education. The *2012 Annual Report* compiles West Virginia's accountability activities for the 2011-2012 school year.

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings January 2012

The School District Approval Status and School Accreditation Status Report of Ratings is an annual report prepared by the Office of Education Performance Audits that compiles performance data.

The State Board annually reviews the information from the Office of Education Performance Audits submitted from each school and each school district. Each county school district and school in West Virginia is issued an individual rating based on the analysis of performance data, the county and school electronic Five-Year Strategic Plans, and results of an Education Performance Audit, if applicable. The following Summary Data of Ratings shows the statewide numbers and percentages regarding status of school districts and schools from the January 2012 report.

School district and school information may be found on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

School Accreditation Status

58 or 7.98% of PK-12 schools issued Exemplary Accreditation status
8 or 1.10% of Career/Technical Schools/Programs issued Exemplary Accreditation status
109 or 14.99% of schools issued Distinction Accreditation status
524 or 72.08% of schools issued Full Accreditation status
13 or 1.79% of schools issued Conditional Accreditation status
19 or 2.61% of schools issued Temporary Accreditation status
2 or .28% of schools issued Low Performing status

School District Approval Status

48 or 87.27% of school districts issued Full Approval status
2 or 3.64% of school districts issued Conditional Approval status
0 or 0.00% of school districts issued Temporary Approval status
5 or 9.09% of school districts issued Nonapproval status

FIVE-YEAR STRATEGIC PLANS

County boards are required to ensure that any school issued Temporary Accreditation status revise its electronic Five-Year Strategic Plan to increase the school's performance and progress. The revised plan must include each annual performance measure which the school fails to meet the standard for performance and progress, the action to be taken, and a date certain for meeting each measure, a cost estimate, and assistance to be provided by the West Virginia Department of Education and other education agencies to improve performance and progress to meet the annual performance measure.

The Office of Education Performance Audits reviewed revised electronic Five-Year Strategic Plans of schools issued Temporary Accreditation status. Staff also reviewed plans of schools designated Low Performing and revised plans submitted as a result of Education Performance Audits. The West Virginia Board of Education upgraded the Temporary Accreditation status schools to Conditional Accreditation and issued a date certain for these schools to meet adequate yearly progress (AYP). A chart listing the schools' upgraded status and date certain follows on page 4.

DATE CERTAIN
SCHOOL FIVE-YEAR STRATEGIC IMPROVEMENT PLAN REVISIONS
Upgraded From Temporary Accreditation to Conditional Accreditation Status

County	School	Status	Date Certain	Deficiency
Barbour	Philip Barbour High Complex	CA	April 30, 2012	OSR 7.1.2; 7.1.5; 7.1.7; 7.2.3
Berkeley	Potomack Intermediate	CA	June 30, 2015	APM 5.1.1
Berkeley	Musselman Middle	CA	June 30, 2015	APM 5.1.1
Boone	Madison Middle	CA	June 30, 2015	APM 5.1.1
Cabell	Central City Elementary	CA	June 30, 2015	APM 5.1.1
			September 4, 2012	OSR 7.1.1; 7.1.4; 7.2.3
	Huntington Middle	CA	September 4, 2012	OSR 7.1.5
Calhoun	Calhoun Middle/High	CA	June 30, 2015	APM 5.1.1
Fayette	Mount Hope Elementary	CA	June 30, 2015	APM 5.1.1
Hardy	Moorefield Intermediate	CA	June 30, 2015	APM 5.1.1
			September 4, 2012	OSR 7.1.3
Jackson	Ripley Elementary	CA	June 30, 2015	APM 5.1.1
Lewis	Lewis County High	CA	June 30, 2015	APM 5.1.1
Lincoln	Lincoln County High	CA	June 30, 2015	APM 5.1.1
Mineral	Keyser Primary/Middle	CA	June 30, 2015	APM 5.1.1
Mingo	Williamson Middle	CA	June 30, 2015	APM 5.1.1
Monongalia	Westwood Middle	CA	June 30, 2015	APM 5.1.1
Morgan	Warm Springs Intermediate	CA	June 30, 2015	APM 5.1.1
McDowell	Southside K-8	CA	June 30, 2012	APM 5.1.2
Wayne	East Lynn Elementary	CA	January 31, 2013	OSR 7.1.2; 7.1.4; 7.1.6; 7.2.1; 7.7.2; 7.8.1
	Wayne Middle	CA	June 30, 2015	APM 5.1.1
			January 31, 2013	OSR 7.1.2; 7.1.5; 7.2.2
Webster	Webster County High	CA	June 30, 2015	APM 5.1.1
Wetzel	Magnolia High	CA	January 15, 2013	OSR 7.1.2; 7.1.5; 7.2.2; 7.7.2; 7.8.1
	Paden City High	CA	January 15, 2013	OSR 7.1.2; 7.2.3

GUIDE FOR INTERPRETING CHART

TA	Temporary Accreditation Status	5.1.1	Achievement
CA	Conditional Accreditation Status	5.1.2	Participation Rate
LP	Low Performing	5.1.3	Attendance Rate
		5.1.4	Graduation Rate

EXEMPLARY ACCREDITATION SCHOOLS

Schools achieving Exemplary Accreditation status were honored at a recognition ceremony held November 8, 2011. Fifty-eight West Virginia schools and eight career/technical centers/programs achieved exemplary accreditation status in 2011. The West Virginia Board of Education grants this highest accreditation status on schools that meet rigorous measures of student and school performance. Exemplary accreditation status was enacted by the West Virginia Legislature during the 2001 session.

EXEMPLARY ACCREDITATION STATUS SCHOOLS 2011-2012	
COUNTY	SCHOOL
Braxton	Davis Elementary School
Brooke	Franklin Primary School
Cabell	Meadows Elementary School
	Ona Elementary School
Greenbrier	Rupert Elementary School
Hampshire	Springfield-Green Spring Elementary School
Harrison	Johnson Elementary School
	Simpson Elementary School
	Bridgeport Middle School
	Bridgeport High School
Jefferson	C. W. Shipley Elementary School
	Page Jackson Elementary School
Kanawha	Chamberlain Elementary School
	Cross Lanes Elementary School
	Holz Elementary School
	Kenna Elementary School
	Montrose Elementary School
	Overbrook Elementary School
	Weberwood Elementary School
	Andrew Jackson Middle School
	Horace Mann Middle School
	John Adams Middle School
	South Charleston Middle School
	George Washington High School
	Nitro High School
Logan	Justice Elementary School
Marion	East Dale Elementary School
	Fairview Elementary School
	White Hall Elementary School
	Fairview Middle School
	Monongah Middle School
	Fairmont Senior High School

EXEMPLARY ACCREDITATION STATUS SCHOOLS 2011-2012	
COUNTY	SCHOOL
Monongalia	Cheat Lake Elementary School
	Suncrest Middle School
	Morgantown High School
Ohio	Bethlehem Elementary School
	Steenrod Elementary School
	West Liberty Elementary School
	Woodsdale Elementary School
	Triadelphia Middle School
Putnam	Confidence Elementary School
	Eastbrook Elementary School
	Hurricane Town Elementary School
	Mountain View Elementary School
	Scott Teays Elementary School
	West Teays Elementary School
	Hurricane High School
	Winfield High School
Raleigh	Maxwell Hill Elementary School
	Liberty High School
	Shady Spring High School
Ritchie	Ellenboro Elementary School
Tyler	Tyler Consolidated High School
Webster	Hacker Valley Elementary School
Wood	Greenmont Elementary School
	Neale Elementary School
	Vienna Elementary School
	Williamstown Elementary School

EXEMPLARY ACCREDITATION STATUS 2011-2012	
COUNTY	CAREER/TECHNICAL EDUCATION CENTERS/PROGRAMS
Brooke	Brooke High School
Greenbrier	Greenbrier East High School
	Greenbrier West High School
Kanawha	Garnet Career Center
Pleasants	Mid Ohio Valley Technical Institute
Wayne	Spring Valley High School
	Tolsia High School
	Wayne High School

EDUCATION PERFORMANCE AUDITS

During the 2011-2012 school year, individual school Education Performance Audits were conducted at 11 schools and two juvenile institutional educational programs. County level Education Performance Audits were conducted in two county school districts and one regional education service agency (RESA) was audited. Progress reviews were conducted in four county school districts and the West Virginia Schools for the Deaf and the Blind. Follow-up Education Performance Audits were conducted in 57 schools. A second follow-up review was conducted in one juvenile institutional education program. A second follow-up review was conducted in two schools and a third follow-up review was conducted in one school. In total, 73 schools in 31 school districts were reviewed by the Office of Education Performance Audits. Reports may be viewed on the Office of Education Performance Audits website at: <http://oea.state.wv.us>.

EDUCATION PERFORMANCE AUDITS 2011-2012		
COUNTY	SCHOOL	EPA DATE
Individual School Education Performance Audits		
Berkeley	Burke Street Elementary School	November 3, 2011
	Opequon Elementary School	November 2, 2011
	Tuscarora Elementary School	November 3, 2011
	Winchester Avenue Elementary School	November 2, 2011
Calhoun	Arnoldsburg School	October 19, 2011
	Pleasant Hill School	October 19, 2011
	Calhoun Middle/High School	October 20, 2011
Hardy	Moorefield Elementary School	March 13, 2012
Jefferson	T. A. Lowery Elementary School	November 1, 2011
Lewis	Alum Bridge Elementary School	November 10, 2011
Upshur	Fred W. Eberle Technical Center	March 20, 2012
County Education Performance Audits		
Calhoun	Calhoun County School System	October 17–20, 2011
Monroe	Monroe County School System	February 13-16, 2012
Juvenile Institutional Education Program Audits		
Cabell	Pressley Ridge at Grant Gardens School	October 11, 2011
Randolph	Elkins Mountain School	October 12, 2011
Regional Education Service Agency (RESA)		
Brooke, Hancock, Marshall, Ohio, and Wetzel	RESA 6	October 31, 2011
Individual School Follow-up Education Performance Audits		
Babour	Belington Elementary School	March 13, 2012
	Junior Elementary School	March 12, 2012
	Volga-Century Elementary School	March 12, 2012
Berkeley	Musselman High School	October 31, 2011

