

Honorable Cecil H. Underwood
Governor of West Virginia

Honorable Earl Ray Tomblin
President, West Virginia Senate

Honorable Robert S. Kiss
Speaker, West Virginia House of Delegates

Ms. Cleo P. Mathews
President, West Virginia Board of Education

Dear Governor Underwood, President Tomblin, Speaker Kiss, and President Mathews:

The Office of Education Performance Audits respectfully submits its 1999 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.

As our state and county school systems approach a new century, the call to increase expectations and achievement for all students resounds in the classrooms in every West Virginia public school. In response to confronting this challenge West Virginia increased academic standards and aligned curriculum, assessments, instruction, and professional development with these challenging standards.

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 processes. Educators and students in West Virginia have risen to the challenge and made great progress with standards and assessment. Results from the December 1998 Report of Ratings show that uniform standards have increased school and student achievement.

Respectfully Submitted,

Kenna R. Seal, Director
Office of Education Performance Audits

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Section 1

INTRODUCTION

The 1999 Annual Report is the first report compiling West Virginia's accountability activities. This report synthesizes the activities of the Office of Education Performance Audits as established by the West Virginia Legislature and the West Virginia Board of Education.

Nearly 20 years have passed since West Virginia was thrust into the standards movement. As one of the forerunners of a statewide system of standards and a system to measure that these standards were being met, educators found confronting the task of setting standards a daunting undertaking. Standards were based on inputs during the early years followed by an emphasis on results. Currently, the executive and legislative branches of government as well as the West Virginia State Board of Education all recognize that a comprehensive accountability system includes both performance and process standards.

Today, standards are routine and a straightforward system is in place for measuring standards and identifying consequences. The system is *A Process for Improving Education System: Performance Based Accreditation System* which includes standards, assessment, accountability, capacity building, and an implementation process. According to Kane (1994) *Prisoners of Time*, "There is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system."

BACKGROUND

Accountability began in West Virginia in 1982 with the landmark opinion of the West Virginia Supreme Court of Appeals arising from a Lincoln County Circuit Court decision in Pauley v. Bailey. The decision rendered by Judge Arthur Recht recognized the need for high quality standards and mandated the implementation of a statewide system for determining that the standards were being met. Policy 2320, *Standards for Educational Quality*, and Policy 2321, *Indicators of Attainments*, were adopted by the West Virginia Board of Education in response to this court action and the Master Plan for Public Education. County Accreditation was the office created to implement the statute and policies.

In 1988, the Third Extraordinary Session of the West Virginia Legislature formalized a Performance Based Accreditation System. This reform legislation moved West Virginia's accountability system from an inputs model to a results model. Two years later in 1990, the Legislature modified the accreditation system and created other major initiatives, especially site-based groups such as faculty senates, local school improvement councils, and curriculum teams.

Accountability continued to evolve in West Virginia through the Jobs Through Education Act in 1996. This brought about major changes to each of the components of the Performance Based Accreditation System: 1. Performance measures were raised, 2. high quality standards were modified, 3. county and school Unified Improvement Plans were developed, and 4. changes were made in the on-site review process.

House Bill 4306 came about in 1998 as a result of the recommendations of Governor Underwood's Commission on Educational Quality and Equity and amended and reenacted West Virginia Code §18-2E-5. This legislation established a Process for Improving Education that created the Office of Education Performance Audits. The office operates under the direction of the State Board of Education and independent of the West Virginia Department of Education.

ACTIVITIES

By virtue of West Virginia Code §18-2E-5, the West Virginia Board of Education has responsibility through the system of education performance audits to assist it in ensuring that a thorough and efficient system of schools is being provided and to improve student, school, and school system performance through an assessment and accountability system.

The functions and responsibilities of the Office of Education Performance Audits specified by Code include:

1. The assessment of student, school, and school system performance and the processes in place in schools and school systems which enable student performance.
2. The review of school and county Unified Improvement Plans.
3. The periodic, random, unannounced on-site review of school and school system performance and compliance with the standards.
4. Determine school accreditation and school system approval status.
5. Hold schools and school systems accountable for the use of existing resources to meet or exceed the standards.
6. Targeting additional resources when necessary to improve performance.
7. Establish early detection and intervention programs to assist underachieving schools and school systems in improving performance before conditions become so grave as to warrant more substantive state intervention.
8. Assist the State Board in making determinations regarding the accreditation status of schools and the approval status of school systems.
9. Assure that all statewide assessments of student performance are secure.
10. Administer all accountability measures.
11. Determine what capacity may be needed by schools and school systems to meet the standards established by the Legislature and the State Board, and recommend to the school, school system, and State Board, plans to establish those needed capacities.
12. 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.

ACTIVITIES (Continued)

13. Determine staff development needs of schools and school systems to meet the standards established by the Legislature and the State Board, and make recommendations to the State Board, the center for professional development, regional education service agencies, higher education governing boards, and county boards.
14. Identify exemplary schools and school systems and best practices that improve student, school, and school system performance, and make recommendations to the State Board for recognizing and rewarding exemplary schools and school systems and promoting the use of best practices.
15. Make accreditation information available to the Legislature; the Governor; and to the general public and any individuals who request such information subject to the provisions of any act, rule, or regulation restricting the release of information.

The activities of the Office of Education Performance Audits functions according to a continuous and cyclical process of standards, assessment, accountability, and capacity building. The structure of this report compiles the Office of Education Performance Audits' duties and functions into the following categories.

- School District Approval Status and School Accreditation Status Report of Ratings
- Unified School Improvement Plans
- Unified County Improvement Plans
- Education Performance Audits
- Exemplary Programs
- Early Detection and Intervention Based on Education Performance Audit Reports
- Capacity Building
- Improvement Consultant Teams appointed to Seriously Impaired Schools
- Early Detection and Intervention Pilot Programs
- Professional Development Recommendations
- Presentations
- County Plans to Eliminate Financial Deficits
- Statewide Trends
- General Recommendations

Section 2

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings

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. Every county school district and school in West Virginia is issued an individual rating based on the analysis of performance data, the Unified Improvement Plans, and results of an education performance audit, if applicable.

Section 2

SUMMARY DATA OF RATINGS (Continued)

The West Virginia Board of Education issues the school district one of the following:

Full Approval. Full approval is issued to a county board whose education system meets or exceeds all of the high quality standards for student, school, and school system performance and processes adopted by the State Board of Education and whose schools have all been given full, temporary, or conditional accreditation status.

Temporary Approval. Temporary approval is issued to a county board whose education system is below the level required for full approval. Whenever a county board is given temporary approval status, the county board shall revise its Unified County Improvement Plan to increase the performance of the school system to a full approval status level.

Conditional Approval. Conditional approval is issued to a county board whose educational system is below the level required for full approval, but whose unified improvement plan has been revised to achieve full approval status by a date certain, the plan has been approved by the State Board, and the county board is meeting the objectives and time line specified in the revised plan.

Nonapproval. Nonapproval is issued to a county board of education when one or more of the following conditions exist:

- The county board fails to submit and gain approval for its Unified County Improvement Plan.
- A county board on temporary approval status fails to submit its revised County Unified Improvement Plan within thirty (30) days following written notification of the temporary approval status.
- A county board on conditional approval status fails to meet the objectives, and time line of its revised plan.
- A county board on conditional approval status fails to achieve full approval by the date certain specified in the revised plan.
- The State Board of Education determines that extraordinary circumstances exist.
- Any county board that fails to submit and gain approval of a plan before the end of the fiscal year after a deficit greater than a casual deficit occurred or any county which fails to comply with an approved plan may be designated as having nonapproval status.

Section 2

SUMMARY DATA OF RATINGS (Continued)

Each school is issued one of the following:

Full Accreditation. Full accreditation status is granted when the measure of the school's student and school performance is at a level that meets the annual performance measures and the high quality education standards.

Temporary Accreditation. Temporary accreditation status is issued to a school when the measure of the school's performance is below established standards and performance measures.

Whenever a school is issued temporary accreditation status, the county board shall ensure that the school's Unified School Improvement Plan is revised to increase the performance of the school to full accreditation status level. The revised plan shall include objectives, a time line, a plan for evaluation of the success of the improvements, cost estimates, and a date certain for achieving full accreditation status.

Conditional Accreditation. Conditional accreditation status is issued to a school when the measure of the school's performance is below established standards and performance measures, but the school's Unified School Improvement Plan has been revised to achieve full accreditation status by a date certain, the plan has been approved by the State Board, and the school is meeting the objectives and time line in the revised plan.

Seriously Impaired. A school is considered to be seriously impaired by the West Virginia Board of Education when one or more of the following conditions exist:

- The total basic skills score for one or more grade levels in grades 3 through 11 is at or below the 30th percentile in the most recent year for which data are available and one (1) of the two (2) preceding years.
- The student attendance rate is at or below eighty percent (80%) in the most recent year for which data are available and one (1) of the two (2) preceding years.
- The student dropout rate is at or above nine percent (9%) in the most recent year for which data are available and one of the two preceding years.
- The school falls below the criteria for full accreditation in all of the following performance measures: 4.1, student achievement; 4.2, student attendance; and 4.3, student dropout.
- The State Board may determine a school to be seriously impaired when extraordinary circumstances exist.

Section 2

SUMMARY DATA OF RATINGS (Continued)

This report identifies school districts and schools that fail to meet requirements and provides an impetus for action to correct identified deficiencies. It also identifies schools that comply with the requirements of State Code and State Board policies. The results of the performance auditing system are intended to strengthen education in West Virginia by:

- providing a mechanism for self-assessment by the school districts and schools to identify specific areas needing attention and to prioritize goals and objectives;
- identifying areas for which technical assistance may be targeted;
- providing information to the Legislature, the Governor, the West Virginia Board of Education, the Department of Education, the Center for Professional Development, Regional Education Service Agencies, and the School Building Authority in decision-making based on school district needs.
- providing information to the Governor, the Legislature, and the public regarding the accreditation of public schools and the approval of school districts.

The following Summary of School District Approval Status and Summary of School Accreditation Status provide a synopsis of the December 1998 Report of Ratings.

SUMMARY OF SCHOOL DISTRICT APPROVAL STATUS
December 1998

<u>FULL APPROVAL</u>	<u>TEMPORARY APPROVAL</u>	<u>CONDITIONAL APPROVAL</u>	<u>NONAPPROVAL</u>
Barbour	Mineral	Fayette	Mingo
Berkeley	Monongalia		
Boone	Monroe		
Braxton	Morgan		
Brooke	McDowell		
Cabell	Nicholas		
Calhoun	Ohio		
Clay	Pendleton		
Doddridge	Pleasants		
Gilmer	Pocahontas		
Grant	Preston		
Greenbrier	Putnam		
Hampshire	Raleigh		
Hancock	Randolph		
Hardy	Roane		
Harrison	Ritchie		
Jackson	Summers		
Jefferson	Taylor		
Kanawha	Tucker		
Lewis	Tyler		
Lincoln	Upshur		
Logan	Wayne		
Marion	Webster		
Mason	Wetzel		
Marshall	Wirt		
Mercer	Wood		
	Wyoming		

School Accreditation Status

711 or 85.56% of schools issued Full Accreditation status
 74 or 8.90% of schools issued Temporary Accreditation status
 43 or 5.17% of schools issued Conditional Accreditation status
 3 or .36% of schools issued Seriously Impaired status

School District Approval Status

53 or 96.36% of school districts issued Full Approval status
 1 or 1.82% of school districts issued Temporary Approval status
 00 or 00.00% of school districts issued Conditional Approval status
 1 or 1.82% of school districts issued Nonapproval status

Table 1
SUMMARY OF SCHOOL ACCREDITATION STATUS
December 1998

OSR	COUNTY	Number of Schools					Percentage of Schools			
		TOTAL	FA	TA	CA	SI	FA	TA	CA	SI
✓	BARBOUR	9	8	0	1	0	88.89%	0.00%	11.11%	0.00%
✓	BERKELEY	23	20	3	0	0	86.96%	13.04%	0.00%	0.00%
✓	BOONE	19	16	3	0	0	84.21%	15.79%	0.00%	0.00%
✓	BRAXTON	8	8	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	BROOKE	12	11	0	1	0	91.67%	0.00%	8.33%	0.00%
✓	CABELL	30	24	1	5	0	80.00%	3.33%	16.67%	0.00%
✓	CALHOUN	3	2	1	0	0	66.67%	33.33%	0.00%	0.00%
✓	CLAY	7	4	3	0	0	57.14%	42.86%	0.00%	0.00%
✓	DODDRIDGE	4	4	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	FAYETTE	32	19	3	9	1	59.38%	9.38%	28.13%	3.13%
✓	GILMER	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	GRANT	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	GREENBRIER	13	13	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	HAMPSHIRE	10	8	2	0	0	80.00%	20.00%	0.00%	0.00%
✓	HANCOCK	13	12	1	0	0	92.31%	7.69%	0.00%	0.00%
✓	HARDY	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	HARRISON	26	25	1	0	0	96.15%	3.85%	0.00%	0.00%
✓	JACKSON	12	12	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	JEFFERSON	13	11	2	0	0	84.62%	15.38%	0.00%	0.00%
✓	KANAWHA	87	79	2	6	0	90.80%	2.30%	6.90%	0.00%
✓	LEWIS	9	6	3	0	0	66.67%	33.33%	0.00%	0.00%
✓	LINCOLN	13	9	2	2	0	69.23%	15.38%	15.38%	0.00%
✓	LOGAN	23	18	5	0	0	78.26%	21.74%	0.00%	0.00%
	MARION	23	22	1	0	0	95.65%	4.35%	0.00%	0.00%
✓	MARSHALL	16	15	1	0	0	93.75%	6.25%	0.00%	0.00%
✓	MASON	15	13	0	2	0	86.67%	0.00%	13.33%	0.00%
✓	MERCER	31	28	2	1	0	90.32%	6.45%	3.23%	0.00%
✓	MINERAL	14	14	0	0	0	100.00%	0.00%	0.00%	0.00%

SUMMARY OF SCHOOL ACCREDITATION STATUS
December 1998

OSR	COUNTY	Number of Schools					Percentage of Schools			
		TOTAL	FA	TA	CA	SI	FA	TA	CA	SI
✓	MINGO	20	1	17	0	2	5.00%	85.00%	0.00%	10.00%
✓	MONONGALIA	28	23	1	4	0	82.14%	3.57%	14.29%	0.00%
✓	MONROE	6	6	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	MORGAN	10	9	0	1	0	90.00%	0.00%	10.00%	0.00%
✓	MCDOWELL	21	9	7	5	0	42.86%	33.33%	23.81%	0.00%
✓	NICHOLAS	16	15	1	0	0	93.75%	6.25%	0.00%	0.00%
✓	OHIO	14	14	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	PENDLETON	6	6	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	PLEASANTS	4	4	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	POCAHONTAS	5	3	2	0	0	60.00%	40.00%	0.00%	0.00%
✓	PRESTON	13	12	1	0	0	92.31%	7.69%	0.00%	0.00%
✓	PUTNAM	22	22	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	RALEIGH	37	34	3	0	0	91.89%	8.11%	0.00%	0.00%
✓	RANDOLPH	16	15	1	0	0	93.75%	6.25%	0.00%	0.00%
✓	RITCHIE	7	7	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	ROANE	7	7	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	SUMMERS	5	4	1	0	0	80.00%	20.00%	0.00%	0.00%
✓	TAYLOR	7	7	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	TUCKER	3	3	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	TYLER	4	4	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	UPSHUR	11	9	0	2	0	81.82%	0.00%	18.18%	0.00%
✓	WAYNE	20	16	2	2	0	80.00%	10.00%	10.00%	0.00%
✓	WEBSTER	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	WETZEL	8	7	1	0	0	87.50%	12.50%	0.00%	0.00%
✓	WIRT	3	3	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	WOOD	30	29	0	1	0	96.67%	0.00%	3.33%	0.00%
✓	WYOMING	16	14	1	1	0	87.50%	6.25%	6.25%	0.00%
	MULTI-COUNTY	7	7	0	0	0	100.00%	0.00%	0.00%	0.00%
	TOTAL	831	711	74	43	3	85.56%	8.90%	5.17%	0.36%

Section 3

UNIFIED SCHOOL IMPROVEMENT PLANS

Each school is required to develop a Unified School Improvement Plan or an equivalent strategic plan by September 30, 1997, and annually submits to the West Virginia Office of Education Performance Audits a checklist indicating compliance with the high quality standards and performance measures and specific plans to meet high quality standards and performance measures not met. The plan is based on the identified needs of the students and is developed collaboratively by the local school improvement council, the principal, faculty senate, and school curriculum team. On-site review teams review the effectiveness of the Unified School Improvement Plans during an education performance audit.

County boards are required to ensure that any school issued temporary accreditation status revise its Unified School Improvement Plan to increase the performance of the school to a full accreditation status level. The revised plan must include objectives, a time line, an evaluation component, cost estimates, and a date certain for achieving full accreditation. This plan must be submitted to the State Board for approval.

The Office of Education Performance Audits reviewed one hundred seventeen (117) revised Unified School Improvement Plans (USIP) of schools issued Temporary Accreditation status. Staff also reviewed three (3) Unified School Improvement Plans of the schools designated Seriously Impaired. Of these 120 plans, 19 were returned for revision, 30 were approved with stipulations, and the remaining were approved as submitted.

The State Board upgraded the 117 Temporary Accreditation status schools to Conditional Accreditation status. Table 2 depicts the Date Certain that the Conditional Accreditation status schools must achieve Full Accreditation status.

Table 2**DATES CERTAIN FOR CONDITIONAL ACCREDITATION AND SERIOUSLY IMPAIRED STATUS SCHOOLS**

Facility Code	School	County	Date Certain
02-302	Belington Middle	Barbour	6/30/99
04-205	Burke Street El.	Berkeley	5/30/00
04-501	Hedgesville High	Berkeley	12/20/99
04-502	Martinsburg High	Berkeley	6/8/99
06-205	Jeffrey-Spencer El.	Boone	6/30/99
06-220	Brookview El.	Boone	5/30/99
06-502	Sherman High	Boone	6/30/99
10-102	Edgewood Primary	Brooke	6/30/99
12-218	Cox Landing El.	Cabell	6/30/99
12-236	Guyandotte El.	Cabell	6/30/00
12-285	Salt Rock El.	Cabell	6/30/00
12-287	Spring Hill El.	Cabell	6/30/00
12-307	West Middle	Cabell	6/30/00
12-520	Huntington High	Cabell	9/30/99
14-201	Arnoldsburg School	Calhoun	6/30/99
16-204	Ivydale El.	Clay	6/1/99
16-205	Lizemore El.	Clay	6/1/99
16-208	H.E. White El.	Clay	6/1/99
20-201	Ansted El.	Fayette	6/30/00
20-210	Gatewood El.	Fayette	6/30/00
20-211	Gauley Bridge El.	Fayette	6/30/99
20-219	Oak Hill East End El.	Fayette	6/30/01
20-220	Page El.	Fayette	6/30/00

Facility Code	School	County	Date Certain
20-222	Powellton El.	Fayette	6/30/01
20-225	Valley El.	Fayette	6/30/00
20-305	Montgomery Middle	Fayette	6/30/00
20-306	Mount Hope Middle	Fayette	6/30/00
20-502	Gauley Bridge High	Fayette	6/30/00
20-503	Meadow Bridge High	Fayette	8/30/00
20-505	Mount Hope High	Fayette	6/30/01
20-507	Valley High	Fayette	6/30/99
28-401	Capon Bridge Jr.	Hampshire	6/30/99
28-501	Hampshire Senior	Hampshire	10/30/00
29-501	Oak Glen High	Hancock	6/30/99
33-226	Wilsonburg El.	Harrison	6/15/99
37-202	North Jefferson El.	Jefferson	6/30/99
37-501	Jefferson High	Jefferson	6/15/02
39-213	Cedar Grove Comm.	Kanawha	6/30/00
39-216	Chandler El.	Kanawha	6/01/01
39-230	Glenwood El.	Kanawha	6/01/01
39-252	Piedmont El.	Kanawha	6/30/00
39-255	Pratt El.	Kanawha	6/30/99
39-269	Tiskelwah El.	Kanawha	6/30/00
39-415	Roosevelt Jr. High	Kanawha	6/30/00
39-505	East Bank High	Kanawha	6/1/00
41-201	Alum Bridge El.	Lewis	6/30/00
41-205	Roanoke El.	Lewis	6/30/99
41-501	Lewis Co. High	Lewis	6/30/99

Facility Code	School	County	Date Certain
43-204	Ferrellsburg El.	Lincoln	6/30/99
43-213	Pleasant View El.	Lincoln	6/1/99
43-502	Guyan Valley High	Lincoln	6/30/99
43-504	Harts High	Lincoln	6/30/00
45-203	Buffalo El.	Logan	6/30/99
45-214	Mallory El.	Logan	6/30/99
45-221	Verdunville El.	Logan	6/30/99
45-502	Logan High	Logan	6/30/99
45-503	Man High	Logan	6/30/99
47-201	Barnes El.	Marion	6/30/01
48-203	Central El.	Marshall	5/30/99
49-203	Central El.	Mason	6/30/00
49-501	Hannan High	Mason	6/30/00
51-203	Bramwell El.	Mercer	6/30/00
51-224	Wade El.	Mercer	6/30/00
51-505	Montcalm High	Mercer	6/30/99
54-205	Cline El.	Mingo	6/30/99
54-207	Dingess El.	Mingo	6/30/99
54-208	Gilbert El.	Mingo	6/30/99
54-211	Lenore El.	Mingo	6/30/99
54-214	Marrowbone El. (Consolidated w/Kermit)	Mingo	NA
54-218	Varney El.	Mingo	6/30/99
54-221	Riverside El.	Mingo	6/30/99
54-222	Matewan El.	Mingo	6/30/99
54-223	Kermit Area School	Mingo	6/30/99

Facility Code	School	County	Date Certain
54-401	Gilbert Middle	Mingo	6/30/99
54-403	Matewan Middle	Mingo	6/30/99
54-404	Burch Middle	Mingo	6/30/99
54-405	Lenore Middle	Mingo	6/30/99
54-501	Burch High	Mingo	6/30/00
54-502	Gilbert High	Mingo	6/30/00
54-505	Matewan High	Mingo	6/30/99
54-506	Williamson High	Mingo	6/30/99
54-507	Tug Valley High	Mingo	6/30/00
54-701	Mingo Co. Voc. Ctr.	Mingo	6/30/99
56-201	Arnettsville El.	Monongalia	6/30/00
56-206	Cool Springs El.	Monongalia	6/30/01
56-208	Daybrook El.	Monongalia	6/30/01
56-234	Waitman Barbe El.	Monongalia	6/30/99
56-502	Morgantown High	Monongalia	6/30/02
58-301	Warm Springs Middle	Morgan	6/30/99
60-204	Bartley El.	McDowell	6/30/99
60-206	Bradshaw El.	McDowell	6/30/99
60-210	Fall River El.	McDowell	6/30/99
60-217	Kimball El.	McDowell	6/30/00
60-220	Switchback El.	McDowell	6/30/99
60-221	War El.	McDowell	6/30/01
60-301	Iaeger Intermediate	McDowell	6/30/99
60-302	Northfork Middle	McDowell	6/30/01
60-303	Welch Middle	McDowell	6/30/00
60-525	Big Creek High	McDowell	6/6/00

Facility Code	School	County	Date Certain
60-526	Iaeger High	McDowell	6/30/99
60-527	Mount View High	McDowell	6/30/00
62-202	Birch River El.	Nicholas	6/30/00
69-102	Green Bank El./Middle	Pocahontas	6/30/99
69-202	Marlinton El.	Pocahontas	6/30/99
70-103	Rowlesburg El./Jr.	Preston	6/30/00
74-233	Stratton El.	Raleigh	6/30/01
74-502	Independence High	Raleigh	6/30/99
74-504	Marsh Fork High	Raleigh	6/30/00
75-205	Homestead El.	Randolph	6/30/99
81-502	Summers Co. High	Summers	6/30/99
87-204	Central El.	Upshur	6/30/99
87-210	Washington District El.	Upshur	6/30/00
89-207	Dunlow El.	Wayne	6/30/00
89-215	Wayne El.	Wayne	6/30/99
89-303	Crum Middle	Wayne	6/30/00
89-507	Tolsia High	Wayne	6/30/01
92-504	Valley High	Wetzel	6/30/99
96-406	Van Devender Jr.	Wood	6/30/00
98-205	Glen Rogers El.	Wyoming	6/30/01
98-501	Baileysville High	Wyoming	6/30/01

Section 4

UNIFIED COUNTY IMPROVEMENT PLANS

Each county board is required to develop and submit an update to the Unified County Improvement Plan (UCIP) or an equivalent strategic plan to the West Virginia Office of Education Performance Audits by December 31. This plan is based on information from the Unified School Improvement Plans, locally identified needs, and school performance data. The plan specifies strategies for meeting high quality standards and performance measures that have not been met.

The updated plan must be submitted to the State Board for approval. Office of Education Performance Audit staff and Department of Education staff coordinated a review of the 55 Unified County Improvement Plans. The plans were reviewed to determine that the required components were included and addressed any performance or process deficiencies.

Education performance audit teams review the effectiveness of the Unified County Improvement Plan during the on-site review.

At the June 1999 meeting, the State Board approved 22 Unified County Improvement Plans (UCIP), approved 24 Unified County Improvement Plans with stipulations, and approved 9 Unified County Improvement Plans with revisions. Table 3 summarizes the individual approval of the Unified County Improvement Plans.

Table 3

**UNIFIED COUNTY IMPROVEMENT PLAN SUMMARY
JUNE 1999**

COUNTY	APPROVAL STATUS
Barbour	Approved
Berkeley	Approved
Boone	Approved
Braxton	Approved with Stipulations
Brooke	Approved
Cabell	Approved with Stipulations
Calhoun	Approved
Clay	Approved
Doddridge	Approved with Stipulations
Fayette	Approved with Revisions
Gilmer	Approved
Grant	Approved with Stipulations
Greenbrier	Approved with Stipulations
Hampshire	Approved with Stipulations
Hancock	Approved with Stipulations
Hardy	Approved with Revisions
Harrison	Approved
Jackson	Approved with Stipulations
Jefferson	Approved
Kanawha	Approved
Lewis	Approved with Stipulations
Lincoln	Approved
Logan	Approved
Marion	Approved with Stipulations
Marshall	Approved with Stipulations
Mason	Approved with Stipulations

COUNTY	APPROVAL STATUS
McDowell	Approved
Mercer	Approved
Mineral	Approved with Revisions
Mingo	Approved with Stipulations
Monongalia	Approved
Monroe	Approved
Morgan	Approved with Stipulations
Nicholas	Approved with Revisions
Ohio	Approved
Pendleton	Approved with Stipulations
Pleasants	Approved with Revisions
Pocahontas	Approved with Revisions
Preston	Approved with Stipulations
Putnam	Approved with Revisions
Raleigh	Approved with Stipulations
Randolph	Approved with Stipulations
Ritchie	Approved
Roane	Approved with Revisions
Summers	Approved with Stipulations
Taylor	Approved with Stipulations
Tyler	Approved with Stipulations
Tucker	Approved with Stipulations
Upshur	Approved with Revisions
Wayne	Approved
Webster	Approved with Stipulations
Wetzel	Approved with Stipulations
Wirt	Approved
Wood	Approved
Wyoming	Approved

Section 5

EDUCATION PERFORMANCE AUDITS

West Virginia Code §18-2E-5, A Process for Improving Education, and Section 11.1 On-Site Reviews of State Board Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, require that,

At the direction of the State Board or by weighted, random selection by the Office of Education Performance Audits, an unannounced on-site review shall be conducted by the Office of Education Performance Audits of any school or school system

The State Board established the Office of Education Performance Audits on July 1, 1998, to assist it in ensuring that a thorough and efficient system of schools is being provided and to improve student, school, and school system performance.

The purpose of the education performance audit is to:

1. Verify data reported by the school or county board,
2. Document compliance with policies and laws,
3. Evaluate the effectiveness and implementation status of school and school system Unified Improvement Plans,
4. Investigate official complaints submitted to the State Board that allege serious impairments in the quality of education in schools or school systems, and
5. Investigate official complaints submitted to the State Board that allege that a school or county board is in violation of policies or laws under which schools and county boards operate for inclusion in the evaluation and determination of a school's or county board's accreditation or approval status.
6. For inclusion in the evaluation and determination of a school's or county board's accreditation or approval status, as applicable.

Selection of schools and school systems for an on-site review is based on a weighted random sample so that those with lower performance indicators and those that have not had a recent on-site review have a greater likelihood of being selected.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

The teams are composed of an adequate number of persons who possess the necessary knowledge, skills, and experience to make an accurate assessment of education programs and who are drawn from a trained cadre established by the Office of Education Performance Audits. The teams are led by a member of the Office of Education Performance Audits staff.

The Office of Education Performance Audits reports the findings of the on-site reviews to the West Virginia Board of Education for inclusion in the evaluation and determination of a school's or county board's accreditation or approval status as applicable.

During the 1998-99 school year, education performance audits were conducted in 13 county school districts and one multi-county vocational-technical institute that included 169 schools. One Follow-up On-Site Review was conducted in Marshall County. Table 4 depicts school districts reviewed.

Table 4

Education Performance Audits 1998-99	
COUNTY	EPA DATE
Barbour	March 22-25, 1999
Boone	February 9-11, 1999
Fayette	January 12-14, 1999
Grant	November 17-18, 1998
Hardy	November 17-18, 1998
Marion	May 11-14, 1999
Marshall (Follow-up Review)	April 23, 1999
Morgan	April 26-28, 1999
Nicholas	March 9-12, 1999
Ritchie	December 9-10, 1998
Summers	December 15-16, 1998
Taylor	February 8-11, 1999
Webster	May 4, 1999
Wood	November 30-December 4, 1998
South Branch Vocational Technical Center	November 17-18, 1998

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

GUIDE FOR INTERPRETING RATINGS

SCHOOL DISTRICT APPROVAL STATUS

FA FULL APPROVAL
TA TEMPORARY APPROVAL
CA CONDITIONAL APPROVAL
NA NONAPPROVAL

SCHOOL ACCREDITATION STATUS

FA FULL ACCREDITATION
TA TEMPORARY ACCREDITATION
CA CONDITIONAL ACCREDITATION
SI SERIOUSLY IMPAIRED

DOE Denotes the Department of Education Facility Code for School Districts and Schools

OSR (On-Site Review) Represents results of an on-site review or follow-up review.

APM (Annual Performance Measures) Represents performance measures below standards.

In assessing the status of schools on the performance measures, the most recent data were reviewed.

4.1/8.1 **SAT-9 Total Basic Skills scores**

Grades 3 through 11 – The most current assessment results available at the time of the on-site review.

4.2/8.2 **Attendance rate**

School year 1997-98

4.3/8.3 **Dropout rate**

School year 1997-98

Temporary Status

4.1 SAT-9 - Less than 50 percent of the school's students (grades 3-11) performed at or above the 3rd quartile in total basic skills.

4.2 Attendance rate below 90.5 percent.

4.3 Dropout rate above 6 percent.

Conditional Status

The measure of the school's performance is below established standards and performance measures, but the Unified School Improvement Plan has been revised to achieve full accreditation status by a date certain, the plan has been approved by the State Board, and the school is meeting the objectives and time line in the revised plan.

Seriously Impaired

8.1 SAT-9 - Total Basic Skills at or below the 30th percentile in one or more grades (grades 3-11).

8.2 Attendance rate at or below 80 percent.

8.3 Student dropout rate at or above 9 percent.

8.4 Below criteria for 4.1, student achievement; 4.2, attendance; and 4.3, dropout rates.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

Thirteen Education Performance Audits reports have been submitted to and acted upon by the West Virginia Board of Education.

A listing of the approval status of the county school districts and the accreditation status of schools as a result of the Education Performance Audits appears in Table 5.

Table 5

SCHOOL DISTRICT APPROVAL AND SCHOOL ACCREDITATION STATUS BASED ON EDUCATION PERFORMANCE AUDITS

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
02	BARBOUR	CA	5.1.20; 5.9.8		12/12-16, 1994 3/22-25, 1999
101	Kasson El./Middle	CA	5.1.20		
201	Belington El.	CA	5.3.2; 5.5.3		
202	Junior El.	CA	5.1.21		
203	Mt. Vernon El.	FA			
204	Philippi El.	CA	5.2.4; 5.5.1		
205	Volga-Century El.	CA	5.9.2		
302	Belington Middle	CA	5.1.20		
303	Philippi Middle	CA	5.1.20		
501	Philip Barbour High Complex	CA	5.1.2; 5.1.20; 5.5.4; 5.6.22; 5.10.13; 5.11.3		

Education Performance Audit Summary – Barbour County

As a result of the performance data, the education performance audit, and the approved revised county and school Unified Improvement Plans, the State Board issued the Barbour County School System Conditional Approval Status, one school was granted Full Accreditation status, and eight schools were issued Conditional Accreditation status. A Date Certain of June 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

The education performance audit team reported that two district level standards were not met: 5.1.20 – Multicultural education and 5.9.8 - Personnel evaluations. The Team identified 15 school-level noncompliances among eight of the nine schools. All schools met the performance measures. The absence of clearly developed multicultural education program (5.1.20) was the most frequently cited standard at 4 schools. Areas commended included active parent involvement, high expectations for student achievement, and aligning curriculum with the West Virginia Board of Education Instructional Goals and Objectives. In total, the Team presented 20 recommendations and 8 commendations. Additionally, the Team identified one early detection and intervention area and recognized one exemplary program.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
06	BOONE	TA	5.1.12; 5.6.12; 5.8.2; 5.8.5; 5.9.1; 5.9.2; 5.9.8; 5.11.3		5/19-24, 1991 2/9-11, 1999
102	Whitesville El./Jr.	TA	5.8.5	4.1	
201	Ashford Rumble El.	TA	5.8.5		
205	Jeffrey-Spencer El.	TA	5.8.5; 5.11.3		
207	Madison El.	TA	5.8.5		
209	Nellis El.	TA	5.8.2; 5.8.5; 5.11.3		
212	Ramage El.	TA	4.10; 5.8.5; 5.11.3		
213	Sylvester El.	FA			
215	Van El.	TA	5.8.5		
216	Wharton El.	TA	5.8.5		
217	Boone Co. Kindergarten Academy	FA			
219	Sherman El.	TA	5.8.5; 5.11.3		
220	Brookview El.	TA	5.8.5; 5.9.2		
301	Madison Middle	TA	5.5.3		
401	Sherman Jr.	TA	5.8.5		
501	Scott High	TA	5.5.3; 5.6.12; 5.6.19; 5.8.2; 5.8.5; 5.11.3; 5.11.5		
502	Sherman High	TA	4.11; 5.1.5; 5.1.14; 5.6.12; 5.6.22; 5.8.2; 5.9.2; 5.10.6; 5.10.10; 5.10.13; 5.11.3		
503	Van Jr./Sr. High	TA	5.6.12; 5.8.5; 5.10.15		
**504	Boone Alternative Sch.	FA			
**701	Boone Career Tech. Ctr.	TA	5.5.3; 5.10.15		

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

Education Performance Audit Summary – Boone County

As a result of the performance data and the education performance audit, the State Board issued the Boone County School System Temporary Approval Status. Three schools were granted Full Accreditation Status and sixteen schools were issued Temporary Accreditation status.