Individual School Follow-up Education Performance Audits (Continued)		
Boone	Van Elementary School	April 17, 2012
	Madison Middle School	April 16, 2012
	Van Junior/Senior High School	April 20, 2012
Cabell	Central City Elementary School	January 25, 2012
	Huntington Middle School	January 24, 2012
Calhoun	Calhoun-Gilmer Career Center	September 27, 2011
WVSDB	Elementary and Secondary School for the Blind	April 2-5, 2012
	Elementary School for the Deaf	
	Secondary School for the Deaf	
Hardy	Moorefield Intermediate School	January 12-13, 2012
Harrison	South Harrison Middle School	March 8, 2012
	Mountaineer Middle School	March 7, 2012
Jackson	Gilmore Elementary School	January 5, 2012
Jefferson	North Jefferson Elementary School	April 24, 2012
	Charles Town Middle School	April 24, 2012
	Harpers Ferry Middle School	April 25, 2012
	Wildwood Middle School	April 24, 2012
Kanawha	Watts Elementary School	February 29, 2012
Logan	Logan Middle School	March 8, 2012
Marion	Watson Elementary School	November 14, 2011
	West Fairmont Middle School	November 15, 2011
Marshall	McNinch Primary School	December 7, 2011
Mason	Beale Elementary School	December 6, 2011
	Leon Elementary School	December 7, 2011
	New Haven Elementary School	December 7, 2011
	Roosevelt Elementary School	December 7, 2011
	Ashton Elementary School	December 6, 2011
	Point Pleasant Intermediate School	December 6, 2011
	Hannan High School	December 7, 2011
	Point Pleasant Junior/Senior High School	December 7, 2011
Mason County Career Center	December 8, 2011	
Mercer	Athens School	March 19, 2012
	Lashmeet-Matoaka School	March 30, 2012
	Spanishburg School	March 20, 2012
	Bluefield Intermediate School	March 21, 2012
Mineral	Keyser High School	November 28, 2011
Nicholas	Dixie Elementary School	March 2, 2012
Roane	Geary Elementary/Middle	February 14, 2012
	Reedy Elementary School	February 16, 2012
	Spencer Elementary School	February 16, 2012
	Walton Elementary/Middle School	February 15, 2012
	Spencer Middle School	February 15, 2012
	Roane County High School	February 14, 2012
Taylor	Taylor County Middle School	February 24, 2012
Tyler	Sistersville Elementary School	December 6, 2011

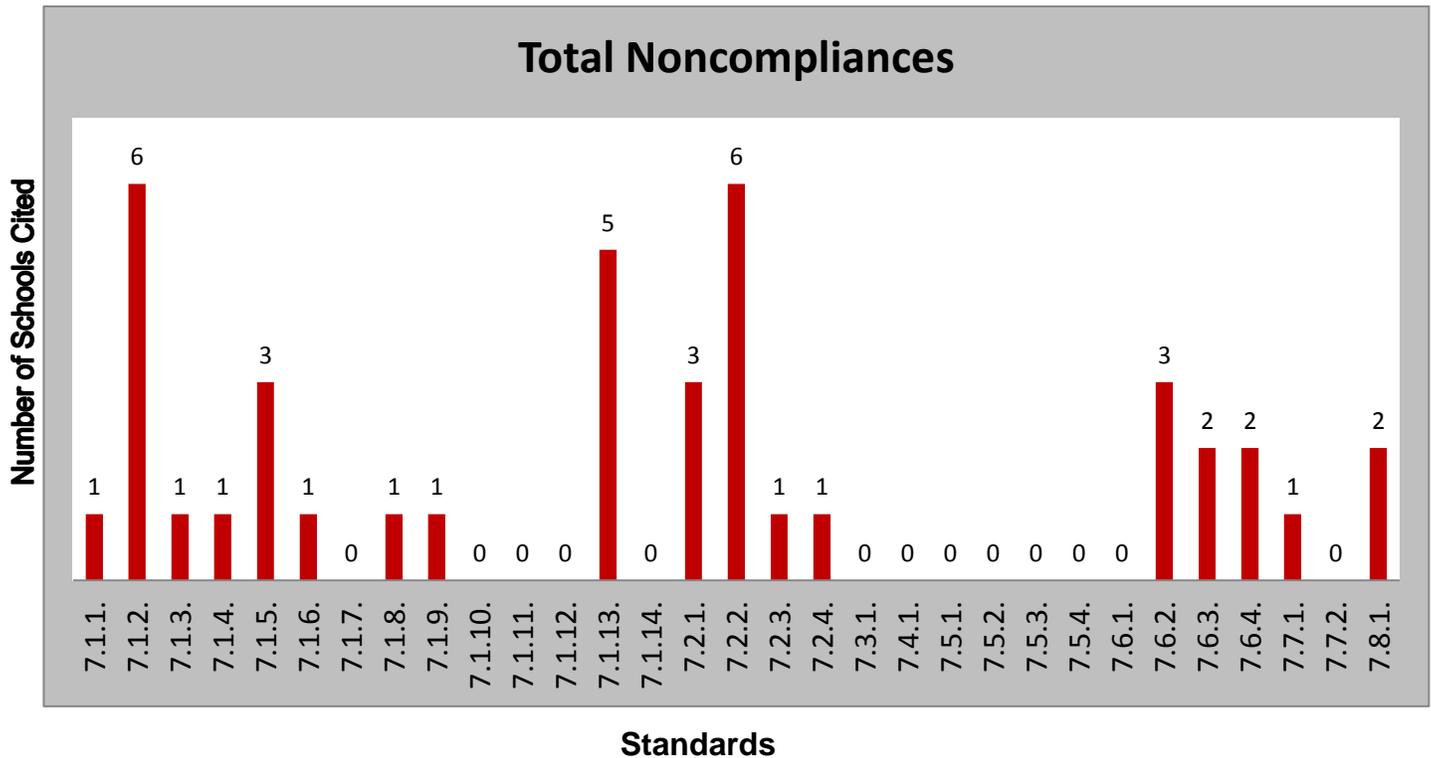
Individual School Follow-up Education Performance Audits (Continued)		
Upshur	Buckhannon Academy Elementary School	March 19, 2012
Wayne	Fort Gay Elementary School	March 28, 2012
	East Lynn Elementary School	March 28, 2012
	Wayne Middle School	March 29, 2012
Wetzel	Magnolia High School	April 17-18, 2012
	Paden City High School	April 18, 2012
Wyoming	Berlin McKinney Elementary School	March 27, 2012
	Road Branch Elementary and Middle School	March 26, 2012
County Follow-up Education Performance Audits		
Jefferson	Jefferson County School System	April 24-25, 2012
Lincoln	Lincoln County School System	June 28, 2012
Mason	Mason County School System	December 5-8, 2011
Roane	Roane County School System	February 13-16, 2012
WVSDB	West Virginia Schools for the Deaf and the Blind	April 2-5, 2012
Juvenile Institutional Follow-up Education Program Audits		
Greenbrier	Davis-Stuart School (Second Follow-up)	January 26, 2012
Second Follow-up Individual School Education Performance Audits		
Mason	Wahama High School (Third Follow-up)	December 8, 2011
Mineral	Keyser High School (Second Follow-up)	May 22, 2012
Tucker	Tucker County High School (Second Follow-up)	February 28, 2012

SUMMARY

Education Performance Audits. Of the 11 schools visited, the OEPA reported 41 high quality standards necessary for improvement, 7 recommendations, and 10 Initiatives for achieving (AYP), and 2 exemplary programs.

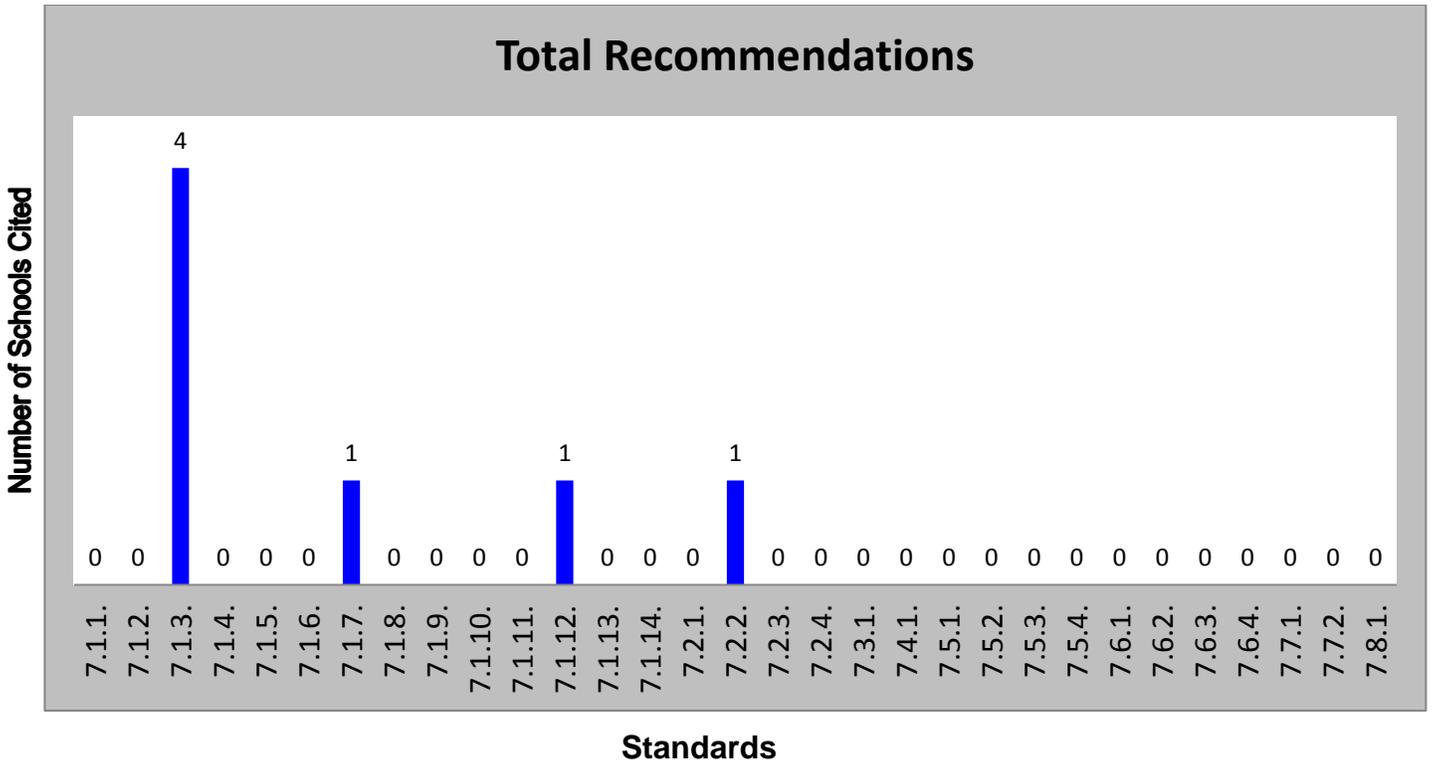
Follow-up Education Performance Audits. Of the 60 schools visited, the OEPA reported 21 high quality standards had not been corrected.