The Education Performance Audit Team reported that 8 district level standards were not met:

- 5.1.12 - Sufficient numbers of approved textbooks,
- 5.6.12 - child nutrition standards,
- 5.8.2 - professional educator licensure,
- 5.8.5 - personnel supervising extracurricular activities licensure,
- 5.9.1 - professional development,
- 5.9.2 - personnel evaluations,
- 5.9.8 - personnel evaluations, and
- 5.11.3 - preventive discipline program and/or student involvement program.

The Team identified 42 school-level noncompliances among 16 of the 19 schools in Boone County. One school was below the performance measure 4.1, Stanford Achievement Test (SAT-9) results. Recurring noncompliances included the following:

- 5.5.3 - Fire marshal citations at 3 schools,
- 5.6.12 - child nutrition standards at 3 schools,
- 5.8.2 - professional educator licensure at 3 schools,
- 5.8.5 - personnel supervising extracurricular activities licensure at 12, schools
- 5.9.2 - personnel evaluation process at 2 schools,
- 5.10.15 - Student Assistance Team established and functioning at 2 schools, and
- 5.11.3 - preventive discipline program and/or student involvement program at 6 schools.

In total, the Team presented 26 recommendations and 55 commendations.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
20	FAYETTE	TA	5.1.5; 5.5.4; 5.6.5; 5.6.22; 5.6.24; 5.8.2; 5.9.2		3/21-26, 1993 1/12-14, 1999
201	Ansted El.	CA	5.1.9		
203	Beckwith El.	CA	4.10; 5.6.24		
204	Danese El.	CA	5.6.24; 5.11.3		
206	Divide El.	CA	4.10; 5.6.13		
208	Fayetteville El.	CA	5.6.24		
210	Gatewood El.	FA			
211	Gauley Bridge El.	CA	5.6.24		
215	Meadow Bridge El.	CA	5.6.24		
217	Mount Hope El.	CA	5.1.5; 5.5.4		
218	Oak Hill El.	CA	5.5.4		
219	Oak Hill East End El.	CA	5.6.24		
220	Page El.		NA Closed June 1999	NA	
221	Pax El.		NA Closed June 1999	NA	
222	Powellton El.	SI	5.1.5; 5.6.5; 5.6.8; 5.6.9; 5.6.13; 5.6.24	4.1; 8.1	
223	Rosedale El.	FA			
224	Scarbro El.	CA	5.6.24		
225	Valley El.	CA	5.6.24		
301	Ansted Middle	CA	5.6.24		
302	Collins Middle	CA	5.8.2; 5.11.3		
303	Fayetteville Middle	CA	5.5.4; 5.6.24		
305	Montgomery Middle	TA	5.1.17	4.1	
306	Mount Hope Middle	TA	4.10; 5.1.1; 5.1.14; 5.5.4; 5.6.24; 5.8.2; 5.11.3	4.1	
307	Nuttall Middle	CA	5.6.5		
501	Fayetteville High	CA	5.8.2		
502	Gauley Bridge High	CA	5.6.5; 5.8.2	4.1	
503	Meadow Bridge High	CA	5.1.15; 5.8.2	4.1	

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

	FAYETTE (Cont.)				
504	Midland Trail High	TA	5.8.2		
505	Mount Hope High	TA	5.6.22; 5.10.9	4.1; 4.2	
506	Oak Hill High	CA	5.6.5; 5.6.22; 5.10.15		
507	Valley High	CA		4.1	
**701	Fayette Plateau Ctr.	CA	5.5.4		

Education Performance Audit Summary – Fayette County

As a result of the performance data and the education performance audit, the State Board issued the Fayette County School System Temporary Approval status, two schools were granted Full Accreditation status, 4 schools were issued Temporary Accreditation status, 22 schools were issued Conditional Accreditation status, and one school remained Seriously Impaired.

The Education Performance Audit Team reported that seven district level standards were not met:

- 5.1.5 - Functioning school curriculum teams,
- 5.5.4 - buildings, grounds, furnishings, and equipment free from safety hazards,
- 5.6.5 - health services provided to students,
- 5.6.22 - skills improvement program,
- 5.6.24 - schools participate in the West Virginia Education Information System,
- 5.8.2 - professional educator licensure, and
- 5.9.2 - personnel evaluations.

The Team identified 48 noncompliances among 29 schools. Seven schools did not meet the performance measures; one was Seriously Impaired. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 3 schools,
- 5.1.5 - functioning curriculum team at 3 schools,
- 5.5.4 - buildings, grounds, and furnishings free from hazards at 5 schools,
- 5.6.5 - health services at 4 schools,
- 5.6.13 - functioning local school improvement council at 2 schools,
- 5.6.22 - skills improvement program at 2 schools,
- 5.6.24 - school participates in the West Virginia Education System at 12 schools,
- 5.8.2 - professional educator licensure at 6 schools, and
- 5.11.3 - preventive discipline program and/or student involvement program at 3 schools.

In total, the Team presented 45 recommendations, 26 commendations, and recognized 1 exemplary program. Additionally, the Team identified 1 early detection and intervention issue.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
24	GRANT	TA	5.6.10; 5.8.1; 5.8.2; 5.11.6		11/17-18, 1998
101	Union Ed. Complex Combined	TA	5.6.12; 5.8.2; 5.9.2		
201	Dorcas El.	TA	5.1.14		
202	Maysville El.	TA	5.6.3; 5.6.16; 5.10.2; 5.10.6; 5.11.4		
203	Petersburg El.	TA	5.1.13; 5.6.3; 5.6.5; 5.8.2; 5.11.3		
501	Petersburg High	TA	5.6.8; 5.8.2; 5.10.6; 5.10.12		

Education Performance Audit Summary –Grant County

As a result of the performance data and the education performance audit, the State Board issued the Grant County School System Temporary Approval Status and issued all five schools Temporary Accreditation Status. A Date Certain of June 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that four district level standards were not met:

- 5.6.10 - County steering committee,
- 5.8.1 - most qualified applicant employed,
- 5.8.2 - professional educator licensure, and
- 5.11.6 - Racial, Sexual, Religious/Ethnic Harassment, and Violence Policy.

The Team identified 18 school-level noncompliances among the five schools in Grant County. All schools met the performance measures. Recurring noncompliances included the following:

- 5.6.3 - Lack of a technology plan at 2 schools,
- 5.8.2 - professional educator licensure at 3 schools, and
- 5.10.6 - counseling services at 2 schools.

The Team commended the level of meaningful parent involvement in two schools and the utilization of technology in two schools. In total, the Team presented 15 recommendations and 10 commendations.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
31	HARDY	TA	5.1.12; 5.1.20; 5.6.10; 5.8.2; 5.8.5; 5.9.1; 5.9.2; 5.9.7		10/7-10, 1991 11/17-18, 1998
202	Moorefield El.	TA	5.1.1; 5.1.2; 5.1.3; 5.1.5; 5.1.6; 5.1.7; 5.1.9; 5.1.10; 5.1.11; 5.1.12; 5.1.13; 5.1.20; 5.6.3; 5.6.8; 5.6.12; 5.6.13; 5.6.19; 5.10.2; 5.10.3; 5.10.4; 5.10.5; 5.10.11; 5.10.15		
204	East Hardy Early/ Middle Childhood	TA	5.1.12; 5.8.5		
301	Moorefield Middle	TA	5.8.2		
501	East Hardy High	TA	4.7; 5.1.5; 5.1.12; 5.1.14; 5.1.20; 5.1.21; 5.6.15; 5.8.5; 5.10.9		
502	Moorefield High	TA	4.10; 4.11; 5.1.2; 5.1.5; 5.1.6; 5.1.10; 5.1.12; 5.1.14; 5.1.17; 5.1.20; 5.1.21; 5.6.12; 5.6.15; 5.10.2; 5.10.3; 5.10.5; 5.10.7; 5.10.13; 5.11.3; 5.11.5		

Education Performance Audit Summary – Hardy County

As a result of the performance data and the education performance audit, the State Board issued the Hardy County School System Temporary Approval Status and issued all five schools Temporary Accreditation Status. A Date Certain of June 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that eight district level standards were not met:

- 5.1.12 - Sufficient numbers of approved textbooks,
- 5.1.20 - multicultural education,
- 5.6.10 - county steering committee,
- 5.8.2 - professional educator licensure,
- 5.8.5 - personnel supervising extracurricular activities licensure,
- 5.9.1 - professional development,
- 5.9.2 - personnel evaluations, and
- 5.9.7 - beginning educator induction program.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

The Team identified 55 school-level noncompliances among the five schools. All schools met the performance measures. Recurring noncompliances included the following:

- 5.1.2 - Curriculum based on West Virginia Instructional Goals and Objectives at 2 schools,
- 5.1.5 - functioning school curriculum team at 3 schools,
- 5.1.6 - Instructional Goals and Objectives provided teachers at 2 schools,
- 5.1.10 - access to educational technology at 2 schools,
- 5.1.12 - curriculum based on West Virginia Instructional Goals and Objectives at 4 schools,
- 5.1.14 - programs of study (theatre and dance) not provided at 2 schools,
- 5.1.20 - multicultural education not available at 3 schools,
- 5.1.21 - instructional time at 2 schools,
- 5.6.12 - child nutrition standards at 2 schools,
- 5.6.15 - teacher and student codes of conduct at 2 schools,
- 5.8.5 - personnel supervising extracurricular activities licensure at 2 schools,
- 5.10.2 - Unified School Improvement Plan at 2 schools,
- 5.10.3 - lack of various instructional strategies at 2 schools, and
- 5.10.5 - reteaching at 2 schools.

In total, the Team presented 20 recommendations, 3 commendations, and recognized 3 exemplary programs. Additionally, the Team identified 1 early detection and intervention issue and 1 building capacity recommendation.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
47	MARION	CA	5.6.5; 5.8.2; 5.9.8		5/11-14, 1999
	Barrackville El./Middle	CA	5.1.2		
102	Rivesville El./Middle	CA	5.9.8		
201	Barnes El.	CA	5.9.8	4.1	
205	East Dale El.	CA	5.9.8		
206	East Park El.	CA	5.9.8		
207	Fairview El.	CA	5.9.8		
209	Jayenne El.	CA	5.9.8		
211	Monongah El.	CA	5.6.5; 5.9.8; 5.10.9		
212	Pleasant Valley El.	CA	5.1.20; 5.9.8		
214	Watson El.	FA			
215	White Hall El.	FA			
216	Blackshere El.	CA	5.6.5; 5.9.8		
301	Dunbar Middle	FA			
302	Fairview Middle	CA	5.9.8		
303	Mannington Middle	CA	5.1.7; 5.1.17; 5.9.8		
304	Monongah Middle	CA	5.9.2; 5.9.8		
401	Miller Jr.	FA			
402	East Fairmont Jr.	CA	5.1.14		
501	East Fairmont High	CA	5.1.3; 5.9.8		
502	Fairmont High	CA	5.1.3; 5.9.8		
503	North Marion High	CA	5.1.3; 5.1.14		
**504	White Alternative Learning Center				
**701	Marion County Technical Center				

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

Education Performance Audit Summary – Marion County

As a result of the performance data, the education performance audit, and the revised county and school Unified Improvement Plans, the State Board issued the Marion County School System Conditional Approval Status. Four schools were granted Full Accreditation Status and seventeen schools were issued Conditional Accreditation status.

The Education Performance Audit Team reported that 3 district level standards were not met:

- 5.6.5 - Health services provided to students,
- 5.8.2 - professional educator licensure, and
- 5.9.8 - personnel evaluations.

The Team identified 28 school-level noncompliances among 17 of the 21 schools in Marion County. One school was below the performance measure 4.1, Stanford Achievement Test (SAT-9) results. Recurring noncompliances included the following:

- 5.1.3 - High expectations not provided at 3 schools,
- 5.1.14 - programs of study (theatre and dance) not provided at 2 schools,
- 5.6.5 - health services at 2 schools, and
- 5.9.8 - personnel evaluations at 14 schools.

In total, the Team presented 95 recommendations, 64 commendations, and recognized 3 exemplary programs. Additionally, the Team identified 1 early detection and intervention issue.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
48	MARSHALL	FA			11/17-21, 1997
202	Cameron El.	FA			
203	Central El.	FA			
204	Glen Dale El.	FA			
205	Limestone El.	FA			
206	Center McMechen El.	FA			
207	McNinch El.	FA			
208	Park View El.	FA			
209	Sand Hill El.	FA			
210	Sanford El.	FA			
211	Sherrard El.	FA			
212	Washington Lands El.	FA			
401	Moundsville Jr. High	FA			
402	Sherrard Jr. High	FA			
403	Union Jr. High	FA			
501	Cameron High	FA			
502	John Marshall High	FA			

Follow-up On-Site Review Summary – Marshall County

As a result of the performance data and follow-up on-site review, the State Board granted the Marshall County School System Full Approval status and granted all schools Full Accreditation status.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
58	MORGAN	CA	5.8.2; 5.8.3; 5.9.2; 5.9.7		4/30-5/2, 1991 4/26-28, 1999
202	Greenwood El.	CA	5.8.2; 5.9.2; 5.9.8		
203	N. Berkeley El.	CA	5.9.8		
204	Paw Paw El.	CA	5.1.13; 5.8.2; 5.8.3	4.1	
205	Pleasant View El.	CA	4.5; 5.8.2		
206	Widmyer El.	CA	5.1.3; 5.8.2; 5.10.4; 5.10.9		
301	Warm Springs Middle	CA	4.10; 5.1.6; 5.6.8; 5.8.2; 5.9.8		
501	Berkeley Springs High	CA	5.1.8; 5.1.9; 5.1.13; 5.1.20; 5.1.21; 5.5.4; 5.8.2; 5.9.2; 5.9.8; 5.10.9		
502	Paw Paw High	CA	5.9.2		

Education Performance Audit Summary – Morgan County

As a result of the performance data, the education performance audit, and the approved revised county and school Unified Improvement Plans, the State Board issued the Morgan County School System Conditional Approval Status and issued all eight schools Conditional Accreditation Status. A Date Certain of September 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that four district level standards were not met:

- 5.8.2 - Professional educator licensure,
- 5.8.3 - other professional employee licensure,
- 5.9.2 - personnel evaluations, and
- 5.9.7 - beginning educator induction program.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

The Team identified 29 school-level noncompliances among the eight schools. One school was below Performance Measure 4.1; Student Achievement. Recurring noncompliances included the following:

- 5.1.13 - Students not mastering the West Virginia Instructional Goals and Objectives are provided reteaching at 2 schools,
- 5.8.2 - professional educator licensure at 6 schools,
- 5.9.2 - evaluation process at 3 schools,
- 5.9.8 - personnel evaluations at 4 schools, and
- 5.10.9 - lesson plans at 2 schools.

Areas commended included level of parent involvement, Responsible Students Program, and multicultural education. In total, the Team presented 35 recommendations, 19 commendations, and recognized 1 exemplary program.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
62	NICHOLAS	TA	5.8.2; 5.8.3; 5.8.5; 5.9.4; 5.9.8		2/23-28, 1992 3/9-12, 1999
201	Beaver El.	CA	5.1.5; 5.5.1; 5.6.13; 5.9.8		
202	Birch River El.	CA	5.8.2; 5.9.4; 5.9.8		
204	Cherry River El.	CA	5.8.2; 5.9.8		
205	Craigsville El.	CA	5.8.2		
206	Dixie El.	TA	4.11; 5.6.8; 5.6.13; 5.8.2; 5.10.2; 5.10.11; 5.11.3		
209	Glade Creek El.	CA	5.8.2		
212	Mt. Lookout El.	CA	4.10; 4.11; 5.1.5		
213	Mt. Nebo El.	CA	5.9.4		
218	Summersville El.	TA	5.1.16; 5.1.20; 5.1.21; 5.8.2		
219	Zela El.	TA	4.10; 5.1.6; 5.1.16		
220	Panther Creek El.	CA	5.1.4; 5.8.2; 5.9.4; 5.9.8		
401	Richwood Jr.	TA	4.10; 4.12; 5.1.5; 5.1.6; 5.6.16; 5.8.2; 5.8.3; 5.9.2; 5.9.4; 5.9.8; 5.10.10		
402	Summersville Jr.	CA	5.8.2; 5.9.8		
501	Nicholas Co. High	CA	4.10; 5.1.17; 5.2.5; 5.6.14; 5.6.16; 5.6.17; 5.8.2; 5.8.3; 5.8.5; 5.9.7; 5.9.8		
502	Richwood High	TA	4.10; 5.1.11; 5.6.16; 5.8.2; 5.8.3; 5.8.5; 5.9.7; 5.10.13		
**701	Nicholas Career & Tech. Ctr.	CA	5.1.16		

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

Education Performance Audit Summary – Nicholas County

As a result of the performance data and the education performance audit, the State Board issued the Nicholas County School System Temporary Approval Status, eleven schools were issued Conditional Accreditation Status, and five schools were issued Temporary Accreditation Status. The county is required to submit revised Unified School Improvement Plans by September 30, 1999 for temporary accreditation status schools. A revised Unified County Improvement Plan is due December 31, 1999. A Date Certain for achieving Full Approval and Full Accreditation status will be established upon approval of the plans.

The Education Performance Audit Team reported that five district level standards were not met:

- 5.8.2 - Professional educator licensure,
- 5.8.3 - other professional employee licensure,
- 5.8.5 - personnel supervising extracurricular activities licensure,
- 5.9.4 - staff development program, and
- 5.9.8 - personnel evaluations.

The Team identified 66 school-level noncompliances among the 16 schools. All schools met the performance measures. Recurring areas of noncompliance included the following.

- 4.10 - Parent involvement at 5 schools,
- 5.1.5 - school curriculum team at 3 schools,
- 5.1.16 - students in grades 5 – 8 have the opportunity to examine career clusters at 3 schools,
- 5.6.16 - duty-free planning period at 3 schools,
- 5.8.2 - professional educator licensure at 11 schools,
- 5.8.3 - other professional employee licensure at 4 schools,
- 5.8.5 - personnel supervising extracurricular activities at 2 schools,
- 5.9.4 - staff development program at 4 schools, and
- 5.9.8 - personnel evaluations at 7 schools.

Areas commended included multicultural education programs, student achievement, at-risk programs, and monitoring system for student mastery of the West Virginia Board of Education Instructional Goals and Objectives. In total, the Team presented 51 recommendations and 32 commendations.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
77	RITCHIE	CA	5.2.3		4/26-30, 1992 12/9-10, 1998
101	Cairo El. Middle	FA			
203	Ellenboro El.	FA			
204	Harrisville El.	FA			
205	Creed Collins El.	CA	5.1.11; 5.1.20; 5.1.21; 5.6.24; 5.9.2; 5.9.8; 5.10.2		
207	Smithville El.	FA			
302	Ritchie Co. Middle	FA			
501	Ritchie Co. High	CA	5.1.10; 5.10.8; 5.10.14		

Education Performance Audit Summary – Ritchie County

As a result of the performance data, the education performance audit, and the revised county and school Unified Improvement Plans, the State Board issued the Ritchie County School System Conditional Approval Status, granted five schools Full Accreditation Status, and issued two schools Conditional Accreditation Status. A Date Certain of June 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The education performance audit team reported that one district level standard was not met:

5.2.3 - County board accounting practices.

The Team identified ten school-level noncompliances in two of the seven schools. All schools met the performance measures. A pattern in the cited noncompliances did not emerge. Four noncompliances were in Curriculum (5.1), one was in 5.6 (Administrative Practices and School-Community Relations), two were in 5.9 (Professional Development and Evaluation), and three were in 5.10 (Student and School Performance). An area commended was a student portfolio system showing the guidance and advisement experience of students and was designed to allow them to select career majors. Additionally, the high school implemented work-based learning experiences that were aligned with classroom instruction in which grade 12 students actively participated. In total, the Team presented 24 recommendations and 8 commendations.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
81	SUMMERS	CA	5.8.5		1/31-2/3, 1994 12/15-16, 1998
102	Talcott El.	FA			
203	Hinton Area El.	CA	4.5; 5.2.4; 5.11.4		
204	Jumping Branch El.	FA			
301	Summers Middle	CA	5.1.3		
502	Summers Co. High	CA	5.2.2; 5.6.13; 5.8.5; 5.9.8; 5.11.4	4.1; 4.2	

Education Performance Audit Summary – Summers County

As a result of the performance data, the education performance audit, and the approved revised county and school Unified Improvement Plans, the State Board issued the Summers County School System Conditional Approval Status, granted two schools Full Accreditation Status, and issued three schools Conditional Accreditation Status. A Date Certain of January 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The education performance audit team reported that one district level standard was not met: 5.8.5 - Personnel supervising students engaged in extracurricular activities licensure.

The Team identified nine school-level noncompliances among three of the five schools. One school was below the performance measures 4.1 - student achievement and 4.2 - attendance.

Licensure of personnel supervising students engaged in extracurricular activities (5.8.5) and a countywide safe school plan implemented (5.11.4) were the most frequently cited standards at two schools. Areas commended included the utilization of Stanford-9 Achievement Test (SAT-9) data analysis, the Career Awareness program, and the aggressive approach to eliminating the fiscal deficit while meeting most of the performance and process standards. In total, the Team presented 32 recommendations and 25 commendations. Additionally, the Team recommended 1 capacity building area and 1 School Building Authority facility recommendation.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
83	TAYLOR	FA			5/12-15, 1992 2/8-11, 1999
201	Anna Jarvis El.	CA	5.1.14; 5.1.21		
202	Flemington El.	CA	5.10.9		
204	Hepzibah El.	FA			
206	Pruntytown El.	FA			
302	Taylor County Middle	CA	5.5.4; 5.10.2		
502	Grafton High	CA	4.11; 5.1.11; 5.1.17; 5.6.13; 5.6.16; 5.6.19; 5.10.2; 5.10.6; 5.10.9;		
**701	Taylor County Technical Center	CA	4.11; 5.1.3; 5.2.5; 5.10.9		

Education Performance Audit Summary – Taylor County

As a result of the performance data, the education performance audit, and the revised county and school Unified Improvement Plans, the State Board granted the Taylor County School System Full Approval Status, granted two schools Full Accreditation Status, and issued five schools Conditional Accreditation Status. A Date Certain of May 1, 2000, is established for the schools to achieve Full Accreditation status.

The education performance audit team reported that Taylor County met all district level standards. The Team identified 18 school-level noncompliances among five of the seven schools. All schools met the performance measures. The absence of lesson plans and principal feedback on lesson plans, (5.10.9) was the most frequently cited standard at 3 schools. Level of parent, teacher, and student satisfaction with the school (4.11) was cited at 2 schools. Additionally, the Team presented 48 recommendations, 11 commendations, and recognized 3 exemplary programs and/or practices.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
91	WEBSTER	TA	4.5; 5.1.5; 5.8.3; 5.10.6; 5.11.5		4/18-23, 1993 5/4, 1999
201	Diana El.	TA	5.1.5; 5.5.1; 5.5.3; 5.5.4; 5.9.2; 5.10.6		
202	Glade El.	TA	4.5; 4.10; 4.11; 5.1.1; 5.1.5; 5.5.3; 5.5.4; 5.6.9; 5.6.13; 5.6.19; 5.6.24; 5.9.7; 5.10.2		
203	Hacker Valley El.	TA	5.1.5; 5.5.1; 5.5.4; 5.9.2; 5.10.6		
204	Webster Springs El.	TA	5.1.10; 5.5.1; 5.9.2		
501	Webster County High	TA	4.10; 5.5.1; 5.5.3; 5.5.4; 5.9.2		

Education Performance Audit Summary – Webster County

As a result of the performance data and the education performance audit, the State Board issued the Webster County School System Temporary Approval Status and issued all five schools Temporary Accreditation Status. A Date Certain of June 1, 2000, is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The education performance audit team reported that five district level standards were not met:

- 4.5 - Pupil-teacher ratio,
- 5.1.5 - functioning school curriculum teams,
- 5.8.3 - professional employee licensure,
- 5.10.6 - counseling services in elementary schools, and
- 5.11.5 - policy on tobacco use.

The Team identified 32 school-level noncompliances among the five schools. All schools met the performance measures. Recurring noncompliances included the following:

- 5.1.5 - School curriculum teams at 3 schools,
- 5.5.1 - facilities provide environment conducive to learning at 4 schools,
- 5.5.3 - fire marshal citations at 3 schools,
- 5.5.4 - buildings, grounds, and furnishings free from hazards at 4 schools,
- 5.9.2 - personnel evaluation process at 4 schools, and
- 5.10.6 - counseling services at 2 schools.

Additionally, the Team presented 30 recommendations, 3 commendations, and recognized 1 exemplary program.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
96	WOOD	CA	5.2.3; 5.2.4; 5.3.2; 5.8.2; 5.9.8		5/13-18, 1990 11/30-12/4, 1998
201	Blennerhassett El.	FA			
205	Criss El.	CA	5.2.5		
206	Emerson El.	CA	5.1.5; 5.2.5; 5.5.4		
207	Fairplains El.	CA	5.2.5		
208	Gihon El.	FA			
209	Greenmont El.	FA			
211	Jefferson El.	CA	5.2.5		
212	Kanawha El.	FA			
214	Lincoln El.	FA			
215	Lubeck El.	CA	5.4.1		
216	Madison El.	CA	5.2.5		
218	McKinley El.	FA			
219	Mineral Wells El.	FA			
222	Neale El.	FA			
231	Vienna El.	FA			
234	Waverly El.	CA	5.6.7; 5.4.1		
235	Williamstown El.	CA	5.6.17		
236	Worthington El.	CA	5.2.5		
237	Franklin El.	CA	5.2.4; 5.2.5; 5.5.4		
238	Clifford A. Martin Sch.	FA			
401	Blennerhassett Jr.	CA	5.1.17		
402	Edison Jr.	CA	5.1.11; 5.2.5; 5.5.3; 5.5.4		
404	Hamilton Jr.	CA	5.1.5; 5.2.5; 5.5.4		
405	Jackson Jr.	CA	5.1.5; 5.5.4		
406	Van Devender Jr.	CA	4.11; 5.1.5; 5.1.11; 5.6.7; 5.6.8; 5.9.2; 5.10.10	4.1	
501	Parkersburg High	CA	5.1.3; 5.1.17; 5.2.5; 5.9.2; 5.10.8		

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

WOOD CO. (Cont.)					
502	Parkersburg South High	CA	5.1.17; 5.2.5		
503	Williamstown High	CA	5.1.9; 5.1.20; 5.5.3; 5.5.4; 5.6.12		
	Maplewood	CA	5.1.21; 5.5.3; 5.6.16; 5.6.17		
604	Rayon Center/ Elementary Gifted	CA	5.5.4		
701	Wood County Voc.- Tech.	CA	5.8.2		

Education Performance Audit Summary – Wood County

As a result of the performance data, the education performance audit, and the revised county and school Unified Improvement Plans, the State Board issued the Wood County School System Conditional Approval Status, 10 schools were granted Full Accreditation status, and 21 schools were issued Conditional Accreditation status. A Date Certain of August 31, 1999 is established for the county to achieve Full Approval and the schools to achieve Full Accreditation status.

The education performance audit Team reported that five district standards were not met:

- 5.2.3 - County board's accounting practices,
- 5.2.4 - Faculty Senate monitors funds appropriated,
- 5.3.2 - transportation provided for full instructional day,
- 5.8.2 - professional educator licensure, and
- 5.9.8 - personnel evaluations.

The Team identified 50 school-level noncompliances among 21 of the 31 schools in Wood County. One school was below Performance Measure 4.1, Student Achievement. Recurring noncompliances included the following:

- 5.1.5 - Functioning curriculum team at 4 schools,
- 5.1.11 - application of technology at 2 schools,
- 5.1.17 - elective offerings approved by county board at 3 schools,
- 5.2.5 - Faculty Senate monitors funds at 11 schools,
- 5.4.1 - special education at 2 schools,
- 5.5.3 - fire marshal and/or health department citations at 3 schools,
- 5.5.4 - buildings, grounds, and furnishings free from safety hazards at 7 schools,
- 5.6.7 - school and county report cards dissemination at 2 schools, and
- 5.9.2 - personnel evaluations at 2 schools.

Additionally, the Team presented 93 recommendations, 64 commendations, and recognized 9 exemplary programs.

Section 5

EDUCATION PERFORMANCE AUDITS (Continued)

MULTI-COUNTY VOCATIONAL TECHNICAL CENTERS

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
24/701	South Branch Voc.-Tech. Center	FA			11/17-18, 1998

As a result of the education performance audit, the State Board granted the South Branch Vocational-Technical Center Full Accreditation status.

Section 6

EXEMPLARY PROGRAMS

In conjunction with the assessment and accountability processes, the Office of Education Performance Audits identifies exemplary schools and school systems and best practices that improve student, school, and school system performance. As Teams consider exemplary programs and/or practices, consideration is given to the success of the program or practice. Data must be evident that demonstrate effectiveness. Performance in terms of measurable results comprises 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. School systems and schools are presented alphabetically followed by a brief description of the program and/or practice.

Barbour County School District

Barbour County Schools showed the greatest gains in student performance on the 1998 Stanford-9 Achievement Test (SAT-9) of all the school systems in West Virginia. District staff identified the actions and strategies that contributed to the significant improvement. Data received from the 1999 SAT-9 reveal that the initial gains observed in student performance have been maintained or exceeded. The Barbour County School District assumed responsibility for the performance of students, established high expectations, and provided the necessary support for success.

Fayette County School District

International Week. As a part of multicultural education, Fayette County schools set aside a week each spring for international activities. The faculty from each school met to set goals, determine objectives, schedule activities, and designate a coordinator. While each school was given the flexibility to design its own program of study for International Week, integration throughout all programs of study is strong and cafeteria staffs plan and prepare ethnic cuisine. District funds were available to support a wide variety of activities. Evaluation of the program includes a written summary from each school that describes activities and includes copies of program agendas, announcements, brochures, and newspaper articles. Summaries are shared with all the schools in the system.

Section 6

EXEMPLARY PROGRAMS (Continued)

Hardy County School District

East Hardy Early/Middle Childhood School.

1. **Multicultural Music and Arts Program**. The education performance audit team deemed the Multicultural Music and the Arts program an exemplary program. Two school staff members developed this program and resources for use in grades Kindergarten through 3. A resource guide incorporated activities in art and music around five diverse cultures. Resources were correlated to other references and to the adopted textbooks. The program included various activities such as cooperative learning, learning activity packets, and peer tutoring. Various classroom activities throughout the school were correlated to the music and art programs.
2. **Leadership**. The principal of East Hardy Early/Middle School, was organized and easily provided documentation for the performance and process standards reviewed by the education performance audit team. Administrative leadership was apparent in the formation and direction for school improvement groups. The principal encouraged involvement and creativity in meeting student needs. Direction for the school was consistently apparent throughout the school. The principal was professional, yet demonstrated a positive demeanor during the interview. The principal had involved the school secretary, who was familiar with and applied the requirements of Policy 2320. All school personnel interviewed knew the expectations in fulfilling the improvement goals. School personnel were familiar with the school's mission and goals and the direction for all staff working in the school.

East Hardy High School.

3. **Positive Rewards for Our Willing Learners (PROWL)**. The preventive discipline program was deemed exemplary by the education performance audit team. PROWL, an acronym for Positive Rewards for Our Willing Learners, is a clever take off on the school's Cougar mascot. A reward system that uses "scratches" maintained symbolism of the school's mascot. This unique program appeals to students through a strong relationship with the school's identity.

The basic premise of PROWL is teaching students responsibility for their learning and behavior. This is a schoolwide program that involves every teacher and student. Two components comprise the program: 1. A set of standards and expectations and 2. weekly lessons. Initial implementation began in a concrete sequenced method. Teachers were provided training to ensure that the program was implemented consistently and equitably. Procedures and expectations of PROWL were explained to students during an assembly on the first day of school.