**Standards Cited
School Year 2011-2012**



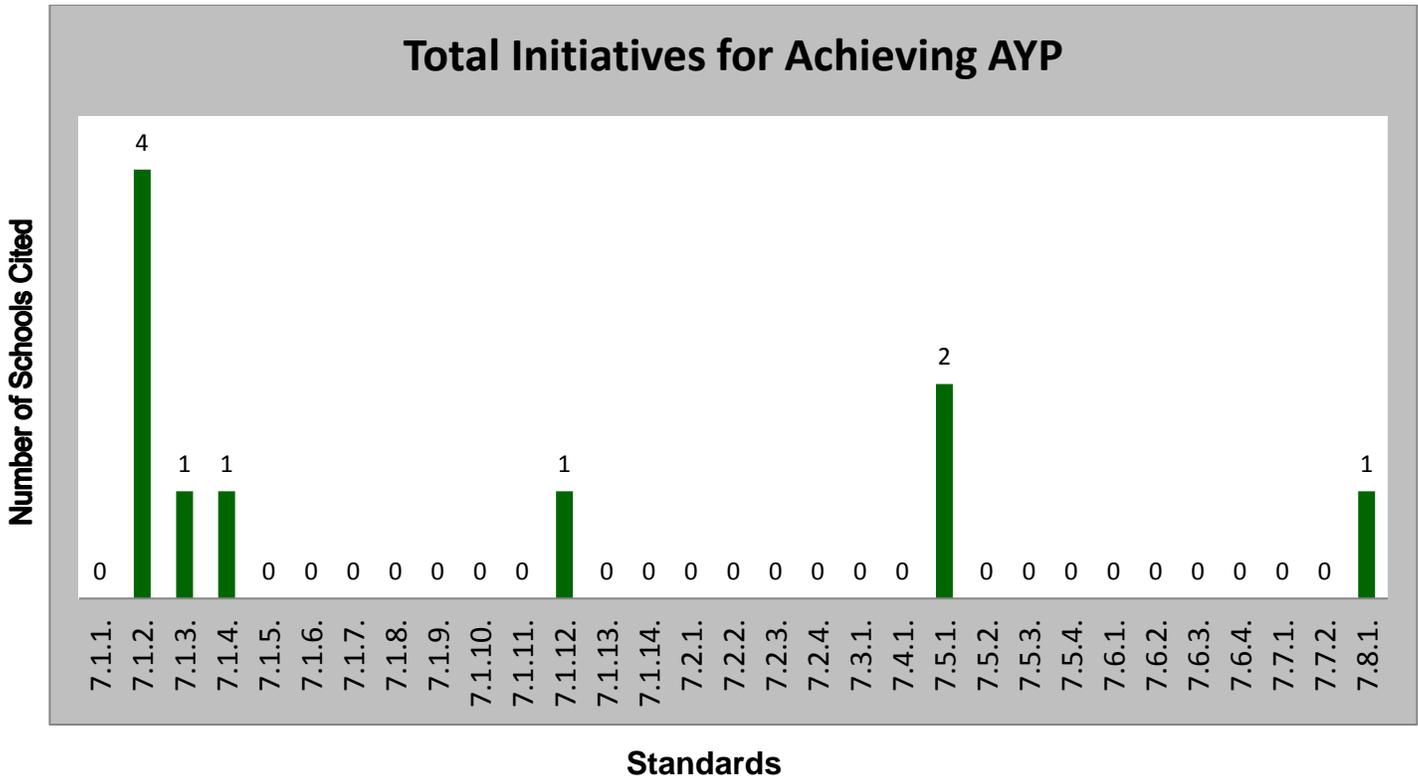
Top Standards Cited		2011-2012 (11 schools reviewed)
7.1.2.	High expectations.	6 (54.55%) cited.
7.2.2.	Counseling services.	6 (54.55%) cited.
7.1.13.	Instructional day.	5 (45.45%) cited.
7.1.5.	Instructional strategies.	3 (27.27%) cited.
7.2.1.	Five-year County and School electronic strategic improvement plans.	3 (27.27%) cited.
7.6.2.	Licensure.	3 (27.27%) cited.
7.6.3.	Evaluation.	2 (18.18%) cited.
7.6.4.	Teacher and principal internship.	2 (18.18%) cited.
7.8.1.	Leadership.	2 (18.18%) cited.
7.1.1.	Curriculum based on content standards and objectives.	1 (9.09%) cited.
7.1.3.	Learning environment.	1 (9.09%) cited.
7.1.4.	Instruction.	1 (9.09%) cited.
7.1.6.	Instruction in writing.	1 (9.09%) cited.
7.1.8.	Instructional materials.	1 (9.09%) cited.
7.1.9.	Programs of study.	1 (9.09%) cited.
7.2.3.	Lesson plans and principal feedback.	1 (9.09%) cited.
7.2.4.	Data analysis.	1 (9.09%) cited.
7.7.1.	School rules, procedures, and expectations.	1 (9.09%) cited.

School Year 2011-2012



Top Standards Cited		2011-2012 (11 schools reviewed)
7.1.3.	Learning environment.	4 (36.36%) cited.
7.1.7.	Library/educational technology access & technology application.	1 (9.09%) cited.
7.1.12.	Multicultural activities.	1 (9.09%) cited.
7.2.2.	Counseling services.	1 (9.09%) cited.

School Year 2011-2012



Top Standards Cited		2011-2012 (11 schools reviewed)
7.1.2.	High expectations.	4 (36.36%) cited.
7.5.1.	Parents and the community are provided information.	2 (18.18%) cited.
7.1.3.	Learning environment.	1 (9.09%) cited.
7.1.4.	Instruction.	1 (9.09%) cited.
7.1.12.	Multicultural activities.	1 (9.09%) cited.
7.8.1.	Leadership.	1 (9.09%) cited.

Individual Schools

Standard	TOTAL NONCOMPLIANCES	TOTAL RECOMMENDATIONS	TOTAL INITIATIVES FOR ACHIEVING AYP
7.1.1. Curriculum based on content standards and objectives.	1	0	0
7.1.2. High expectations.	6	0	4
7.1.3. Learning environment.	1	4	1
7.1.4. Instruction.	1	0	1
7.1.5. Instructional strategies.	3	0	0
7.1.6. Instruction in writing.	1	0	0
7.1.7. Library/educational technology access and technology application.	0	1	0
7.1.8. Instructional materials.	1	0	0
7.1.9. Programs of study.	1	0	0
7.1.10. Approved elective offerings.	0	0	0
7.1.11. Guidance and advisement.	0	0	0
7.1.12. Multicultural activities.	0	1	1
7.1.13. Instructional day.	5	0	0
7.1.14. Alignment with job market opportunities.	0	0	0
7.2.1. Five-year County and School electronic strategic improvement plans.	3	0	0
7.2.2. Counseling services.	6	1	0
7.2.3. Lesson plans and principal feedback.	1	0	0
7.2.4. Data analysis.	1	0	0
7.3.1. Alternative education.	0	0	0
7.4.1. Regulatory agency reviews.	0	0	0
7.5.1. Parents and the community are provided information.	0	0	2
7.5.2. Codes of conduct.	0	0	0
7.5.3. Statewide assessment.	0	0	0
7.5.4. Physical assessment.	0	0	0
7.6.1. Hiring.	0	0	0
7.6.2. Licensure.	3	0	0
7.6.3. Evaluation.	2	0	0
7.6.4. Teacher and principal internship.	2	0	0
7.7.1. School rules, procedures, and expectations.	1	0	0
7.7.2. Policy implementation.	0	0	0
7.8.1. Leadership.	2	0	1

EXEMPLARY PROGRAMS

The Office of Education Performance Audits (OEPA) identifies exemplary schools and school systems and best practices that improve student, school, and school system performance. As OEPA Teams evaluate exemplary programs and/or practices, consideration is given to the success of the program or practice. Data must be evident that demonstrate program effectiveness. Performance in terms of measurable results is the essential factor in acknowledging a program or practice as exemplary. After observation, interviews, data collection, and research, the various Education Performance Audit Teams recognized the following school systems and schools for exemplary programs and/or practices.

Office of Institutional Education Programs

Pressley Ridge At Grant Gardens School (Cabell County) – Juvenile Institutional Education Program

3.2.5. Instruction.

Title: Agriculture Awareness and Exploration Day; Observance of Earth Day.

Description of Program

As a Title I school, Pressley Ridge at Grant Gardens School (PRGG) is afforded a half-time Transition Specialist to work with the youth along with the Professional School Counselor. Through the Transition Specialist and the services provided by the Professional School Counselor, many students have embraced non-traditional and previously unknown career paths. Focusing on one of the many areas of careers, PRGG staff has sponsored an annual Agriculture Awareness Day. This opportunity has allowed many students to discover a love of agriculture, horticulture, and conservation.

Once a year, near Earth Day and as part of the multicultural and interdisciplinary planned units at PRGG, presenters from the United States Department of Agriculture-Farm Service, Greater Kanawha Resource Conservation and Development, the West Virginia University Extension Office program, the West Virginia Department of Natural Resources Guyan Conservation District, and local agriculture practitioners and enthusiasts visited the campus. Last year two local beekeepers, including the President of the West Virginia Beekeepers Association, visited and allowed students to sample different types of honey. They described the pollination cycle and its impact on the entire food chain.

This project has been expanded on campus with an on-site garden and a greenhouse. Additionally, this program is run collaboratively with Cabell-Midland High School's agriculture program. Many of the plants and supplies needed are raised/cultivated by the CMHS agriculture program. The Agricultural Awareness unit involves a campus beautification project and a garden project. The CMHS agriculture program donates flowers and plants for the beautification project. This collegial connection has encouraged students' interests in returning to public school and involvement in career and technical education programs.

Summary of Results

Since the inception of this program, over 120 students have gone through DNR processes of testing water, setting planes, running soil samples, developing rain barrels, building tables, building chairs, and building raised planting beds. A quasi-experimental survey was done of the students at PRGG last year upon the completion of the project. One hundred percent of students said they were introduced to occupations that they did not previously know existed. Sixty percent said they are likely to use the information to choose post-secondary training and 80 percent said that upon their return to their traditional school they will pursue attending career and technical education courses.