Section 6

EXEMPLARY PROGRAMS (Continued)

Marion County School District

1. **Skills Group Instructional Practices: Reading Instruction in Marion County Grades One through Three.** This program is designed to find the causes of reading difficulties and remediate those difficulties. Skill Group Instructional Practices is a program based on diagnostic testing to determine the individual reading weaknesses of students and prescriptive teaching to correct the identified weaknesses. The diagnostic instruments used are the Metropolitan Diagnostic Reading Test or the Stanford Diagnostic Reading Test. Approximately 1,500 students participate in this program in grades 1 through 3.

Students are tested and the scores are converted into information that identify strengths and weaknesses. Teachers then meet with the county language arts and reading coordinator to discuss prescriptive teaching strategies. All teachers receive a skills packet which correlates with the subtests in order to insure that students received instruction in their diagnosed areas of weakness. Students with no identified skill weaknesses are provided other reading activities. Students are able to move from group to group, and all have opportunities for enrichment. Additionally, information from the Stanford-9 Achievement Test (SAT-9) is correlated with this information to provide a total picture of the student's reading achievement. Teachers are also provided a checklist of the Instructional Goals and Objectives that correlate to the SAT-9, log reteaching, and allow notations.

At the end of the year students are again administered a different form of the diagnostic test and individual results are analyzed. Gains in each area are measured and any weaknesses are identified. The students are again assigned to needed skill groups for attention the following year.

2. **Dimensions of Success Inventory: Satisfaction Surveys for the Unified School Improvement Plan.** The Marion County Dimensions of Success Inventory is a set of surveys designed for students, parents and teachers to assess the quality and effectiveness of the school. Each survey addresses dimensions that were defined by local administrators as relative to effective school performance: *School Climate, School Facilities, School Leadership, School Curriculum, Teacher Behaviors, Opportunities to Learn, Student Assessment and Home, and School Relations*. Like the Unified School Improvement Plan, these dimensions are linked to student achievement.

Parent and teacher surveys do not vary with the programmatic level of the children. By completing the same survey every year, parents and teachers will not only become familiar with the format, but will come to understand what the Marion County Board of Education considers to be important to the educational success of all children. By using a common survey, administrators are able to compare the perceptions among feeder school clients and longitudinally study the reform efforts of the school.

Section 6

EXEMPLARY PROGRAMS (Continued)

Miller Junior High School.

3. **Student Assistance Team.** Miller Junior High School Student Assistance Team (SAT) is formed early in September of each school year. Chaired by the school counselor, the SAT committee conducts a staff development program each fall for interested members that always includes the principal and at least five to seven staff. Referrals are made to the committee concerning at-risk students. Each referral is reviewed and many students are referred to the Patriot Pal Program. Each faculty member participates in this faculty mentoring program.

New students are most at risk the first few days in their new school. The Patriot Ambassador program bridges this gap. Each new student is assigned an Ambassador who takes the new student to all classes, introduces the student, and eats lunch with them.

As a part of the program, morning tutoring is provided in every subject with an emphasis on mathematics for any student enrolled. Afternoon sign-out and an assignment book check are provided for students to assist those who are disorganized, have poor grades, or who have missed material.

Morgan County School District

The School and Agencies Focusing on Education (S.A.F.E.) Program. The S.A.F.E. program provides a comprehensive approach to discipline that incorporates levels of sanctioning (consequences) and levels of counseling (therapeutic intervention). It is a collaborative interagency endeavor to eliminate external suspension so students are not in unsupervised outside environments and are receiving a meaningful education.

With the goals of the program being “to reduce out of school suspensions,” the project yielded the following results:

School Year 1996-97	603 suspensions
School Year 1997-98	350 suspensions
School Year 1998-99	30 suspensions

Section 6

EXEMPLARY PROGRAMS (Continued)

Taylor County School District

- 1. Voyager Summer Enrichment Program.** Taylor County Schools offers elementary students a summer enrichment program designed to provide a theme-based, multidisciplinary, activity-based curriculum. This past summer 18 students participated in a pilot conducted at Anna Jarvis Elementary School. This pilot (entitled *Pre-Med*) focused on the human body and included multidisciplinary activities (health, biology, language arts, science, mathematics, careers, etc.). Multi-age students (K-4), were admitted into "Medical School" and participated in a two week (8:00-4:00) exciting, but intensive study of the human body. The classroom was set up as a hospital and the teacher (Chief of Staff) wore a medical uniform. Students visited hospitals, studied health careers, performed surgery on a cow's heart, set a chicken bone, wrote a medical journal, constructed a human body, read x-rays, etc. At the conclusion of the two-week study, students participated in a graduation ceremony and formally became neurologists, cardiologists, veterinarians, pediatricians, etc. Parents, grandparents, local board of education members, county office staff, the media, members of the community, etc., attended the medical school graduation ceremony.
- 2. Preschool Program.** Taylor County, offers full day preschool to at-risk four year old children. The center serves 20 students each year. Students from across the county are eligible to apply for acceptance into the program. Utilizing established criteria, students are selected for participation. In line with the latest brain research, the program is designed to provide early literacy activities for students who do not come from literacy rich environments. The philosophical basis for the program is that students must have specific language and literacy skills in place by age five in order to be a successful reader and writer. The Taylor County preschool program provides students the opportunity to master these skills prior to entering formal kindergarten.
- 3. Staff Development Model for Balanced Early Literacy Initiative (BELI).** The professional development plan for the *BELI* program is designed by the literacy team to meet the varying needs of teachers. The *BELI* Literacy Team comprised of elementary classroom teachers, Title I teachers, and central office staff designed a four-year plan that provides exemplary teacher preparation. The staff development program equips teachers with the knowledge and skills to effectively implement the *BELI* program as the developmental reading program for K-4. All teachers at all grade levels (K-4) are provided with maximum knowledge about the role of instruction in optimizing literacy development. Because of the complexity of the *BELI* program, it was critical that teachers develop the ability to integrate and apply their knowledge in practice in order to meet the needs of all students in grades K-4. *BELI* provides teachers the knowledge about research foundations of early literacy, instructional reading and writing strategies, the organization and management of the

Section 6

EXEMPLARY PROGRAMS (Continued)

program, appropriate assessment, and the development of pertinent extended learning centers. Furthermore, the staff development program provides sustained ongoing support by colleagues and specialists with regular opportunities for reflection, self-examination, and personal and professional growth.

Webster County School District

Diana Elementary School.

Starting Points. Starting Points worked as a support agency with Diana School staff to enrich the educational values of children and families. Established at Diana School in April 1997, Starting Points was a "One Stop Shop" social service education agency for families with young children. Some of the services offered were information and referral, a lending library of educational toys and equipment, and a resource library/directory. Also incorporated into the Starting Points program were AmeriCorp (WV Reads) Literacy program, parents as teachers, parenting and support groups, Life Skills, Right from the Start, and other workshops and programs based on school/ community interest and need.

Wood County School District

1. **Wood Whispers and Young Authors Festival.** *Wood Whispers* is a collection of award winning writings, illustrations, and photography from 100 students in grades 7-12. Secondary school students submit original work for competition. Judges were selected by the student and teacher panels grant awards. The winning works in cover design, signature poem, poetry, short story, essay, photography, and art are published in the *Wood Whispers Anthology*. Students are recognized at an awards luncheon each spring. The publication is financed by private contributions. The Wood County Reading Council and Wood County Schools jointly sponsor an elementary writing festival yearly for competition at the county and state levels. Each elementary school selects winners using a holistic scoring rubric. The student compositions are published in an anthology and the award winners and their teachers attend an awards luncheon featuring a noted child's author.
2. **School Media Corps.** Each school has a designated representative who functions as a School Media Corps member. This professional or service employee provides information to the various community media about the positive news in the school. A notebook of information was provided to Corps members about working with the media, writing news releases and stories, photographs and taking good pictures, samples of press releases and logs, pictures and information releases, and names and addresses of media contacts. Media Corps members meet with members of the media to learn the best way to prepare and secure media coverage.

Section 6

EXEMPLARY PROGRAMS (Continued)

3. **Community Integration Work Program (CIWP)**. Wood County offers a two-phase vocational assessment system for all students with disabilities. A team consisting of the CIWP staff and the home school staff completes assessment. Phase I occurs during the 7th grade year in which a transition plan for the student is developed with a focus on pre-vocational and career awareness activities. Phase II occurs during the 10th grade year with another vocational assessment and the student's participation in community-based work experiences. The length of each work experience varies and a job coach (teacher aide) provides supervision and support until the student is able to perform the job independently. The ultimate goal is student placement in competitive employment. Other avenues explored include referral to agencies for assistance in job placement, supported employment, or adult day treatment programming.
4. **Parent Forums**. Parent Forums are sponsored by the Safe & Drug Free Schools Advisory Council and are developed to acquaint parents with information about substance abuse, alcohol abuse, tobacco use, and violence and provide an outlet for parents to become aware of available solutions. Presenters represent agencies where treatment programs are available or agencies that have experience in dealing with problems of this nature.
5. **Hand Washing Program**. Wood County Schools and St. Joseph's Hospital jointly sponsor a Hand Washing Program in Wood County Schools. The program includes corporate sponsorship by Dial, Inc. and St. Joseph's Hospital - Columbia Inc., who provide hand soap to all schools and assist with educating students on the importance of washing hands. The program is being validated through a grant by Dial, Inc. and through the work of the Community Health Prevention Department at St. Joseph's Hospital. Wood County Schools will be featured in commercials to promote hand washing as a first line defense against illness.
6. **West Virginia Education Information System (WVEIS)**. Wood County Schools utilize the WVEIS system for the analysis of Stanford-9 Achievement Test (SAT-9) data, student discipline, and the maintenance of special education data. The staff at the Wood County Schools Management Information System (MIS) Center writes queries to extract data for a variety of monitoring and verification purposes.
7. **Early and Periodic Screening and Diagnosis and Treatment Program**. Wood County Schools was approved as an EPSDT provider in May 1998. This program ensures that Medicaid eligible children ages 0 through 20 receive a comprehensive range of preventive and primary health services before conditions become serious to impair growth and development. Areas assessed are hearing, vision, speech/language, physical, dental and developmental. Additionally, immunizations, Tuberculin, urine, and lead screening are completed.

Section 6

EXEMPLARY PROGRAMS (Continued)

8. **Arts/Music/Drama Elementary School Programs Community and School System Support.** The Wood County School System provides opportunities for students in grades K-6 to become consumers of the arts through experiences in the visual and performing arts. The programs are provided through the involvement and support of school system and community agencies. The ARTS AWARENESS program provides students at each grade level with opportunities to attend drama/art/musical performances presented by professional artists. Drama presentations are presented at a central location by actors from New York City set to thematic topics or based upon children's literature. A strong emphasis is placed upon obtaining actors from diverse cultures and backgrounds. Each grade level attends at least one performance each year. The programs are presented through dance, music, opera or drama. Students are exposed to professional sets, costumes, and music. Teacher guides and supporting materials are provided to educate children about the content and presentation style for each performance. Appropriate student etiquette is taught.

9. **Communication With The Public.** The Wood County superintendent writes a weekly column for *The Parkersburg Sentinel* highlighting activities within the school system and discussing topics of interest to parents and the general public. The column usually discusses parent-child-school issues and is also used to provide information about issues which the public should be concerned. Central office administrators are frequently invited to submit articles for publication. The superintendent also initiates a weekly communication with the Board of Education titled, *Weekly Update*. The newsletter features information about central office activities. Various administrators contribute information about activities within their departments during the week or facts are presented for Board member information. The superintendent also publishes a *Board Review* after each Board of Education meeting. The publication recaps actions taken from the Board agenda and is sent to schools for posting the day after the Board of Education meeting. *Principal's Meeting Notes* is a newsletter provided to principals, faculty senate presidents, and Local School Improvement Council chairs. The publication states information provided at principals' meetings and includes a summary discussion of the agenda items.

Section 7

EARLY DETECTION AND INTERVENTION BASED ON EDUCATION PERFORMANCE AUDIT REPORTS

One of the newest 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 is postured to analyze the performance data and the process standards and detect problematic areas. The optimum use of the performance and process standards is to develop interventions that eliminate the gaps between what is expected and the current student and school levels of performance.

This section provides the early detection and intervention issues reported by the Education Performance Audit Teams.

Barbour County School District

Based upon a review of the Presidential Physical Fitness Test (PPFT) results, Barbour County students are not meeting the forthcoming standard. Beginning with the 2000-2001 school year, the percentage of students passing the Presidential Physical Fitness Test must be 40 percent or above or show an increasing trend during the most recent three years. Eight of the nine Barbour County Schools had a passage rate or less than 40 percent. Barbour County School District and the schools must implement strategies to increase the student passage rate or show an increasing trend between now and the 2000-2001 school year.

Fayette County School District

A review of school performance data indicated that Fayette County School District has a serious challenge to face. According to the December 1998 Ratings, 13 (or 41%) of the 32 schools in Fayette County failed to meet the minimum performance measures for student achievement, one of which was seriously impaired. The analysis revealed that the low performing schools included seven elementary schools, two middle schools, and four high schools. A review of 1999 school performance data indicated that five of the elementary schools improved and meet the performance measures for student achievement and one was closed. However, the middle schools and the high schools failed to meet the performance measures and one elementary school remains seriously impaired.

Additionally, the West Virginia Department of Education utilized z-scores to compare the performance of West Virginia's public schools on the Stanford-9 Achievement Test (SAT-9). Z-scores measure the relative standing of a data point within a whole data set and provide an independent means of establishing rank or position in the data set. The 50 lowest scoring schools were then identified.

Section 7

EARLY DETECTION AND INTERVENTION BASED ON EDUCATION PERFORMANCE AUDIT REPORTS (Continued)

Three Fayette County schools were among the 50 lowest scoring schools in Total Reading and eight Fayette County schools were among the 50 lowest scoring schools in Total Mathematics in 1998. During the 1999 assessment, three schools remained among the 50 lowest scoring schools in total mathematics.

Ten Fayette County Schools were among the 50 lowest scoring schools in Total Basic Skills in 1998. During the 1999 assessment, six schools were among the 50 lowest scoring schools in Total Basic Skills.

Based upon the review of student performance data, the comparison of relative standing among schools in the state, and the findings of the Education Performance Audit Team, the following recommendations for developing a quality education program are presented.

1. Improved student performance must be established as the number one priority for Fayette County Schools. Each school in the district must devote every resource possible to actualizing the belief that all children can learn and that all schools can achieve a reasonable measure of effectiveness.
2. The unit of change for increased academic achievement is the individual school, with the principal assuming responsibility as the educational leader. Principals ensure that exemplary teaching and learning take place and should be held accountable for improving student achievement.
3. Teachers must make a commitment to quality instruction, guided by thoughtful planning, a variety of best practices, and continuous assessment of student progress. They should complete long range plans as well as daily plans to maximize instructional time and focus on identified needs. Teachers should communicate objectives to parents.
4. Parents and community members must become actively involved in the schools and be included in decision-making. They should know the mission of the school and that they have an important role in accomplishing that mission.
5. Strong linkages among instruction, assessment, and accountability must be established with staff development being the implement of change. To improve student performance, the teaching staff needs direction and dedicated time to attend to the challenges.

Section 7

EARLY DETECTION AND INTERVENTION BASED ON EDUCATION PERFORMANCE AUDIT REPORTS (Continued)

6. While the principal is the school leader, improvement initiatives need the support of site-based groups. Decisions that affect the entire school should be made with the input from the school community. Staff, students, parents, and community leaders contribute to a school's success. The performance of the site-based groups should be reviewed to determine their efficiency and effectiveness and then given the support necessary to fulfill their responsibilities as outlined in *School Laws of West Virginia*. (§18-5A-2, §18-5A-5, and §18-5A-6)
7. Significant disparity in student performance existed among the Fayette County Schools. The district should monitor instructional delivery for consistency within schools and between schools. High expectations for all students with the implementation of procedures and activities to support such expectations must be the driving force in each and every school.

Hardy County School District

The Team indicted a clear and present danger that the county will over spend its budget in the current year. The county added new positions without a corresponding increase in student enrollment. Hardy County also is spending more than its current revenue; thus, the current year expenditures will likely absorb any prior year surplus. The West Virginia Department of Education, Office of School Finance, has also identified this problem. The Team recommended that Hardy County carefully assess its resources and determine what steps are necessary to avoid falling into a deficit. The county's decision-makers must carefully analyze the assignment of personnel to assure that expenditure decisions reflect educational needs and that resources are used effectively and efficiently. The Team observed that through careful planning and effective resource application, Hardy County has the capacity to provide a thorough and efficient system of education that meets the performance and process standards.

Marion County School District

Based upon a review of the Presidential Physical Fitness Test (PPFT) results, Marion County students are not meeting the forthcoming standard. Beginning with the 2000-2001 school year, the percentage of students passing the Presidential Physical Fitness Test must be 40 percent or above or show an increasing trend during the most recent three years. Fourteen of the twenty-three Marion County Schools had a passage rate or less than 40 percent. Marion County School District and the schools must implement strategies to increase the student passage rate or show an increasing trend between now and the 2000-2001 school year.

Section 8

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 State Board, 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.