Contact: Pam Abston Phone: 304-743-3974 E-mail: pabston@access.k12.wv.us

3.3.8 Lesson Planning.

Title: Individualized Educational Programs for All Students with 21st Century Assistance.

Description of Program

The educational programs at Pressley Ridge at Grant Gardens School (PRGG) afford opportunities for students to acquire an individualized education tailored to their particular learning needs and ambitions. Upon intake, students are given a battery of assessments to enable teachers to design the educational path to meet the students' individual needs. Through transcript evaluation and standardized assessments to determine learning styles, skill strengths, skill gaps, and career interests, teachers develop an individualized instructional plan (IPP) to serve the students' best interest for success while in the facility and after release. According to the data acquired through surveys, assessments, intake, and teacher formative assessments, over 90 percent of the students in Grades 9 to 12 report with skill and credit deficits. Over 80 percent of middle school students report with skill deficits across the grade spectrum, over 50 percent report with math deficits, and over 30 percent report with reading deficits.

Once a student enters PRGG, the staff searches for ways to individualize the students' learning experiences so that he/she may see graduation as a reality. Twenty-first century technology provides teachers resources to teach skills, scaffold skills, reinforce skills, and drill down in Depth of Knowledge of Skills. The technology gives the instructor an individual read-out for each student and allows him/her to base the next lessons on students' needs. This enables the teacher to look for mastery of CSOs and distinguish those CSOs lacking in students' experiences.

In school year 2010-11, PRGG was part of the Office of Institutional Education Programs (OIEP) pilot projects in several 21st Century technology initiatives (Acuity, West Virginia Writes and on-Target West Virginia). These pilot projects lead to better instruction for individual students and for assuring a stronger positive affect toward school. Beginning in January of 2011, PRGG agreed to be the OIEP pilot for Acuity. Acuity allows a teacher to assign skills up to two-levels lower for students which is paramount to scaffolding and doing vertical curriculum alignment with PRGG students. From January to May of 2011, 178 customized math tests were created, 132 customized language arts tests were created, 37 customized science tests were created, and 8 customized social studies tests were created. Of those, 16 math exercises were completed and 255 language arts exercises were completed.

As one of the OIEP pilots for West Virginia Writes from January of 2011 to September 2011, PRGG students wrote and had scored 265 essays of the 872 essays written and scored for OIEP - this was a total of 30.3 percent of all essays in the pilot. Using the West Virginia Writes data formatively, the language arts teacher developed grammar and writing lessons entrenched in age-appropriate literature to assist students in continuously increasing their writing scores based upon the 21st Century skills rubric. Based on the belief of continuous improvement, students were allowed to challenge themselves and continue to re-write their work to attain higher scores.

Since the inception of PRGG involvement with on-Target West Virginia (AVENTA) in October of 2010, PRGG has enrolled 16 students in the West Virginia Department of Education supported credit recovery program. This allows students who have completed the time in a class, but who have not successfully completed a credit, to gain current grade-level skills in a traditional class while also securing those credits of missed opportunities in other time slots during the day. This program is supported by the Title I program in math and English and by classroom teachers in other areas. A volunteer tutor (a retired special educator) visits the school twice a week to assist AVENTA students, especially those enrolled in mathematics.

Summary of Results

While WESTEST2 scores were not disaggregated according to a writing score and an overall reading/language arts score, the results of the students who were involved in the Acuity and West Virginia Writes programs showed 70 percent of students gained significantly in skill deficits with most of them moving up at least one level on the WESTEST2 scale (novice to below mastery, below mastery to mastery, etc.). In at least three cases, students gained two levels or more from the previous WESTEST2 scores. To support this data the Tests of Adult Basic Education (TABE) confirmed that of the eligible 38 students counted in the end of year report that completed pre-testing and post-testing, 21 of the students progressed a grade level or more in the reading/language arts and 18 showed the same growth in math. Additionally, two other students increased in reading/language arts and three other students increased in mathematics equal to or greater than the time they spent at PRGG in the educational setting. For example, they were residents six months but showed nine months gain. Every student completed the initially assigned remedial grade levels and nearly 90 percent achieved success at the next level of the language arts Acuity lessons assigned. In West Virginia Writes, over 60 percent of students came in writing more than two grades below their traditional same age peers. One hundred percent of those students improved to their appropriate grade levels and over 50 percent of them scored at least 3 or 4 on the essays at that age-appropriate level (considered mastery). Two students who worked through the West Virginia Writes program and Acuity toward mastery were court-ordered to be non-traditional graduates (GED). One student increased the GED reading/language arts score by over 170 points and another student increase the score by 50 points. Three on-grade level essays at PRGG received perfect scores to date (scoring a 6 in all categories).

The on-Target West Virginia program allows students to secure lost credits and to have grade-level classes to prevent them from losing ground. Since October of 2010, PRGG enrolled 16 students in the program. Three students were at PRGG long enough to finish the courses and achieve passing grades. Four students transferred out of PRGG while still in the course; none of them successfully completed the courses due to a lack of support from the home area school. Nine students are currently enrolled and all are making satisfactory progress with three over 90 percent complete with a score of 70 percent or higher.

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BEST PRACTICES

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

In conducting Education Performance Audits of schools and county school districts, Education Performance Audit Teams observe best practices or commendable aspects of the school and or school districts. The following “Initiatives for Achieving Adequate Yearly Progress (AYP)” were reported for the 2010-2011 school year.

Berkeley County

Opequon Elementary School

7.1.12. Multicultural activities. The school had a strong multicultural program. Monthly schoolwide activities and multiple classroom activities were held. The activities were in-depth and all students actively participated in all activities.

Winchester Avenue Elementary School

7.1.2. High expectations. The school’s staff held high expectations for all students. All students were kept on task through high quality instruction. All students observed were challenged with higher order thinking skills instruction.

Calhoun County

Arnoldsburg School

7.5.1. Parents and the community are provided information. The school had excellent parent involvement and community relations. Multiple parents assisted the school every day and were readily available to provide help in any way needed.

Pleasant Hill School

7.1.2. High expectations. All students exhibited excellent behavior and were respectful to the visiting Team. The students also exhibited pride in their school and represented their school in a positive manner.

7.5.1. Parents and the community are provided information. The Team commended parents for their commitment to the school for volunteer services to computerize and organize over 4,000 library books for the students. This was a major undertaking that took numerous hours to complete.

Calhoun County

8.1.6. Regional Service Education Agencies.

The Director of the Office of School Support, West Virginia Department of Education, recommended that leaders at Calhoun Middle/High School contact the Director of Services at RESA 5 for assistance and professional development for Whole School Improvement to include the High Quality Standards and the Framework for School Improvement. One action step was creating a leadership team at Calhoun Middle/High School. This team studied data about performance and found that school culture issues were prevalent with staff and students. The next year was spent working on culture. The Mission, Core Beliefs, School Planning Process, and Goals for Community/Parent support were all revised in a collaborative manner. Presently, the staff had collected three sets of data and was exploring within departments how they can produce and execute action plans and work goals.

7.8.1. Leadership.

Student Leadership.

Calhoun Middle/High School established a Student Leadership Team in 2010-2011. The school partnered with PB&J Consultants and Ohio State University to facilitate student leadership roles in the school. Fifty students in grades 6-12 were selected to participate in this student team which is led by the school counselor. Students will participate in eight workshops throughout the 2011-2012 school year. The students selected for this team represented a cross section of the student population, including at risk and targeted students. Forty of the 50 students selected continued the leadership team this year (2011-2012). They participated in workshops focusing on developing individual leadership, communication, professional skills, and a commitment to their school and community. Developing these skills will build a foundation for long-term school climate and culture change at Calhoun Middle/High School. This team's recommendations have resulted in menu changes for school lunch and breakfast.

Teacher Leadership Team.

A team of teachers comprised a Teacher Leadership Team at Calhoun Middle/High School. This team was developed to work on data-driven school improvement. The teacher team developed and implemented programs during the 2010-2011 school year to address school improvement and student achievement. Some of these included: Instructional Practices Inventory (IPI) data collection, Student leadership/focus groups, and the 5th period plan for Support for Personalized Learning (SPL). The teachers visited other schools to gather strategies relative to achieving goals set forth by staff. The teacher leaders delivered professional development to their co-workers in the areas of "Love and Logic," and "Respect and Protect".

7.4.1. Regulatory agency reviews. All school booster groups are required to deposit their funds in the schools' bank accounts. This requirement assures accountability for those funds and increases confidence of the general public that those funds are being used for their intended purpose and are accounted for properly. The school staffs have worked many extra hours to implement and assure compliance with this requirement. They, as well as all booster organization volunteers, are commended for their efforts in this endeavor.

7.7.2. Policy implementation. Student handbooks were consistent across the county and contained policies and procedures that students and parents needed to be informed. The Calhoun County Board of Education reviews the student handbooks each year.

Hardy County

Moorefield Elementary School

7.1.2. High expectations. High expectations were evident buildingwide. All students were kept on task from bell to bell with high quality instruction. All teachers stressed the importance of high quality student work and responsibility. Student behavior while in the classrooms and walking from class to class showed that the students responded positively to the high demands of the staff. The principal held all staff to high standards and demonstrated this himself.

7.8.1. Leadership. The principal led the school in a positive and effective manner. The principal was organized and was knowledgeable of the needs of the school and students. He held himself to high standards and fostered leadership in the individual classrooms. Teachers demonstrated leadership through attending professional development sessions and applying best practices in classroom instruction.

Monroe County

Monroe County School System

7.6.4. Teacher and principal internship. The Beginning Teacher Enhancement Program. Using American Recovery and Reinvestment Act (ARRA) funds, the Monroe County Board of Education enhances its Beginning Teacher Internship program by contracting two retired teachers, initially hired in 2009, who also serve as mentors to the new teachers. These “mentors” visit and observe classrooms (one beginning teacher said one of the retired teacher mentors had been in her classroom at least 10 times this year), identify needs of teachers, share ideas, retrieve materials and equipment for new teachers, and work to ensure the success and retention of the new teacher. Dinner meetings were held at the beginning of the year, a couple times during the school year, and a final celebration dinner will be held at the end of the school year. These meeting are held at a local restaurant with dinner provided. A program agenda includes specific training and time for questions/answers and fellowship. Door prizes and something small are provided for each beginning teacher to take back to his/her classroom. Currently, beginning teachers were reading a book, provided by the Enhancement Program concerning effective teaching. At the meetings with the mentors, an identified chapter of the book (that the beginning teachers have been asked to read) is discussed. In an interview with a beginning teacher, the teacher was enthusiastic about the beginning teacher program including her regular mentor assigned from the school and specifically complimentary of the retired teacher mentors and the enhancement program. The Team commended Monroe County for its recognition of a need to provide a quality beginning teacher program which they have done through the implementation of their Enhancement Beginning Teacher Program.