This section presents capacity building issues reported by Education Performance Audit Teams.

Hardy County School District Moorefield Elementary School

Moorefield Elementary School was granted Full Accreditation status by the State Board at the December 1998 Board meeting. Historically, the school has maintained Full Accreditation status by meeting the performance measures set forth in Policy 2320. While the performance standards were within the State Board's criteria, the Education Performance Audit Team reported a number of process standards that failed to be in compliance with W.Va. Code and State Board policies. The Team, therefore, determined these findings of noncompliance indicated that immediate attention must be directed to building capacity at the school and county levels to, at a minimum, comply with rules and regulations and meet students' educational needs.

The Team presented the following recommendations for building capacity and developing a quality education program for students attending Moorefield Elementary School.

1. The principal must monitor the school and set direction in terms of meeting the high quality standards required in Policy 2320. The most obvious Education Performance Audit Team findings included deficiencies in the following areas.
 - Reteaching
 - Unified School Improvement Plan development
 - Test analysis to determine how to address higher levels of student achievement
 - High expectations for students
 - Staff development in implementing W.Va. statute and State Board policies
 - Technology utilization
 - Various instructional strategies

Section 8

CAPACITY BUILDING (Continued)

2. The principal must involve staff through the establishment of a Curriculum Team that develops an agenda for meetings and addresses issues from Policy 2320. The principal should involve the Curriculum Team members in communicating their work to staff and parents. The principal should address using achievement data in improving instruction and increasing student achievement levels and involve staff in determining procedures to evaluate student curricular mastery.
3. The principal must work with the Faculty Senate to develop agendas, monitor expenditures to address achievement needs, establish membership in the Curriculum Team and Local School Improvement Council, and maintain minutes for further planning. The principal is key to making sure that all site-based groups share mutual goals or are at least aware of one another's goals.
4. The principal must be proactive in communicating work needing to be accomplished with staff, the parents, and the community. Plans should be communicated openly and completely. Assistance and buy in from staff can be more readily secured if the total school needs are known to all groups. Policy 2320 should be the basis for improvement efforts from all groups.
5. The principal must seek direct technical assistance from the county office or the State Department of Education to be aware of school improvement priorities requiring immediate attention, rather than waiting to be informed that work is past due.
6. The principal must set the direction for making instruction the school's priority. Management issues can be supported by the site-based groups.
7. Although the school presented schedules and the minimum requirements for instructional time were met, the principal should ascertain that the schedules and time allotments were based upon a plan to improve achievement.

Summers County School District

The Team identified numerous programs and practices of high quality during the education performance audit of Summers County School District. The Team also identified areas that would improve the quality of the educational program. Summers County Schools experienced seven consecutive years with a budget deficit. Three attempts to pass an excess levy failed. Only through hard work, program cuts, and extensive personnel cuts was the county able to eliminate the deficit in 1998. The Team determined that Summers County Schools was utilizing their available personnel and fiscal resources to the greatest extent possible.

Section 8

CAPACITY BUILDING (Continued)

The central office functions with a limited staff that performs a multitude of duties and responsibilities. Employment terms of several staff members have been reduced. All coaches in the county worked without pay during the time the county was in a deficit. Professional and service personnel have been reduced to conform with allocations of the State Aid Formula. Positions which have been cut include assistant superintendent, principals, counselors, librarian, speech therapist, psychologist, teachers, aides, secretaries, bus operators, custodians, and cooks. Employees attend workshops and meetings without being reimbursed travel expenses. Capital expenditures and maintenance of facilities, with the exception of emergencies, have been virtually eliminated. There is also the potential of losing two additional administrative positions for the 1999-2000 school year. This would eliminate the assistant principals at Summers County High School and Summers Middle School.

While the Summers County School System and Schools are meeting most of the requirements of State Code and State Board policies, further reductions in staff may have a negative effect on their ability to deliver high quality programs and services to the students.

Facilities

Summers Middle School is located in the town of Hinton in a business/residential area. The building was constructed in 1925-26. The playground area is nonexistent except for a small paved area behind the school. Rest rooms seriously need renovating with additional fixtures to adequately meet the students' needs. The hallways need drop ceilings to cover exposed pipes and wiring and reduce the cost of heating and air conditioning. This would also make the building more attractive and improve the learning environment. Projected estimates show a savings of over \$5100.00 yearly if the incandescent lighting is changed to fluorescent lighting. The gymnasium floor seriously needs major refinishing and a new roof is needed above the gymnasium.

Most of the classrooms are dimly illuminated and need painting, have high ceilings, and need new floor covering. These conditions adversely affect an atmosphere conducive to the teaching and learning process. There is only one science laboratory for 429 students. This impedes the 50% hands-on activities requirement of experimentation, investigation and inquiry required by State Board of Education Policy 2520. The sixth and seventh grade teachers and students do not have access to the science laboratory because it is used by the eighth grade science classes all day. Many of the classrooms need tables and chairs. The administrative area is small and does not have a conference room that allows the principal or assistant principal to meet with small groups. Educators need an area in which to conduct conferences, team meetings, meet with parents, etc.

Student lockers are in serious disrepair with missing doors, coat hooks, and latches. Some lockers may be repaired, but most need to be replaced.

Section 8

CAPACITY BUILDING (Continued)

The technology classroom is a model of what every classroom should be at Summers Middle School. The technology classroom had been completely renovated with new lighting, a drop ceiling, floor tile, painted, furniture and cabinetry. Illumination and a clean, modern classroom with adequate storage and equipment provide an atmosphere that enhances teaching and learning. Unlike the other classrooms, teaching and learning in the technology laboratory are not distracted by the noise from the heating, ventilation, air conditioning system (HVAC), inadequate lighting, exposed pipes, and peeling paint and plaster. Bringing every classroom and common area, i.e., hallways, stairwells, cafeteria, gymnasium, etc., to this standard would make the school a more productive place for teaching and learning. Renovations would also make the building easier and more cost effective to maintain.

The Education Performance Audit Team found that Summers County School System has aggressively eliminated the fiscal deficit and attempts to meet the performance and process standards. However, Summers Middle School needs major renovation to foster an environment that promotes teaching and learning. Summers County lacks the fiscal capacity with current resources to perform the renovations. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

Section 9

IMPROVEMENT CONSULTANT TEAMS FOR SERIOUSLY IMPAIRED SCHOOLS

West Virginia Code §18-2E-5 and Section 8.5.1 of Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, require that whenever a school is seriously impaired the West Virginia Board of Education shall appoint a team of improvement consultants to make recommendations for correcting the impairment. At its November 1998 meeting, the State Board reviewed performance data provided by the Office of Education Performance Audits and declared the education program in three schools in West Virginia to be seriously impaired.

When a school is determined to be seriously impaired, the West Virginia Board of Education appoints a team of improvement consultants to make recommendations for correction of the impairment. Upon approval of the recommendations by the State Board, the Improvement Consultant Team's recommendations are made to the county board of education and school.

This phase of accountability results in significant school improvement. Because of the intervention and assistance provided, the results of these schools' programs are observable in relation to staff involvement and measurable in relation to student performance.

Table 6 lists the schools issued seriously impaired status, reason for status, and the dates of the Improvement Consultant Team visit.

Table 6

SERIOUSLY IMPAIRED SCHOOLS DECEMBER 1998			
School	County	Reason for Status	Date of Improvement Consultant Team Visit
Powellton El.	Fayette	Achievement	December 7-8, 1998
Matewan High	Mingo	Achievement, Attendance, Dropout	February 17-18, 1999
Tug Valley High	Mingo	Achievement, Attendance, Dropout	January 7 and 26, 1999

Section 10

EARLY DETECTION AND INTERVENTION PILOT PROGRAMS

West Virginia Code §18-2E-5 and Section 3.4 of State Board Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, indicate that “The State Board shall establish early detection and intervention programs to assist underachieving schools and school systems in improving performance”

The purpose of a pilot Early Detection and Intervention program is to develop and implement a process to assist underachieving schools in improving performance before conditions become so grave as to warrant more substantive intervention.

Two schools were selected to participate in the pilots on the basis of student performance, geographic factors, and grade configuration. Both county superintendents volunteered to participate in the pilot. The schools are Barnes Elementary – Marion County and Mount View High School – McDowell County.

The pilot Early Detection and Intervention programs designed a model to assist chronically low performing schools. It is expected that these pilots will assist the schools and counties in improving student performance and serve as a model for future Detection and Intervention programs.

SUMMARY

Barnes Elementary School – Marion County

The Early Detection and Intervention Team found that Barnes Elementary School and Marion County Schools have the capacity to meet the performance and process standards established by the West Virginia Board of Education. Key to the improvement process is revision of the Unified School Improvement Plan in order to target resources more effectively in meeting the needs of Barnes’ students.

The Team recommended that the staff focus the revised plan on:

- Developing a comprehensive reading program with a strong writing component,
- Developing an effective preventive discipline program,
- Increasing the utilization of technology,
- Establishing an inviting facility that reflects pride in the teaching and learning, and
- Aligning professional development with the overall goals of the Unified School Improvement Plan.

The Team also recommends that the staff explore strategies that provide preschoolers with experiences that contribute to school success.

Barnes Elementary has the capacity to improve student and school performance with the development and implementation of a thoughtful, mutually agreed upon comprehensive plan of improvement.

Section 10

EARLY DETECTION AND INTERVENTION PILOT PROGRAMS

SUMMARY (Continued)

Mount View High School – McDowell County

It is the final analysis of the Early Detection and Intervention Team that Mount View High School and McDowell County have the capacity to meet the performance and process standards and achieve full accreditation status. Achieving this will require establishing a school organizational system and high expectations for all education shareholders. At the time of the Early Detection and Intervention Team visit, resources were not being used effectively or efficiently. The following issues illustrate this point.

1. Instructional time was not maximized.
2. Instructional strategies were lecture and textbook driven.
3. The evaluation process was not applied.
4. Staffing practices and professional and service personnel were not used effectively.
5. Professional personnel were transferred during the school year.
6. Some elective courses were of questionable value.
7. Few challenging courses were available.
8. A school climate of mistrust existed.
9. Parent involvement was minimal.

A structure is in place from which to build capacity for school and student performance. Above all, the principal and teachers must improve the school from within. Two issues are prominent in affecting the low school performance. These are instruction and parent involvement.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

West Virginia Code §18-2-23a states that “The State Board annually shall establish goals for professional development in the public schools of the state.” The Code also states that in establishing the goals, the State Board shall consider the measure of student and school performance for accreditation. The Office of Education Performance Audits presented recommendations for professional development to the West Virginia Board of Education at the July State Board meeting.

Recommendations for professional development based on education performance audits synthesizes measures of student and school performance for accreditation as well as on-site reviews. Data were derived from the 1998-99 education performance audits and the *School District Approval Status and School Accreditation Status December 1998 Report of Ratings* as well as data from the review of Unified County and School Improvement Plans. The analysis identifies implications for professional development needs that were extrapolated from accreditation reports and data.

Four professional development areas are identified in the report. These areas include: County and School Unified Improvement Plans, Personnel Licensure and Evaluation, Facilities, and Student Achievement. The following recommendations are presented for the State Board’s consideration in establishing statewide professional development goals.

It is anticipated that a higher percentage of schools and school systems will achieve full accreditation and full approval status if professional development is structured to include the areas identified by the data analysis. The most significant result anticipated is that student achievement will increase.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)



Recommendations for Professional Development Office of Education Performance Audits

Introduction

During the 1998-99 school year, Education Performance Audit teams reviewed 169 schools in thirteen counties. At the time of this report, seven (7) of the reports are complete and six (6) are in process.

The Office of Education Performance Audits analyzed the 1998-99 data to identify deficiencies and make recommendations to increase the capacity of state schools and school systems for the State Board's consideration in developing goals for statewide professional development.

This report lists school and county school system trends. The High Quality Standards and Performance Measures listed within each section are in numerical order. School findings are presented under each identified standard or performance measure by number and percentages of schools. The number and percentage of counties affected are also included.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)

Recommendations for Professional Development

- 4.1 A minimum of fifty percent (50%) of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than fifteen percent (15%) of the students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. (Education Goal 3)**

Finding: According to the *1998 Report of Ratings*, 98 schools or 12% were issued Temporary or Conditional Accreditation status and 3 schools or .36% were seriously impaired among 19 or 35% of the county school districts.

- 4.10 The level of parent involvement shows an increasing trend during the most recent three (3) years or is at or above sixty percent (60%).**

Finding: Fifteen or 9% of the 169 schools that were reviewed were cited in 6 or 46% of the 13 county school districts.

- 5.1.5 A school curriculum team is functioning at each school to establish the programs and methods for implementing a curriculum. (W.Va. Code §18-5A-6)**

Finding: Sixteen or 9.5% of the 169 schools that were reviewed were cited in 6 or 46% of the 13 county school districts.

- 5.1.14 Programs of study are provided in grades K-12 as listed in Policy 2510. (Policy 2510; Policy 2520)**

Finding: Twelve or 7% of the 169 schools that were reviewed were cited in 7 or 54% of the 13 county school districts.

- 5.2.5 The faculty senate monitors the funds allocated to individual classroom teachers and librarians from legislative appropriations. The remainder of the funds is expended in accordance with a budget approved and monitored by the faculty senate. (W. Va. Code §18-5A-5)**

Finding: Twelve or 7% of the 169 schools that were reviewed were cited in 3 or 23% of the 13 county school districts.

- 5.5.3 Fire marshal and health department citations have been corrected or a plan exists for correction. (W.Va. Code §§18-3-9a; 29-3-5; and 29-12-5a)**

Finding: Twelve or 7.1% of the 169 schools that were reviewed were cited in 5 or 38% of the 13 county school districts.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)

5.5.4 Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

Finding: Forty-five or 27% of the 169 schools that were reviewed were cited in 10 or 77% of the 13 county school districts.

5.6.24 The county and school participate in the West Virginia Education Information System(WVEIS).

Finding: Seventeen or 10% of the 169 schools that were reviewed were cited in 4 or 31% of the 13 county school districts.

5.8.2 Professional educators are licensed for their assignments. (W.Va. Code §18A-3-2; Policy 5202)

Finding: Fifty-three or 31.36% of the 169 schools that were reviewed were cited in 9 or 69% of the 13 county school districts.

5.8.5 Personnel providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments. (W.Va. Code §18A-3-2a; Policy 5202)

Finding: Twenty-two or 13% of the 169 schools that were reviewed were cited in 5 or 38% of the 13 county school districts.

5.9.2 The school personnel evaluation process provides for the improvement of job performance, promotes professional growth and development and serves as a basis for employment decisions. (Policy 5310; Policy 5314)

Finding: Sixteen or 9.5% of the 169 schools that were reviewed were cited in 9 or 69% of the 13 county school districts.

5.9.8 The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, state board policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Finding: Thirty-two or 19% of the 169 schools that were reviewed were cited in 5 or 38% of the 13 county school districts.

5.11.3 A preventive discipline program that may include the Responsible Students Program and a student involvement program that may include a peer mediation program are in place. (W.Va. Code §18-5A-2)

Finding: Thirteen or 8% of the 169 schools that were reviewed were cited in 6 or 46% of the 13 county school districts.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)

6.1 Unified County Improvement Plan

Finding: Thirty-three or 60% of the Unified County Improvement Plans required revision.

6.2 Unified School Improvement Plan

Finding: Forty-nine or 37% of the Unified School Improvement Plans required revision.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)

SUMMARY

The data analysis derived from the education performance audit reports conducted during the 1998-99 school year and the December 1998 Ratings Document provides implications for statewide professional development. The West Virginia Office of Education Performance Audits presents the following recommendations for State Board review and consideration in establishing the professional development goals in the public schools in West Virginia.

RECOMMENDATIONS

1. County and School Unified Improvement Plans

A review of the County and School Unified Improvement Plans indicate that a high percentage of the plans required revision to comply with the components required by Policy 2510. Areas identified in the analysis include:

- A. Evaluation.
- B. Budget.
- C. Achievement Data.
- D. Results oriented and measurable goals, objectives, and activities.
- E. Needs Assessment.

2. Professional Licensure and Evaluation

Education Performance Audit reports indicate an implication for professional development in ensuring that personnel are appropriately licensed for their assignments and follow evaluation procedures. These indicate a need for county personnel staff and principal training in matching certificate requirements with employee assignments. Areas identified in the analysis directly related to professional licensure and evaluation include:

- A. Professional educators licensed for their assignments.
- B. Other professional employees licensed for their assignments.
- C. Professionals providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments.
- D. Personnel evaluation policy and process.

Section 11

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS (Continued)

3. **Facilities**

Data indicate implications for professional development in the facilities area for maintenance personnel and principals in observing, detecting, and reporting health and safety hazards, and monitoring the entire physical plant functions. Areas identified in the analysis directly related to facilities include:

- A. Health and safety hazards.
- B. Environment conducive to learning.
- C. Fire Marshal and Department of Health violations.