Upshur County

Fred W. Eberle Technical Center

- 7.1.2. **High expectations.** The Team commended the staff who demonstrated high expectations for all students in all classes. All students were on task with high quality instruction throughout the entire class period and it was evident through teacher and students interviews that all teachers were striving to improve student achievement in all areas.
- 7.1.3. **Learning environment.** The learning environment was excellent. The facility was clean and conducive to the learning process. All students reported that education was the primary focus for teachers. The most recent (2010-2011) WorkKeys performance data showed that the students at the Fred W. Eberle Technical Center achieved much higher than the required level in reading, mathematics, locating information, and the performance test.
- 7.1.4. **Instruction.** The Team commended the high quality instruction occurring throughout the career center. The staff was knowledgeable in their area of expertise and had real-life experiences in the workforce.

RESA 6

Serving Brooke County, Hancock County, Marshall County, Ohio County, and Wetzel County

RESA 6 initially provided a program called “Hands on Science” through a grant, with the National Science Foundation. The program provided 100 hours of professional development on inquiry-based methods for all participating teachers, providing science instruction. After the grant cycle was completed, RESA 6 continued the program for the five counties it serves. The cost of materials to refurbish kits and the salary of the trainer is supported by RESA 6 counties. Provisions are made to provide training for teachers new to the region. A cadre of trained teachers provides support to county teachers.

Office of Institutional Education Programs

Pressley Ridge At Grant Gardens School (Cabell County) – Juvenile Institutional Education Program

- 3.2.2. **High expectations.** It was evident through teacher observations, teacher and principal interviews, and student interviews that all staff had high expectations for all students. Instructional time was maximized and all students were kept on task with high quality instruction and a challenging curriculum.
- 3.2.3. **Learning environment.** The staff had invested a great deal of time to ensure that the learning environment was high quality and conducive to the learning process. The decorations were attractive and fostered a positive environment.
- 3.8. **Leadership.** The principal and assistant principal possessed and demonstrated the highest ability to guide the staff and students in their educational endeavors. They had a high level of knowledge of the needs of the students and the resources necessary to

achieve their goals. In addition, the staff provided high quality leadership in the classrooms to enable the students to reach their highest potential.

Elkins Mountain School (Randolph County) – Juvenile Institutional Education Program

- 3.2.2. High expectations.** The Team observed high expectations in all classrooms and noted evidence that high expectations were in place throughout the facility. All students were treated respectfully and were guided to attain their highest achievement by proper modeling by teachers and administration. The staff provided challenging and interesting instruction and instilled confidence in the students that they could achieve.
- 3.2.3. Learning environment.** The Team commended the school's learning environment. The classrooms were clean, orderly, and provided an atmosphere that fostered high achievement. Interesting and educational materials were posted and the classrooms were positive and educationally stimulating.
- 3.2.4. Research based instructional strategies.** The co-teaching between the general educators and the special educators was high quality. The co-teachers were effective in whole class instruction and in working one-on-one with individual students. The rapport between the general educators and the special educators fostered the delivery of high quality instruction.
- 3.8. Leadership.** The principal provided a high level of leadership that inspired staff and students to perform at their highest levels. The principal was organized and knowledgeable of the school's overall needs and what was needed to assist the staff and students in their daily education.

**EARLY DETECTION AND INTERVENTION
BASED ON
EDUCATION PERFORMANCE AUDIT REPORTS**

One of the critical components of the Education Performance Audit process involves monitoring student and school progress through early detection and intervention programs. The purpose of this component is to detect potential problem areas and recommend interventions before conditions become so grave as to warrant more substantive intervention. During school system and school on-site reviews, the Education Performance Audit Team is postured to analyze the performance data and the process standards and detect problematic areas. The optimum use of the performance and high quality standards is to develop interventions that eliminate the gaps between what is expected and the current student and school levels of performance.

Early detection and intervention issues were reported by the Education Performance Audit Teams in the following schools and counties. Information may be viewed on the Office of Education Performance Audits website at: <http://oepa.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Burke Street Elementary School
	Tuscarora Elementary School
Calhoun County Schools	Arnoldsburg School
	Pleasant Hill School
	Calhoun Middle/High School
	Calhoun County School System
Jefferson County Schools	T. A. Lowery Elementary School
Lewis County Schools	Alum Bridge Elementary School
Monroe County Schools	Monroe County School System

Berkeley County

Burke Street Elementary School

The Team believed that the high percentage of transient students dramatically affected the achievement of the students and the school as a whole. The school has a transient rate of 67 percent, which was down from previous years. Only eight of the Grade 3 students remained from last year, and only three Grade 3 students remained from when the students began kindergarten.

Burke Street Elementary School is likely to maintain the course of its performance levels given the high percentage of transient students and the state of the economy in the school's district. While it was evident that the entire staff was working tirelessly toward meeting the needs of the students, the principal is strongly recommended to contact the West Virginia Department of

Education, Office of School Improvement, to explore avenues to enable the teachers to continue to strive to increase student achievement.

Tuscarora Elementary School

Achievement data identify subjects and grade levels for early detection. It is essential that the curriculum and instruction are applied systematically for students to be prepared to succeed as they transition to Grade 3 at another school.

While high quality instruction was prevalent throughout the building, the principal is strongly encouraged to elicit assistance from the Berkeley County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate all means and methods to increase student achievement.

Calhoun County

Arnoldsburg School

The principal reported some extenuating circumstances that contributed to the low student achievement. These issues included: Three core teachers were absent for a high number of days due to health issues, family concerns, and pregnancy; a high number of student absences due to illness; 18 inclement weather days; and two teachers were assigned to teach Grade 3 with experience from different grade levels. Since the factors have been identified as contributing to low student and school performance, Calhoun County and the school will need to initiate action to overcome them.

Calhoun County and the school must actively pursue assistance from RESA 5, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts.

Pleasant Hill School

Pleasant Hill Elementary School achieved adequate yearly progress (AYP) in all reporting subgroups only by application of the confidence interval. While the Team observed classroom instruction that appeared to be high quality, the actual effectiveness will be determined by the May 2012 WESTEST2. The Calhoun County Director of School Improvement will need to assess if programs and instruction are leading to student success and adjust current practices as determined by data analysis.

Calhoun Middle/High School

While the administration and staff expressed awareness of the students' needs, student achievement continued to be deficient. The critical component of student achievement and progress is that all educators at the school must provide the high quality instruction that the Team observed in a few classes.

The school district level Education Performance Audit Team found that students entering Grade 5, per WESTEST2 percent proficient, enter without the preceding skills to master the content standards and objectives (CSOs) for Grade 5. Information by Class data (students' percent

proficient) showed this trend of low performance through Grade 11. School staff, including the elementary schools, will need to have and apply intense content area development for instruction.

The school district report includes issues pertinent to Calhoun Middle/High School specific to student and school performance and the district report must be considered in school improvement.

Calhoun County School System

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

Calhoun County Schools utilized the critical skills funding to target struggling students in Grades 3 and 8. Additionally, Calhoun County Schools has participated in the Reading First grant, which targeted struggling readers in elementary school. Students reading proficiency increased somewhat in Grade 8.

The Calhoun County School District is the lowest achieving district in the state of West Virginia. Much support has been given to Calhoun Middle/High School from the West Virginia Department of Education and RESA 5. Issues which influence student achievement have been identified as discussed throughout this report. Staff development and programs and practices have been provided to improve student achievement. Even with all these endeavors, student achievement remained below standard.

Now that Calhoun County and State agencies have diagnosed the reasons for low achievement, an urgency exists for the county “all staff” and stakeholders to align a common force that combats the current inertia of the school system. The educational system (Grades PK-12 and post-secondary) must be adjusted to produce a proper relationship that is translated into student, school, and school system improvement. Performance data and the findings in this report indicate that the Office of Education Performance Audits (OEPA) must not mistake activity (most teachers in all schools were observed providing good instruction) for achievement. Therefore, it is the assessment of the OEPA that teachers and administrators need intense content area development for instruction.

Jefferson County

T. A. Lowery Elementary School

Given the achievement levels of students in mathematics and reading/language arts, T.A. Lowery Elementary School and Jefferson County must implement high yield instructional practices and curriculum that will improve students’ achievement.

WESTEST2 percent proficiency in mathematics declined substantially from the 2010 assessment to 2011 (all students (AS) subgroup declined by 12.12 percent).

Reading/language arts percent proficient remained near the same levels. An examination of proficiency showed grade level and subject area early detection areas. These include mathematics at Grade 3 and reading at Grade 4.

This report identified specific areas in curriculum, instruction, and administrative practices directly related to student achievement. These included: High expectations and varying instruction, use of the instructional day for teaching, involvement in developing the school's strategic plan, and a void in staff development in mathematics.

Jefferson County must actively pursue assistance from RESA 8, 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.

Lewis County

Alum Bridge Elementary School

Alum Bridge Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

Monroe County

Monroe County School System

The Monroe County Board of Education is at a critical stage in that the board of education can consciously determine to lead the county to financial solvency and concentrate attention on improving student, school, and county performance. The board has been off track in its meetings and regularly expended time and energy on discussions and deliberations that hindered meaningful decision-making.

During the Education Performance Audit, all board members expressed a clear understanding of how the financial deficit occurred and the difficult and challenging decisions necessary to eliminate the deficit. The board seemed postured to improve the board's effectiveness and follow the superintendent's recommendations in making difficult and informed decisions that will get the county back on track.

The county superintendent possesses the qualities and skills to lead the county. He has grasped the systemic sources of the impasse for the Monroe County School District. Through joined forces of the board, superintendent, the educators and personnel, the Team is of the opinion that Monroe County now has the will and commitment to improve school district effectiveness.

CAPACITY BUILDING

One of the statutory responsibilities of the Office of Education Performance Audits includes determining what capacity may be needed by schools and school systems to meet the standards established by the Legislature and the West Virginia Board of Education, and recommend to the school, school system, and State Board, plans to establish those needed capacities. The January 1998 Report of the Commission on Educational Quality and Equity summarized that the education standards policy reflects the paramount importance of results (performance standards), but must be accompanied by supportive services (process standards) which affect the capacity of schools and school systems to achieve the results.

Capacity building issues reported by Education Performance Audit Teams were noted in the following schools and counties. Detailed information may be viewed on the Office of Education Performance Audits website at: <http://oepe.state.wv.us>.

COUNTY	SCHOOL
Berkeley County School District	Tuscarora Elementary School
	Winchester Avenue Elementary School
Calhoun County School District	Arnoldsburg School
	Pleasant Hill School
	Calhoun Middle/High School
	Calhoun County School System
Jefferson County School District	T. A. Lowery Elementary School
Lewis County School District	Alum Bridge Elementary School
Monroe County School District	Monroe County School System
RESA 6	Brooke, Hancock, Marshall, Ohio, and Wetzel counties

Berkeley County

Tuscarora Elementary School

The Team determined that Tuscarora Elementary School and Berkeley County have the capacity to correct the identified deficiencies. However, the school's Five-Year Strategic Plan must play a more active role in the curricular decisions made at the school. The school and staff will need to examine assessment results and identify academic areas in which students are not achieving mastery and shift efforts to those that yield greater results.

Winchester Avenue Elementary School

The principal and staff of Winchester Avenue Elementary School possessed the capacity to correct the deficiencies found at the school.

The school is urged to continue assistance and support provided by the Berkeley County Central Office, RESA 8, and the West Virginia Department of Education, Office of School Improvement.

Calhoun County

Arnoldsburg School

Student achievement was deficient in at least two assessment years and had not shown measurable improvement. Reading WESTEST2 scores declined substantially in all subgroups except the special education (SE) subgroup, which improved. Although research-based and pertinent staff development occurred, Arnoldsburg Elementary School and Calhoun County have not demonstrated the capacity to improve student achievement.

The Education Performance Audit Team observed what appeared to be effective instruction in most classes and a capable principal. To promote success, all teachers will need to apply this level of instruction from day to day and pay attention to individual students' mastery of the content standards and objectives (CSOs). The principal will need to connect data to actions and evaluate the effectiveness of actions. The curriculum will need to be content rich to help students succeed.

Assistance will need to be provided from the Calhoun County Central Office, RESA 5, the West Virginia Center for Professional Development, and the West Virginia Department of Education in increasing the effectiveness of the school's capacity to improve the school's achievement of all students.

Pleasant Hill School

Two years of WESTEST2 data indicated that Pleasant Hill Elementary School and Calhoun County had not demonstrated the capacity to correct the identified deficiencies in student performance.

The Team believed that the potential exists to develop the school's capacity to improve student percent proficient and prepare them to move to the next level in the education system.

The Team recommended that the Calhoun County School System Director of Instructional Services and the school administrator engage the Professional Development Director at RESA 5 in developing the school's capacity to improve the school's achievement of all students.

Calhoun Middle/High School

The Team determined that Calhoun Middle/High School and Calhoun County have not demonstrated the capacity to correct the identified deficiencies and improve achievement. The Team was concerned that all subgroups failed to achieve adequate yearly progress (AYP) except the economically disadvantaged (SES) subgroup in reading/language arts. Additionally, the Team expressed concern that a number of teachers did not exhibit high expectations for all students. The school has received targeted support and assistance from the West Virginia Department of Education and RESA 5. However, performance data described in this report point out that the school has not fully embraced and applied this assistance.

The Team observed that teachers had planned well and were providing instruction; however, in most instances the instruction lacked rigor and did not challenge students. The county level Education Performance Audit found that the majority of classroom instruction had not advanced beyond the level of predominately teacher led instruction. Provided the classroom teachers consistently apply the results of IPI data and adjust to higher levels of instruction, Calhoun Middle/High School will realize remarkable student achievement. The Team believed that through a sustained effort by all teachers to keep curriculum and instruction on target that student achievement will improve.

The Office of School Improvement contacted the school regarding the necessary revisions of the Five-Year School Strategic Plan and provided assistance through the West Virginia Department of Education State System of Support.

The new Principal of Instruction is very capable of leading, but the school's administrative structure will need to be clearly delineated so that the school's administrative duties are understood by administrators and all school staff. All staff will need to support high expectations and the foundation for student success.

Calhoun County School System

Capacity building efforts in Calhoun County Schools are overshadowed by the internal issues regarding administrative practices and support for school administrators in following through with teacher evaluation procedures. While the limited county staff relayed excellent ideas for school improvement and had taken steps toward improving student achievement, it is difficult for the county to plan for sustainability beyond grant funding and no excess levy funding to support such efforts. Additionally, the Team noted quality employees located at the school and central office levels; however, they were encumbered by too many administrative responsibilities to focus on achievement.

Jefferson County

T. A. Lowery Elementary School

The Team determined that T.A. Lowery Elementary School and Jefferson County have the capacity to correct the identified deficiencies. However, the principal and central office staff must not only provide the assistance needed, but monitor that high quality curriculum delivery is implemented and all students are challenged to reach their highest potential. The Team recommended that the Jefferson County School System, Director of Instruction, and the school administrator engage the Director of Instruction and the Professional Development Director at RESA 8 in developing the school's capacity to improve the school's achievement of all students.

Lewis County

Alum Bridge Elementary School

Capacity building needs to be developed for educators at the school in developing a high quality curriculum and then delivering this curriculum based on the needs of the students. All students must be challenged and all curricular decisions must be grounded in data analysis and the needs of the school as defined in the school's Five-Year Strategic Plan.

Monroe County

Monroe County School System

Monroe County School District needed to reorganize the evaluation policies and procedures for employees. A policy and implementing procedures needed to be developed for the evaluation of school service personnel and administrators needed to be trained in the policy and procedures. Employees also needed to be oriented to the evaluation system. Procedures needed to be developed and implemented for the evaluation of professional personnel and to fulfill the requirements of West Virginia Board of Education Policy 5310. The county needed to develop forms and procedures to ensure the requirements of Policy 5310 before the evaluation of school administrators are effectively implemented. The form needed to provide clear instructions on how mutually agreed upon goals are recorded, the mid-year conference are documented, and the end of year conference and evaluation narrative are documented.

From board meetings, it appeared that some LSICs were not strategically targeting the levy based school improvement funds to the teaching and learning process to improve student, school, and school system performance. Such purchases of school improvement included a golf cart, painting and graphics for a school's score board, and a trip to an amusement park (Carowinds). In view of the county's financial deficit and student performance, the LSICs need to exercise discretion in the budget and manage the budget more effectively to target resources strategically to the teaching and learning process to improve student, school, and school system performance. The superintendent and board will need to provide guidance regarding expenditures of school improvement public levy funds.

February 1, 2011, minutes of the board of education, contained a direction to the superintendent to list funding for a drug dog on the April 19, 2011, agenda for discussion and possible board action. This dog would be owned by the Sheriff's Department and also used for the school system. Under the present financial conditions of the Monroe County School District, this seemed not to be a prudent use of funds.

Monroe County developed a comprehensive plan to eliminate the county deficit and the plan was approved by the West Virginia Board of Education March 14, 2012. The Monroe County Board of Education will need to support the superintendent in following through with the plan.

Monroe County School District lacked the capacity in leadership and organization for targeting resources strategically to improve the teaching and learning process. Team interviews with the superintendent and board members supported by recent personnel action affirmed the board's desire to improve the financial and academic problems. Monroe County has a clear vision and plan for improvement. This will enable the county to develop the capacity for leadership and organization.

RESA 6

Serving Brooke County, Hancock County, Marshall County, Ohio County, and Wetzel County

1. The current funding cap on the state foundation allowance for RESAs has placed limitations on capacity building, program implementation, and available personnel.
2. RESAs do not have access to county or school WESTEST2 data. Currently, RESAs contact the county superintendent for this information. Immediate access to WESTEST2 data would enable a more efficient response time for providing technical assistance to counties and schools.
3. Due to limits in funding, RESA 6 is unable to expand services without direct cost to counties served. In some personnel areas (e.g., technology related), it is difficult to replace key personnel as they retire/leave due to the ability to offer a competitive wage.
4. RESA 6 is subject to the payment of Other Post Employment Benefits (OPEB), but does not receive funding to reimburse employee benefits as county boards of education do. The collection of their OPEB liability will severely damage the ability of RESA 6 to provide services for the counties they serve.

EFFECTIVENESS AND EFFICIENCY

Indicators of Efficiency for student and school system performance and progress were reviewed in: Curriculum delivery, facilities, administrative practices, personnel, and utilization of regional education service agency. The following counties and schools were reported as having Indicators of Efficiency that Education Performance Audit Teams assessed as requiring more efficient and effective application. Detailed information may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

COUNTY	SCHOOL
Berkeley County School District	Burke Street Elementary School
	Opequon Elementary School
	Tuscarora Elementary School
	Winchester Avenue Elementary School
Calhoun County School District	Arnoldsburg School
	Pleasant Hill School
	Calhoun Middle/High School
	Calhoun County School System
Jefferson County School District	T. A. Lowery Elementary School
Lewis County School District	Alum Bridge Elementary School
Monroe County School District	Monroe County School System
Upshur County School District	Fred W. Eberle Technical Center

Berkeley County

Burke Street Elementary School

8.1.1. Curriculum. During the Education Performance Audit, the Team observed high quality instruction, all students on task, and staff was aware of the students' needs. This school is challenged as 23 of the 24 Grade 3 students were in the economically disadvantaged (SES) subgroup in the 2009-2010 school year and continues to be high (18 out of 19 Grade 3 students) for the 2010-2011 school year. Burke Street Elementary has a high percentage (67 percent of transient students). Given this reality, the staff was working to offset the effects of these numbers and provided high quality instruction, as well as, fostering a caring, compassionate, and secure environment.

Opequon Elementary School

8.1.1. Curriculum. The Team observed high quality instruction in all general education classes. Students were on task and the teachers were providing high quality instruction and had excellent lesson plans. During the interview process, the Team found that the principal and teachers were knowledgeable of the needs of the students and had the students' best interest in mind in all curricular decisions. The individual that did not exhibit high expectations for all students needs staff development on proper classroom management and student interaction.

Tuscarora Elementary School

8.1.1. Curriculum. All teachers were providing high quality instruction and all students were on task. The principal will need to examine achievement data collected and apply the data to increase students performing at mastery level. The principal and staff must ensure that the school's curriculum is aligned with the needs contained in the school's Five-Year Strategic Plan.