4. **Student Achievement**

Data indicate that the student performance on the Stanford-9 Achievement Test (SAT-9) is a consideration for professional development. Areas identified in the analysis directly related to student achievement include:

- A. School Curriculum Team.
- B. Programs of Study.
- C. Parent Involvement.
- D. Preventive discipline programs and student involvement programs.

Section 12

PRESENTATIONS

A priority of the Office of Education Performance Audits during its first year was to communicate the duties and responsibilities of the new accountability and assessment components to educators and citizens throughout our state. This led to a statewide information immersion on *A Process for Improving Education: Performance Based Accreditation System*.

Table 7 shows the staffs' presentations, dates, locations, participants, and number of participants.

Table 7

OFFICE OF EDUCATION PERFORMANCE AUDITS PRESENTATIONS			
Dr. Kenna Seal			
DATE	LOCATION	PARTICIPANTS	NUMBER
July 11, 1998	Martinsburg	Principals' Academy	40
July 17, 1998	Morgantown	Principals' Academy	80
July 23, 1998	Charleston	New Superintendent Orientation	6
July 31, 1998	Huntington	Principals' Academy	80
August 11, 1998	Coolfont	RESA VIII Administration	90
August 24, 1998	Webster County	All School Personnel	250
September 10, 1998	Elizabeth	State Board Meeting	40
September 18, 1998	Charleston	WVSBA/WVASA	210
October 2, 1998	Capon Springs	Co. Superintendent Retreat	60
October 6, 1998	Marshall University College of Graduate Studies	School Politics Class	30
October 14, 1998	Canaan Valley	School Business Officials	150
October 19, 1998	Charleston	Phi Delta Kappa	30
October 21, 1998	Fayette County	Principals & Co. Office Administrators	45
November 4, 1998	Mineral County	Principals & Co. Office Administrators	30
November 5, 1998	Mercer County	Staff Development	300
November 13, 1998	Taylor County	Principals & Co. Office Administrators	20
November 15, 1998	Charleston	Forum on Assessment	150
December 1, 1998	Martinsburg	Principals' Academy	50
December 4, 1998	Morgantown	Principals' Academy	75
December 5, 1998	Hedgesville	Region VIII School Boards	50
December 9, 1998	Huntington	Principals' Academy	100
December 16, 1998	Charleston	Staff Dev. Chairs	175
January 5, 1999	Morgan County	Principals & Co. Office Administrators	12
January 5, 1999	Morgan County	Board Meeting	40
February 12, 1999	Charleston	House Education Committee	50
February 17, 1999	Charleston	State Dept. Special Education	10
February 26, 1999	Mineral Wells	County Test Coordinators	90
April 26, 1999	Canaan Valley	RESA VII	40
May 6, 1999	Charleston	W.Va. School Business Officials	75
May 11, 1999	Martinsburg	Phi Delta Kappa Meeting	80
May 16, 1999	Charleston	Legislative Oversight Commission on Educational Accountability (LOCEA)	20
June 16, 1999	Charleston	North Charleston Optimist Club	25
Dr. Donna Davis			
July 10, 1998	Martinsburg	Principals' Academy	25
July 16, 1998	Morgantown	Principals' Academy	80
August 11, 1998	Monongalia County	Principals & Co. Office Administrators	50
August 11, 1998	Harrison County	Principals & Co. Office Administrators	50
August 19, 1998	Kanawha County	Asst. Superintendents	10
September 8, 1998	Randolph County	Principals & Co. Office Administrators	40
September 17, 1998	Kanawha County	Asst. Principals	10

Dr. Donna Davis (continued)			
September 22, 1998	Marion County	Principals & Co. Office Administrators	60
October 7, 1998	Kanawha County	Administrators	100
October 23, 1998	Wyoming County	Principals, Faculty Senate Chairs & County Office Administrators	45
November 6, 1998	Summersville	WV Association of School Attendance Directors	50
November 16, 1998	Charleston	Assessment Forum	50
February 8, 1999	Preston County	Principals & Co. Office Administrators, Faculty Senate Chairs	
May 3, 1999	Charleston	School to Work Steering Committee	10
June 23, 1999	West Virginia University Institute of Technology	Seminar	25
Dennis J. Kennedy			
DATE	LOCATION	PARTICIPANTS	NUMBER
July 30, 1998	Barboursville	Principals' Academy	100
October 19, 1998	Flatwoods	High Schools That Work	100
October 22, 1998	Romney	High Schools That Work	100
David R. Perine			
October 20, 1998	Beckley	High Schools That Work	100
October 21, 1998	Parkersburg	High Schools That Work	100
October 29, 1998	Pleasants County	Principals & Co. Office Staff	25
November 18, 1998	Mercer County	Principals & Co. Office Staff	75

Section 13

COUNTY PLANS TO ELIMINATE FINANCIAL DEFICITS

West Virginia Code §18-2E-5 and State Board Policy 2320, A Process for Improving Education: Performance Based Accreditation System, require that county school systems that have a deficit greater than a casual deficit to submit a plan to the State Board specifying strategies to eliminate the deficit. The Board shall either approve or reject the plan.

The elimination of budget deficits demonstrates that county school systems are improving their fiscal responsibilities and are operating with efficiency. Statutory requirements are being fulfilled by counties avoiding deficit budgets.

The Office of Education Performance Audits has reviewed the submitted Annual Financial Reports (11-10-10) of the five counties. None of the counties exceed the three percent (3%) of the levy estimate; however, all five had recurring deficits which is the newly established definition of a deficit that is not casual. Table 8 shows unencumbered balances for the school systems with more than a casual deficit.

Table 8

UNENCUMBERED BALANCES FOR FISCAL DEFICIT SCHOOL SYSTEMS

COUNTY	FISCAL YEAR END 6/30/97	FISCAL YEAR END 6/30/98
Clay	(\$261,747)	(\$172,567)
Lewis	(\$796,518)	(\$ 65,775)
Monroe	(\$400,501)	(\$156,186)
Ritchie	(\$449,582)	(\$ 37,294)
Upshur	(\$228,239)	(\$179,675)

Each county plan addressed the efforts which they will pursue to eliminate their deficit.

Section 14

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.

1. Unified Improvement Plans.

County Plans – Of the 55 Unified County Improvement Plans (UCIP) reviewed, 33 or 60% of the plans required revision.

School Plans – Of the 120 Unified School Improvement Plans (USIP) of schools issued Temporary Accreditation status reviewed, 49 or 37% of the plans required revisions.

Trend.

A high number of county and school improvement plans lacked one or more of the required components, many failed to align objectives, activities, professional development, and resources. Overall, objectives were not written in measurable terms.

2. School Performance.

According to the *December 1998 Report of Ratings*, 120 of the 831 West Virginia public schools failed to meet the State's performance standards.

Trend.

Student achievement on the Stanford-9 Achievement Test (SAT-9) affected 98 schools. Only 19 county school districts had all the schools to meet the achievement standard. Dropout rate affected 7 schools. Attendance rate below 90.5% affected 19 schools.

3. Education Performance Audits.

Random Education Performance Audits were conducted in 13 school systems and one multi-county vocational-technical institute. In total, Teams of specialists reviewed all aspects of the education program in 169 schools. Specifically, Teams examined where the students, schools, and school systems are performing related to the standards and areas in which improvement is needed.

Trend.

Recurring findings of noncompliance are listed by standard and in descending order of number and percentage of findings.

Section 14

STATEWIDE TRENDS (Continued)

- 5.8.2 Professional educators are licensed for their assignments. (W.Va. Code §18A-3-2; Policy 5202)

53 (31.36%) of 169 schools in 9 (69%) of 13 county school districts

- 5.5.4 Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

45 (27%) of 169 schools in 10 (77%) of 13 county school districts

- 5.9.8 The county board adopts and implements an evaluation Policy for professional and service personnel that is in accordance with W.Va. Code, state board policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

32 (19%) of 169 schools in 5 (38%) of 13 county school districts

- 5.8.5 Personnel providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments. (W.Va. Code §18A-3-2a; Policy 5202)

22 (13%) of 169 schools in 5 (38%) of 13 county school districts

- 5.9.2 The school personnel evaluation process provides for the improvement of job performance, promotes professional growth and development and serves as a basis for employment decisions. (Policy 5310; Policy 5314)

16 (9.5%) of 169 schools in 9 (69%) of 13 county school districts

- 5.1.5 A school curriculum team is functioning at each school to establish the programs and methods for implementing a curriculum. (W.Va. Code §18-5A-6)

16 (9.5%) of 169 schools in 6 (46%) of 13 county school districts

4. Early Detection and Intervention Areas.

Improvement Consultant Team Recommendations for Seriously Impaired Schools.

Trend.

Recurring observations in these reports include:

- A. Lack of high expectations.
- B. Lack of varied instructional practice.
- C. Leadership.

Section 14

STATEWIDE TRENDS (Continued)

5. Statewide Positive Trends.

Section 12.2.3 of Policy 2320, within the realm of Capacity Building, sets forth the charge for the Office of Education Performance Audits to determine the areas of strength that appear to have contributed to exceptional student, school, and school system performance and promote their emulation throughout the system.

5.1 Achievement data analysis and Education Performance Audit Reports indicate a positive trend in student performance. Students at all levels have shown a positive response, most noticeably those performing in the 1st or lowest quartile. The approaching measure that no more than 15 percent of students perform in the 1st quartile or the percentage of students perform in the 1st quartile is decreased based on 2 of the most recent 3 years has caused schools to devote attention to the lowest achieving students. The data show a statewide decreasing trend. The result is improved student and school performance. Table 9 depicts this trend.

Table 9

SCHOOLS WITH 15% OR MORE OF STUDENTS ACHIEVING IN 1ST QUARTILE	
YEAR	NUMBER OF SCHOOLS
1999	122
1998	193
1997	415

Note: A preliminary analysis of the 122 schools indicate that fewer than 30 schools do not show a decreasing trend.

Achievement data also show that the number of schools with less than 50 percent of their students at or above the 3rd quartile has decreased significantly. Table 10 illustrates the dramatic trend in increased student and school achievement.

Table 10

SCHOOLS WITH LESS THAN 50% STUDENTS ACHIEVING AT OR ABOVE 3RD QUARTILE	
YEAR	NUMBER OF SCHOOLS
1999	51
1998	98
1997	187

Section 14

STATEWIDE TRENDS (Continued)

- 5.2 The following areas of strength that appeared to have contributed to exceptional student, school, and school system performance were identified by Education Performance Audit Teams. High performing schools consistently applied the listed standards.
- 4.1 A strong awareness of student performance levels coordinated with a continuous monitoring system for student achievement.
 - 4.10 A high level of meaningful parent involvement.
 - 5.1.2 Curriculum aligned with the West Virginia Board of Education Instructional Goals and Objectives (IGOs) and a system to monitor student mastery of the IGOs.
 - 5.1.3 Staff demonstrate high expectations for student performance.
 - 5.1.7 Instruction consistent with programmatic definitions.
 - 5.1.8 Priority given to teaching and learning.
 - 5.1.11 Application of technology throughout all programs of study.
 - 5.6.4 Communication to parents.
 - 5.6.9 Business partnerships.
 - 5.10.3 Various instructional strategies.
 - 5.10.11; 5.10.12 Performance data analyzed and used to improve student achievement.
 - 5.10.5 Reteaching and enrichment opportunities.
 - 5.11.3 Preventive discipline program.

Section 14

STATEWIDE TRENDS (Continued)

A variety of state reform efforts have been foremost in setting in motion a process for improving education. Other agencies contributed through implementing the improvement initiative. Some of which include:

- A program for facility improvement (School Building Authority)
- Technology initiatives
- High Quality Standards
- Goals Established
- Jobs Through Education Act
- Center for Professional Development (Principals' Academy, Teachers' Academy, Evaluation Training, etc.)
- Site-Based Groups (Faculty Senates, Curriculum Teams, Local School Improvement Councils)
- \$200 classroom supplies for each teacher through Faculty Senate Legislative appropriations
- Underwood-Smith Teacher Scholarships
- Class size legislation
- Jobs for West Virginia's Graduates
- Operation Safe Schools
- Bridges Program
- Success Program
- K-4 Reading Enhancement

Section 15

GENERAL RECOMMENDATIONS

1. School Performance.

Analysis of the Education Performance Audit Reports, Improvement Consultant Team Recommendations for Seriously Impaired Schools, Early Detection and Intervention Pilots, and 1998 Annual Report of Ratings indicate a need to consider a more diversified consideration of student and school achievement. Areas for discussion include the assessment of the following:

- 1.1 Subtests of the Stanford-9 Achievement Test (SAT-9) such as science, social studies, and spelling. Currently, only the total basic skills score (reading, mathematics, English/language arts) is used for school accreditation.
- 1.2 The Writing Assessment. The test is administered in grades 4, 7, and 10 each spring. It is not currently being used for accountability purposes or being included for report card information.
- 1.3 College entrance examinations. Over one-half of high school graduates throughout the state take the American College Test (ACT) and approximately 17 percent of graduates take the Scholastic Aptitude Test (SAT). Currently, all state institutions of higher education use these tests for college admissions. Given that over half of West Virginia students attend college, these tests should be considered as one part of the accountability system.
- 1.4 Recommendations of the Education Subcommittee on the Assessment of Students Progress to High Quality Education (established by Senate Concurrent Resolution 22) include the following:
 - 1.4.1 Utilization of Harcourt-Brace Stanford-9 Achievement Test (SAT-9) through 1999-2000.
 - 1.4.2 Different methods to assess student progress in grades K and 1.
 - 1.4.3 Pilot program that uses criterion referenced testing in a limited number of subject areas. The criterion referenced tests should at least include the area of high school algebra and fourth grade reading.

Baseline data, benchmarks, and an implementation schedule would need to be established prior to utilization of any of the above for accountability measures.

Section 15

GENERAL RECOMMENDATIONS (Continued)

2. Leadership.

Chronically low performing schools generally experience leadership problems through a frequent change of principals or a lack of leadership by the principal. Abundant research provides evidence that leadership is critical to school performance. Additional school leadership standards are needed as well as programs and interventions to build leadership capacity in seriously impaired schools that are not demonstrating improvement.

3. Attendance.

A characteristic of chronically low performing schools noted by accountability teams is a high rate of employee absenteeism. This area warrants discussion and consideration for school improvement. Staff programs and incentives for attendance as well as schoolwide standards for staff attendance would benefit students.

4. Educator Turnover.

Chronically low performing schools frequently endure a high rate of faculty and administrator turnover. Staff cohesiveness and stability are important for continuity and developing relations with students, parents, and staff.

5. Dropout Rates.

The current dropout performance measure allows too many students to drop out of school prior to graduation. The current 6 percent dropout rate would allow up to 24 percent of students to drop out in a 4-year high school over a 4-year period. A rate of 4 percent to 5 percent would be more comparable with national data and would raise expectations.

6. Student Attendance.

Performance Measure, 4.2 Student Attendance, increases from 90 percent for 1996-97; 90.5 percent for 1997-98; 91.5 percent for 1998-99; 92.5 percent for 1999-2000; and 93 percent for 2000-2001 and subsequent years. The increase from 90 percent to 90.5 percent has resulted in significantly more schools issued Temporary Accreditation status. The 1 percent increase to 91.5 percent for 1999-2000 will affect a higher number of schools. The mean attendance rate statewide has only increased 0.2 percent since the 1993-94 school year (93.7 percent to 93.9 percent). Due to a variety of reasons, including inclement weather, health epidemics, and exclusions due to the Safe Schools Act, schools may lack the capacity to raise the level that is currently required.

Section 15

GENERAL RECOMMENDATIONS (Continued)

Table 11

TEMPORARY/PROBATIONARY SCHOOLS BY ATTENDANCE		
YEAR	ATTENDANCE RATE	NUMBER OF TA/PA SCHOOLS
December 1998	90.5%	19
May 1997	90%	2
December 1997	90%	5
March 1996	90%	5

Recommendation:

1. Consideration should be given to students excluded from school by the Safe Schools Act not counted as absent.
2. Standard remain at 91.5% for 2 years and increase .5% to 92% for the 2001-2002 school year.

7. School Building Authority (SBA).

Three areas surfaced regarding recommendations to the School Building Authority (SBA).

7.1 Summers County Middle School - Summers County.

Summers County Middle School constructed in 1925-26 has numerous serious facility inadequacies (Refer to page 39 for a detailed description). The school requires major renovation to foster an environment that promotes teaching and learning. Summers County lacks the fiscal capacity with current resources to perform the renovations.

7.2 Mount View High School – McDowell County.

An Early Detection and Intervention Team visited Mount View High School. One of the detections reported that seriously hot classroom temperatures negatively affected the teaching and learning environment. The Intervention strategies recommended contacting the West Virginia Office of School Transportation and Facilities for assistance in procedures for seeking funds to pursue a system for regulating classroom temperatures. This Team also instructed the Office of Education Performance Audits to forward this recommendation to the School Building Authority.