Winchester Avenue Elementary School

8.1.1. Curriculum. The curriculum in the classrooms must be based on a thorough analysis of the student needs as outlined by the content standards and objectives (CSOs). The CSOs, in conjunction with proper data analysis and the goals of the school, as outlined in the school's Five-Year Strategic Plan must be the combined guiding force behind all curriculum. The student achievement percentage increased from the 2009-2010 school year to the 2010-2011 school year. The principal and staff had implemented high quality instruction in all classes and the Team believed that the increase in achievement will continue.

Calhoun County

Arnoldsburg School

8.1.1. Curriculum. Arnoldsburg Elementary School failed to achieve adequate yearly progress (AYP) in all reporting subgroups on the 2010-2011 WESTEST2. The principal and staff had completed a thorough data analysis and the principal and county had provided numerous high quality staff development opportunities to address the low performance. It is essential that the staff development be applied, monitored for effectiveness, and practices adjusted if student performance is not showing the desired results.

The principal and staff must strive to challenge all students to increase student achievement through efficient and effective application of a content rich curriculum and meaningful and high level instruction.

Pleasant Hill School

8.1.1. Curriculum. The Team was not able to absolutely verify that the staff was teaching on a regular basis the level and strategies the Team observed during the day of the Education Performance Audit. The central office acknowledged that they had extended knowledge of the

impending audit well beyond the five days in code and policy. At the school level it was apparent that the educators had been well prepared for the Team's classroom observations and interview questions. The declining student achievement and the level of instruction the Team observed were incongruent. Day to day instruction will need to be sustained and evolve to a higher level to improve student achievement.

Calhoun Middle/High School

8.1.1. Curriculum. While the Team observed that instruction was being done in a high percentage of classes, the principal and the Calhoun County Director of School Improvement will need to monitor all classrooms to ensure that all students receive high quality instruction in all classes and that the instruction is being effective. Classroom curriculum must be challenging, interesting, and directly affect student achievement. High expectations must be prevalent by all staff members and staff must take full advantage of all instructional time. While classroom instruction appeared to be good in most cases, actual effectiveness will be determined by the WESTEST2 administered in May 2012.

Calhoun County School System

8.1.1. Curriculum.

1. Calhoun County regularly seeks external funding and options for student curriculum enhancement. Located within a 30 mile radius of Glenville State College, Calhoun County Schools uses this college for Earn a Degree Graduate Early (EDGE) credits and dual credit courses. The Team interviewed several students on the day of the audit and learned that several juniors and seniors had accumulated a substantial number of college credits. One student indicated she will be graduating with enough credits to be enrolled as a junior at Glenville State College beginning with the fall 2012 semester.
2. As a result of an interest survey, the administration at Calhoun Middle/High School added an education concentration at the Calhoun-Gilmer Career Center that counts toward EDGE credit.

8.1.2. Transportation. On the day of the audit, the Team observed students standing outside Calhoun Middle/High School prior to the opening of the school waiting for entry. A student approached a member of the School Education Performance Audit Team and asked if the Team could do anything about them standing outside when they were released from the bus in the morning and were not permitted inside the school building. The principal indicated this was a scheduling issue and the bus driver should not release students until the school doors open. On the day of the audit, the weather was rainy and cold. With severe weather issues, this could be potentially hazardous to students who are exposed to the elements for this period of time. The Team recommended that the transportation director, bus drivers, and school administration coordinate a schedule for students exiting the bus and entering the school and eliminate the need for students to wait outside in severe weather.

8.1.4. Administrative practices.

1. The central office administration did not adequately assess the assignment of administrative personnel to determine the degree of services provided to support high quality curriculum and instructional services. While an employee was hired as a “Director of School Improvement” for Calhoun County Schools, this individual is not provided adequate time to focus on instruction and curriculum because of multiple duties. Other duties included: Technology director, county test coordinator, professional staff development, Title II and Rural and Low Income Schools (RLIS) director, oversight of several grants (Gear Up, Heads Up [the 21st century grant], S3 grant and ALC pilot grant at CMHS), Critical Skills, Achieve 21, WVEIS county contact, textbook adoption and oversight of instructional material purchases (including STEP 7), contact for FRN, and coordinates the five-year strategic planning process for all schools. This individual is also responsible for administrative tasks, such as, homeschooling, student transfers, college collaborative for dual credit courses, revision and implementation of State and county board policies, and interviewing substitute teacher candidates. Realistically, it is impossible to perform all of these administrative duties well, while focusing on student achievement and school improvement. The Team feels other duties impeded time for school improvement and many of those duties were not the best use of this director’s time or skills.
2. The Team noted that the personnel functions were being handled by the county superintendent’s secretary. The volume of work and professional development required for this responsibility paired with the role of the superintendent’s secretary is difficult for one person to manage in an effective manner. Personnel findings supported this statement.
3. The county office administration worked with the Calhoun County Board of Education to restructure the administration at Calhoun Middle/High School. The previous structure included a principal and two assistant principals. The school now has two full-time principals and one assistant principal. One full time principal is responsible for curriculum and instruction while the other is responsible for all things not related to curriculum and instruction. The assistant principal is responsible for discipline. While this structure may seem practical, it was not well-thought out and has caused some confusion as to the primary principal of the school and who is responsible for evaluating whom. Currently, the superintendent evaluates the administrators of the schools. Additionally, the principal of instruction also serves as the county attendance director. This is not allowable under W.Va. Code as each county is required to employ at least a half-time attendance director. This principal is full time and is also doing the half-time attendance director work. The superintendent indicated this was only for the 2011-2012 year and the attendance director position will be posted for the 2012-2013 year. However, this is in violation of State Code.

8.1.5. Personnel.

1. The county posted a vacancy for Assistant Music Teacher at Calhoun Middle/High School for an annual salary of \$1. This violates the State minimum salary requirement.

2. The county did not employ a half time attendance director as required by State Code. Instead, this job is a duty of the principal of instruction at Calhoun Middle/High School in addition to duties as a full time principal.

8.1.6. Regional Education Service Agency.

1. Calhoun County Schools regularly uses RESA 5 services. The Director of Professional Development indicated on the day of the audit that of the amount of time he spends in schools located in the eight RESA 5 counties, he is in Calhoun Middle/High School approximately 80 percent of this time. He indicated the major issue with achievement at Calhoun Middle/High School is that many teachers were not connecting teaching with meeting the learning needs of the students. He said that the Instructional Practices Inventory (IPI) data collected thus far showed only 12 percent of the classrooms observed at Calhoun Middle/High School engaged students at levels above the level of predominately teacher led instruction. However, he did indicate that the culture had improved since the focus on this area was implemented.
2. Calhoun County School District contracted with RESA 5 for a dedicated technology technician to serve all three building sites in Calhoun County and an electronic repair request system was in place.
3. Calhoun County Schools worked with the RESA 5 Coordinator of Special Education to implement the IPI data collection process.
4. Calhoun County School District also worked with RESA 5 in the following areas: New teacher academy; use of the Charlotte Danielson's book, *A Framework for Teaching*; David Langford's book, *Too Time for Education*; Stephen Covey's book, *The Seven habits of Highly Effective Teens*; and other RESA services for implementing the following: High Quality Standards teacher self-evaluation matrix, Professional Learning Communities (PLCs), and Culture Improvement.

Jefferson County

T. A. Lowery Elementary School

8.1.1. Curriculum. A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. While there were teachers who varied instruction and challenged students, buildingwide staff application of these areas would greatly benefit students and increase student achievement. The principal stated that no mathematics based staff development had occurred this current school year. Given the low mathematics percent proficient, most notably at Grade 3 (16.92 percent proficient), students would profit from meaningful and sustained staff development provided to all teachers and then the practices implemented in classroom instruction.

Lewis County

Alum Bridge Elementary School

8.1.1. Curriculum. The issues found at Alum Bridge Elementary School were alarming to the Team in that the curriculum was not challenging, the delivery of instruction was not sufficient, the school's Five-Year Strategic Plan was not a driving force of the curriculum, and WESTEST2 data were not being used effectively in curricular decisions. The principal and Lewis County Central Office are strongly urged to investigate means to aid the staff in providing high quality instruction. If changes are not made immediately, student achievement will continue to suffer.

Monroe County

Monroe County School System

8.1.5. Personnel.

1. Monroe County School District has experienced a steady decrease in student enrollment since 2003, with a total loss of 46 students last school year (2010-2011). Yet, during the same period of time, personnel employment increased placing the county well above the number of positions outside the school basic foundation allowance (26 positions for the 2011-2012 school year). The new superintendent of two years has and is working to reduce personnel in an effort to get the county back within the school-based formula. Seven individuals (two professional and five service) remained on the reduction in force (RIF) list from last year. Twenty-four (13 professional and 11 service personnel) will be placed on the reduction-in-force (RIF) list for the 2012-2013 school year. The result of the deep cuts should bring the county back within the State formula.
2. The superintendent has worked to cut positions while maintaining a quality education for the students. James Monroe High School is going to an eight period day. All programs of study will continue to be offered along with AP® classes for core subjects. Foreign language will continue to be offered on-line. Students can also earn up to 25 hours college credit at Bluefield State College in engineering through classes provided at the Monroe County Vocational Center. The ROTC program at the high school was maintained with the partial use of levy funds. Art and physical education in the elementary schools will be taught by the elementary classroom teacher. No split grades were established in an effort to cut personnel. Levy funds provide an elementary counselor as well as for two custodians and a maintenance person. One nurse serves countywide and a nurse is located on each school campus. One-half of the cost of the nurse is funded by Health Center.
3. Cooks are assigned on the basis of meals served and custodians are assigned on basis of square footage of the facility. The number of aides is determined by the requirements for kindergarten, preschool, and special education programs.
4. Although this report includes several findings in the area of personnel, at no time did the Team find that those findings were due to knowing what to do and not doing it. For each finding, it appeared to be because the person responsible did not know...even those

individuals who had been in the county a long time. When the mentor positions were first created several years ago, many counties did not initially post the positions, but were later told in personnel training sessions that all positions must be posted. See W.Va Code §18A-4-7a (o) (1). The director of the Beginning Teacher Internship program would not have attended those training sessions.

5. Other than the superintendent, there was no evidence that persons assigned or working in personnel had gone to any training on personnel, conferred with other county individuals who work in the same or similar positions or had worked “on their own” to learn more about their job responsibilities.

RECOMMENDATION.

Due to the financial crises in Monroe County, the personnel reduction, and the fact that the mentor is no longer available to the county superintendent, the Team recommended that the State Superintendent or State Board of Education provide the superintendent, a new mentor who has worked as an assistant superintendent of personnel or county superintendent, who will visit with him on a regular basis and provide both knowledge of W.Va. Code and State Board policies as well as assist him and his office staff in receiving training in areas of personnel, WVEIS, policy development, creating needed documents, etc. A mentor in close proximity to the county would be most helpful.

Multi-County Career/Technical Center Upshur County

Fred W. Eberle Technical Center

8.1.1. Curriculum. The Team observed that instruction was excellent and students were actively engaged and on-task in all classes. All teachers exhibited high expectations for all students and the curriculum was rigorous and challenging. The Fred W. Eberle Technical Center should use available technology resources more effectively and efficiently in instruction.

**APPEALS PROCEDURE
OF
SCHOOL ACCREDITATION STATUS/
COUNTY SCHOOL DISTRICT APPROVAL STATUS**

An appeals procedure is in place, as prescribed by the West Virginia Board of Education, that governs the disposition of administrative proceedings, the hearing of appeals, and any controversy or disputes arising from the school accreditation status and county school district approval status.

One appeal was submitted to the Office of Education Performance Audits concerning the designation of school accreditation status during the 2011-2012 school year. The appeal was accepted.

MEDICAL EMERGENCY STUDENT EXEMPTIONS

Education Performance Audit Teams verify the Statewide assessment participation rate of all students and investigate reasons for any student not tested. Policy 2320 provides medical emergency exemptions for specified health conditions preventing students from participation in the Statewide assessment program. The Office of Education Performance Audits received, reviewed, and responded to 443 medically fragile waivers for emergency exemptions – 414 waivers were approved, 26 were denied, and 3 are in process. Education Performance Audit Teams verified those in schools and counties audited.

CASUAL DEFICIT

W.Va. Code §18-2E-5 and Policy 2320 require that a county school district having more than a casual deficit submit a plan to the West Virginia Board of Education specifying strategies for eliminating the deficit.

Five county school districts (Braxton County, Calhoun County, Mason County, Monroe County, and Preston County) experienced a deficit and each submitted a plan for eliminating the deficit. The Office of Education Performance Audits reviewed the plans and presented them to the State Board.

EDUCATION PERFORMANCE AUDITS FIVE YEAR TREND DATA

TOP STANDARDS CITED

2011-12 School Year.

- 7.1.2. **High expectations.** 6 (54.55%) of 11 schools reviewed were cited.
- 7.2.2. **Counseling services.** 6 (54.55%) of 11 schools reviewed were cited.
- 7.1.13. **Instructional day.** 5 (45.45%) of 11 schools reviewed were cited.
- 7.2.1. **Five-year County and School electronic strategic improvement plans.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.1.5. **Instructional strategies.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.6.2. **Licensure.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.6.3. **Evaluation.** 2 (18.18%) of 11 schools reviewed were cited.
- 7.6.4. **Teacher and principal internship.** 2 (18.18%) of 11 schools reviewed were cited.
- 7.8.1. **Leadership.** 2 (18.18%) of 11 schools reviewed were cited.
- 7.1.1. **Curriculum based on content standards and objectives.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.3. **Learning environment.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.4. **Instruction.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.6. **Instruction in writing.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.8. **Instructional materials.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.9. **Programs of study.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.2.3. **Lesson plans and principal feedback.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.2.4. **Data analysis.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.7.1. **School rules, procedures, and expectations.** 1 (9.09%) of 11 schools reviewed were cited.

2010-11 School Year.

- 7.1.1. **Curriculum based on content standards and objectives.** 13 (24.07%) of 54 schools reviewed were cited.
- 7.1.2. **High expectations.** 15 (27.78%) of 54 schools reviewed were cited.
- 7.1.4. **Instruction.** 18 (33.33%) of 54 schools reviewed were cited.
- 7.1.5. **Instructional strategies.** 21 (38.89%) of 54 schools reviewed were cited.
- 7.1.7. **Library/educational technology access & technology application.** 19 (35.19%) of 54 schools reviewed were cited.
- 7.1.13. **Instructional day.** 12 (22.22%) of 54 schools reviewed were cited.
- 7.2.1. **Five-year County and School electronic strategic improvement plans.** 23 (42.59%) of 54 schools reviewed were cited.
- 7.2.2. **Counseling services.** 14 (25.93%) of 54 schools reviewed were cited.
- 7.2.3. **Lesson plans and principal feedback.** 24 (44.44%) of 54 schools reviewed were cited.
- 7.6.2. **Licensure.** 11 (20.37%) of 54 schools reviewed were cited.
- 7.8.1. **Leadership.** 12 (22.22%) of 54 schools reviewed were cited.

2009-10 School Year.

- 7.1.2. **High expectations.** 21 (48.84%) of 43 schools reviewed were cited.
- 7.1.3. **Learning environment.** 14 (32.56%) of 43 schools reviewed were cited.
- 7.1.4. **Instruction.** 11 (25.58%) of 43 schools reviewed were cited.
- 7.1.5. **Instructional strategies.** 19 (44.19%) of 43 schools reviewed were cited.
- 7.1.7. **Library/educational technology access & technology application.** 17 (39.53%) of 43 schools reviewed were cited.
- 7.1.9. **Programs of study.** 11 (25.58%) of 43 schools reviewed were cited.
- 7.2.1. **County and School electronic strategic improvement plans.** 29 (67.44%) of 43 schools reviewed were cited.
- 7.2.3. **Lesson plans and principal feedback.** 20 (46.51%) of 43 schools reviewed were cited.
- 7.8.1. **Leadership.** 14 (32.56%) of 43 schools reviewed were cited.

2008-09 School Year.

- 5.1.1. **Achievement** 7 (21.88%) of 32 schools reviewed were cited.
- 7.1.2. **High expectations.** 11 (34.38%) of 32 schools reviewed were cited.
- 7.1.5. **Instructional strategies.** 9 (28.13%) of 32 schools reviewed were cited.
- 7.1.7. **Library/educational technology access & technology application.** 10 (31.25%) of 32 schools reviewed were cited.
- 7.1.9. **Programs of study.** 6 (18.75%) of 32 schools reviewed were cited.
- 7.1.13. **Instructional day.** 6 (18.75%) of 32 schools reviewed were cited.
- 7.2.1. **County and School electronic strategic improvement plans.** 10 (31.25%) of 32 schools reviewed were cited.
- 7.2.3. **Lesson plans and principal feedback.** 11 (34.38%) of 32 schools reviewed were cited.
- 7.2.4. **Data analysis.** 7 (21.88%) of 32 schools reviewed were cited.
- 7.8.1. **Leadership.** 12 (37.50%) of 32 schools reviewed were cited.

2007-08 School Year.

- 7.1.2. **High expectations.** 19 (35.85%) of 53 schools reviewed were cited.
- 7.1.5. **Instructional strategies.** 15 (28.30%) of 53 schools reviewed were cited.
- 7.1.7. **Library/educational technology access & technology application.** 12 (22.64%) of 53 schools reviewed were cited.
- 7.1.13. **Instructional day.** 11 (20.75%) of 53 schools reviewed were cited.
- 7.2.1. **County and School electronic strategic improvement plans.** 16 (30.19%) of 53 schools reviewed were cited.
- 7.2.3. **Lesson plans and principal feedback.** 24 (45.28%) of 53 schools reviewed were cited.
- 7.6.3. **Evaluation.** 13 (24.53%) of 53 schools reviewed were cited.
- 7.8.1. **Leadership.** 19 (35.85%) of 53 schools reviewed were cited.

STATEWIDE TRENDS

A responsibility of the Office of Education Performance Audits is to determine whether statewide system deficiencies exist in the capacity to establish and maintain a thorough and efficient system of schools, including the identification of trends and the need for continuing improvements in education, and report those deficiencies and trends to the State Board. Several trends emerged as the Office of Education Performance Audits performed the duties and responsibilities outlined in legislation and policy.

County School Districts

1. Student Performance.

An analysis of student performance data on the WESTEST2, other assessment instruments (Dibels, ACT PLAN and EXPLORE, NAEP, College entrance examinations), and the percentage of former students requiring college remediation reveal a trend lacking substantial growth. Many high schools struggle with the graduation rate standard for adequate yearly progress (AYP).

2. Capacity Building.

Capacity building first requires determinations to be made with respect to the best use of resources to improve teaching and learning. Resources include both human resources and physical resources. Education Performance Audit Reports consistently observed that schools and county school districts were not using capacity resources to the extent possible to improve student, school, and county performance.

3. Effectiveness and Efficiency.

Curriculum was identified in school audits as the indicator of efficiency commonly requiring more efficient and effective application. County office indicators of efficiency identified involved curriculum, transportation, administrative practices, and personnel.

4. Leadership.

Education Performance Audits indicated deficiencies in the county superintendent and/or county board of education leadership.

5. Finance.

The number of county school districts experiencing budget deficits increased from two in 2010-2011 to five in 2011-2012.

6. County Five-Year Strategic Plan.

Strategic plans in the county school districts audited were lacking in one or more areas. Development of the plans, the foundations of school district planning, communication of the plans, and monitoring the plans were problem areas. All 55 school districts plans were approved after feedback and support from the West Virginia Department of Education.

7. Personnel.

Personnel was an issue in the school districts the OEPA audited. The issues identified were hiring practices, licensure, and personnel evaluation.

STATEWIDE ACCOMPLISHMENTS

1. The Education Performance Audit system continued to evolve and execute performance audits with clearly delineated standards. All audits collected data that demonstrated whether the high quality standards had been met and if the school and school district had the capacity to improve student, school, and school system performance.
2. The West Virginia Department of Education has developed a support system and assistance for new county superintendents and superintendents assigned to West Virginia Board of Education intervention counties.
3. A Capacity Building Process for Low Performing Schools has been developed and applied. Revision of Five-Year Strategic Plans was used as a mechanism to plan for and overcome deficiencies identified through the state's accountability system.
4. Follow-up review reports showed a common thread that schools and county school districts developed and used their Five-Year Strategic Plan as the basis for school improvement. Reports further indicated that the plans were used to modify instruction as determined by the schools and districts benchmarking students' performance.
5. Education Performance Audit reports showed that Regional Education Service Agencies (RESAs) have been providing numerous services to county school districts and to schools that are low performing. The regional agencies have followed through on offering services to schools designated in reports as needing support from RESAs in developing capacity to correct standards identified by Education Performance Audit teams.
6. The West Virginia School Boards' Association developed a series of sessions for county school board members and superintendents of intervention counties to prepare them for resuming decision making authority when the State Board returns control of the county school system to the local board.