Section 15

GENERAL RECOMMENDATIONS (Continued)

7.3 Lincoln County School System.

The Lincoln County School System is deficit in their capacity to provide an educational program that meets standards. Facility issues have surfaced in many of the standards that show buildings are inadequate, needing renovations, replacement, and maintenance. Many facilities are not conducive to learning. Recent personnel cutbacks have resulted in some schools being understaffed administratively, instructionally, and in the provision of support services. Equal access issues for students who must be transported to other schools for some course offering have also been addressed as a deficiency. Equity of staff among the schools in support services and administration was also raised as an issue. The lack of science laboratories and overcrowding in some existing laboratories were evident. Lincoln County Schools must thoroughly examine and develop a long range comprehensive educational facilities plan that addresses the educational needs of the students in terms of curricular offerings, reasonable staffing patterns, and providing safe, accessible, facilities that are conducive to learning. The plan must address the number of buildings that can and should be maintained given the student population and budget. Current levels of staffing and provision of other support services are inadequate in trying to maintain and operate fifteen schools. The WV School Building Authority and the West Virginia Department of Education are sources of technical assistance in this area.

The Education Performance Audit Team recommended that Lincoln County develop a facilities plan that provides for efficiency and economy of scale through a more realistic number of schools in providing a thorough and efficient education system for Lincoln County.

Section 16

TARGETED ASSISTANCE RECOMMENDATIONS

The Office of Education Performance Audits submits the following recommendations to the West Virginia Board of Education for targeted assistance in the following areas:

Staff Development.

1. County, regional and state level training and technical assistance need to be provided for the 50 schools that did not meet the student achievement standard on the SAT-9 in 1999.
2. County, regional and state level training needs to be conducted on developing and revising unified school and county improvement plans.
3. Statewide training needs to be conducted for county level personnel officers, certification offices, and principals regarding the alignment of personnel assignments with appropriate certification.
4. County, regional, and statewide training needs to be provided for maintenance personnel and principals in detecting, reporting, and alleviating health and safety hazards in school buildings.
5. Statewide training to implement current laws and policies related to employee evaluations is needed.
6. Statewide training to assist principals in establishing and effectively utilizing school curriculum teams is needed.

Technical Assistance.

1. The schools issued serious impairment accreditation status as well as the 20 lowest performing schools on the SAT-9 in the state could benefit from concentrated technical assistance in the form of on-site visits by specialists and distinguished practitioners.
2. Powellton Elementary in particular is a school designated as seriously impaired last year. Despite recommendations, the school did not improve test scores this past year. In terms of SAT-9 performance it is the lowest performing school in the state. Extensive technical assistance at the school site is needed.
3. Four other schools in Fayette County (Mount Hope High School, Montgomery Middle School, Valley High School, and Meadow Bridge High School) are among the 50 lowest performing schools on the SAT-9. Technical assistance for the entire county as well as concentrated assistance at four schools is needed.

Section 16

TARGETED ASSISTANCE RECOMMENDATIONS (Continued)

4. Moorefield Elementary School in Hardy County was found to be deficient in several high quality standards. Concentrated technical assistance including staff development is needed at the school.
5. School systems that are designated on nonapproval status should receive technical assistance at the county office level during the six month period allowed for improvement and extending until such time as the school system meets full approval status. (Mingo County is the only county currently on nonapproval status; however, an additional county is currently under review for extra-ordinary circumstances that might prohibit them from providing a thorough and efficient school system).

School Facilities.

1. Summers County Middle School in Summers County needs major renovation.
2. Mount View High School in McDowell County needs heating ventilation and air conditioning renovations.
3. Lincoln County School System has a number of serious facility issues in that buildings are inadequate, need renovations, replacement, and/or maintenance. Many schools were not conducive to learning. Schools lacked science laboratories and some classrooms were overcrowded. Lincoln County Schools need technical assistance in developing and implementing a long range comprehensive educational facilities plan that addresses the educational needs of students in terms of curricular offerings, staffing patterns, and providing safe, accessible facilities that are conducive to learning.

APPENDICES

APPENDIX A

ANNUAL PERFORMANCE MEASURES

§126-13-4. Annual Performance Measures. Student achievement, attendance, and dropout data are reviewed annually to determine the accreditation status of schools and the approval status of county boards. The remaining performance measures may be reviewed annually or randomly by on-site review teams.

4.1. A minimum of fifty percent (50%) of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills; and no more than fifteen percent (15%) of the students perform within the 1st quartile, or the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. (Education Goal 3)

4.2. The student attendance rate is at or above 90.5% for the 1997-1998 school year; 91.5% for the 1998-1999 school year; 92.5% for the 1999-2000 school year; and 93% for the 2000-2001 school year and subsequent years.

4.3. The maximum student dropout rate is six percent (6%) in two (2) of the most recent three (3) years, or in the most recent year for which data are available. The dropout rate is calculated according to the formula of the National Center for Education Statistics.

4.4. By the year 2003, the graduation rate is at or above ninety percent (90%). The graduation rate, adjusted for migration, will be calculated according to the number of ninth graders who remain in school and graduate. (Education Goal 4)

4.5. No teacher shall have more than 20 pupils in kindergarten, 25 pupils in grades 1 through 3, and 25 pupils in grades 4 through 6, excluding chorus, band, and orchestra. Exemptions may be granted for no more than 3 additional pupils per teacher for kindergarten and grades 4 through 6 (W.Va. Code §18-5-18a), provided that exemption requests to obtain these maximum ratios are waived in schools where the schoolwide pupil-teacher ratio does not exceed 25 to 1 in grades 1 through 6.

4.6. The number of split-grade classrooms does not exceed the number that existed as of January 1, 1983. (W.Va. Code §18-5-18a)

4.7. All schools are served by a certified principal. There is a full-time principal at each school in which the net enrollment equals or exceeds one hundred seventy students based on the previous year's 2nd month enrollment report. No principal is assigned more than two schools. (W.Va. Code §18A-2-9)

4.8. Average operating expenditures per pupil are based on the average daily attendance for the current year and are at or above the per pupil allocation for the county provided by the state aid formula.

APPENDIX A

ANNUAL PERFORMANCE MEASURES (Continued)

4.9. The percentage of graduates enrolled in college, enrolled in other post-secondary education, or fully employed within one year of graduation is ninety-five percent (95%) or above for the year 2003 graduates excluding those graduates electing to pursue other options.

4.10. The level of parent involvement shows an increasing trend during the most recent three (3) years or is at or above sixty percent (60%).

4.11. The average combined percentage of parent, teacher, and student satisfaction with the school is at or above seventy-five percent (75%).

4.12. The percentage of graduates attaining the minimum level of performance (50th percentile) in reading, mathematics, and language is at or above sixty percent (60%).

4.13. The percentage of graduates attaining the warranty level for an advanced workplace position or entry into post-secondary education (70th percentile) in reading, mathematics, and language is at or above thirty-three percent (33%).

4.14. The percent of students in grades K-9 passing the Presidential Physical Fitness Test at the "national" level is forty percent (40%) or above for the 2000-2001 school year or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)

APPENDIX B

HIGH QUALITY STANDARDS

§126-13-5. High Quality Standards. The West Virginia Board of Education hereby adopts education standards for student, school, and school system performance and processes in the following areas: Curriculum; workplace process/workplace readiness skills; finance; transportation; special education services, alternative education, and other programs; facilities; administrative practices and school community relations; training county board members and administrators; personnel qualifications; professional development and evaluation; student and school performance; a code of conduct for students and employees; and safe and disciplined schools. Each county board of education, in order to define its education program, shall establish policies and implement written procedures that reflect the education standards adopted by the West Virginia Board of Education.

5.1. Curriculum. Programs of study are arranged so that curriculum, instructional practices, and instructional materials ensure that all students have equal opportunity to acquire the knowledge and skills needed to succeed academically and in the workplace.

5.1.1. The mission and goals of the school provide direction for planning the school's education program. (Policy 2510)

5.1.2. The curriculum is based, at a minimum, on the instructional goals and objectives approved by the West Virginia Board of Education. (Policy 2520)

5.1.3. Curriculum and instructional practices reflect high expectations for all students. (Policy 2510)

5.1.4. School staff foster an environment conducive to learning. (Policy 2510)

5.1.5. A school curriculum team is functioning at each school to establish the programs and methods for implementing a curriculum. (W.Va. Code §18-5A-6)

5.1.6. A copy of the appropriate instructional goals and objectives is provided each teacher and to the public upon request. (Policy 2510)

5.1.7. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

5.1.8. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. (Policy 2510)

5.1.9. Students are provided instruction in writing and are expected to write throughout all programs of study. (Policy 2510; Policy 2520)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.1.10. Students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

5.1.11. The application of technology is included throughout all programs of study. (Policy 2470; Policy 2510; Policy 2520)

5.1.12. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

5.1.13. Students not achieving mastery of the instructional goals and objectives are provided reteaching. (Policy 2510)

5.1.14. Programs of study are provided in grades K-12 as listed in Policy 2510. (Policy 2510; Policy 2520)

5.1.15. Honors and advanced placement education programs are provided in grades 9-12. (W.Va. Code §18-2E-3a; Policy 2510)

5.1.16. Students in grades 5-8 have the opportunity to examine a system of career clusters and to select a career cluster to explore in grades 9 and 10. (Policy 2510)

5.1.17. An elective offering must be based on approved West Virginia Board of Education instructional goals and objectives or have written goals and objectives that are approved by the county board. (Policy 2510)

5.1.18. Students are provided guidance and advisement sufficient to allow them to choose a career major prior to completion of grade 10. (effective 1999-2000) (Policy 2510)

5.1.19. Work-based learning experiences aligned with classroom instruction are provided for all students during at least one year in grades 9-12. (effective for students entering grade 9 in 1999-2000) (Policy 2510)

5.1.20. Multicultural education is taught at each programmatic level, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

5.1.21. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-15; Policy 2510)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.2. Finance. Resource allocations ensure that all students are provided equal education opportunities through qualified personnel; safe, efficient, and adequate facilities and transportation services; and adequate instructional materials, supplies, and equipment.

5.2.1. The county board distributes the system's resources on the basis of the Unified County Improvement Plan. (Policy 2510)

5.2.2. The school distributes resources on the basis of the Unified School Improvement Plan. (Policy 2510)

5.2.3. The county board's accounting practices are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11; and 18-4-10; Policy 8100)

5.2.4. Individual school accounting practices are consistent with state policies and procedures. (Policy 1224.1; Policy 8100)

5.2.5. The faculty senate monitors the funds allocated to individual classroom teachers and librarians from legislative appropriations. The remainder of the funds is expended in accordance with a budget approved and monitored by the faculty senate. (W. Va. Code §18-5A-5)

5.3. Transportation. Adequate transportation services are provided in a safe and efficient manner within, wherever possible, the recommended time guidelines in Policy 6200.

5.3.1. The county board provides safe transportation and special transportation services for eligible students. (Policy 2419; Policy 4334; Policy 4335)

5.3.2. Transportation is provided so that students attend the full instructional day. (Policy 2419; Policy 2510)

5.4. Special Education Services, Alternative Education, and Other Programs. Special education services, alternative education, and other programs are provided that meet the education needs of students.

5.4.1. Special education services, alternative education, and other programs have adequate space and are appropriately located to meet the needs of the students. (Policy 2418; Policy 2419)

5.4.2. Alternative education programs meet the requirements of Policy 2418. (W.Va. Code §§18-2-6 and 18-5-19; Policy 2418)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.4.3. Special education services and other program monitoring results have been reviewed, and citations have been corrected or an approved plan exists for correction. (Policy 2419)

5.5. Facilities. School facilities are safe and meet the needs of students in an efficient and economical manner.

5.5.1. Facilities provide an environment conducive to learning. (Policy 2510; Policy 6200)

5.5.2. Facilities are adequate to provide the minimum education program required in Policies 2510 and 2520. (Policy 2510; Policy 2520)

5.5.3. Fire marshal and health department citations have been corrected or a plan exists for correction. (W.Va. Code §§18-3-9a; 29-3-5; and 29-12-5a)

5.5.4. Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

5.5.5. Buildings, grounds, furnishings, programs, and equipment are accessible to students with disabilities. (Section 504, Rehabilitation Act of 1973 §§104.22 and 104.23; Policy 6200)

5.6. Administrative Practices and School-Community Relations. Schools, communities, and local businesses develop collaborative partnerships that support teaching and learning to ensure that schools deliver a high quality education program and are centers for lifelong learning.

5.6.1. The superintendent and/or principal ensures that formal and informal mechanisms exist for communication within the county, the school, and the community. (Policy 2510)

5.6.2. The county board meets at least once a year with local school improvement councils and considers recommendations and Unified School Improvement Plans from the local school improvement councils in decision making. (W.Va. Code §18-5-14)

5.6.3. The county and each school conduct a technology needs assessment and develop county and school technology plans to improve instruction. (Policy 2510)

5.6.4. Staff members provide parents with information and techniques for helping students learn. (Policy 2510)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.6.5. Health services are provided to all students to maximize learning potential. (W.Va. Code §§16-3-4, 4a; 18-5-17 and 22)

5.6.6. An attendance director is employed to ensure regular school attendance. (W.Va. Code §§18-8-1a and 3; Policy 2510)

5.6.7. The school and county report cards are disseminated so parents, teachers, administrators and the community are aware of the quality of public education. (W.Va. Code §18-2E-4; Policy 7300)

5.6.8. Decisions by teachers, principals, and administrators are based upon current student data and the best instructional practices. (Policy 2510)

5.6.9. County and schools involve active business partners in education. (Policy 2510)

5.6.10. A county steering committee is established and functioning. (W.Va. Code §18-2E-8; Policy 2510)

5.6.11. A full day, everyday kindergarten program is in place or a waiver has been granted by the state superintendent. (W.Va. Code §18-5-18)

5.6.12. The school provides meals that meet or exceed the minimum standards established by federal regulations, Policy 4320 and Policy 4321.1. (P.L. 95-166; 7CFR 210, 220; W.Va. Code §18-5-37; Policy 4320; Policy 4321.1)

5.6.13. A local school improvement council is established and functioning at each school. (W.Va. Code §18-5A-2)

5.6.14. A faculty senate comprised of all permanent, full-time professional educators employed at the school is established and functioning at each school. (W.Va. Code §18-5A-5)

5.6.15. The county and schools implement the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

5.6.16. Teachers are provided a duty-free planning period that is the length of the usual class period and is not less than thirty minutes. (W.Va. Code §18A-4-14)

5.6.17. Teachers and service personnel are provided a duty-free lunch period. (W.Va. Code §18A-4-14)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.6.18. Test security measures are in place for mandated statewide testing. (Policy 2340)

5.6.19. All students in the school participate in the statewide assessment program that includes norm-referenced assessments at grades K-11, the ACT Explore at grade 8, the ACT Work Keys at grade 12, and the writing assessment at grades 4, 7, and 10, except special education students whose individualized education program specifies that the student shall be excluded from the statewide assessment program. An alternate form of assessment must be conducted for those special education students who do not participate in the statewide assessment program. (Policy 2340; Policy 2419; Policy 2510)

5.6.20. The county board develops a mission statement and goals that are aligned with state goals and implements education programs to meet the goals. (Policy 2510)

5.6.21. A certificate of proficiency, or an electronic portfolio when available, is issued to each graduate. (Policy 2510)

5.6.22. Any student performing below the 50th percentile in the areas of reading, mathematics, and/or language at grade 8 or above is placed in a skills improvement program in those areas of deficiency. (Policy 2510)

5.6.23. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency level of the 50th percentile at grade 11 on the West Virginia Board of Education approved standardized achievement test in the areas of reading, mathematics, and language indicating competency for a basic skills warranty. Every student who scores at or above the 70th percentile at grade 11 in reading, mathematics, and language on the West Virginia Board of Education approved standardized achievement test is awarded a warranty for competency for advanced work place positions and entry into post-secondary education. (Policy 2510)

5.6.24. The county and school participate in the West Virginia Education Information System (WVEIS).

5.6.25. The county school system effectively participates with its assigned Regional Education Service Agency.

5.7. Training County Board Members. Training programs for county board members support the county education program and contribute to improved job performance by including activities related to board membership and governance effectiveness.

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.7.1. Training is designed to enhance board members' understanding of the education process and its programs and to develop leadership skills. (W.Va. Code §18-5-1a)

5.7.2. County board members whose terms of office commence after August 30, 1990, receive annually a minimum of seven hours of training through the West Virginia School Boards Association or other organizations approved by the State Board, including effective board service, personnel relations/development, policy development, school finance, curriculum and instruction, school law, communication, community relations, and leadership. (W.Va. Code §§18-2E-4 and 5 and 18-5-1a)

5.7.3. Members of a county board elected after July 1, 1990, shall complete an orientation relating to board membership and governance, unless they took office prior to July 1, 1988, and have served continuously therefrom. (W.Va. Code §18-5-1a)

5.8. Personnel Qualifications. County boards shall employ personnel to deliver high quality programs and services to all public school students that ensure academic success; implement employment and assignment practices that conform with W.Va. Code and State Board policy; and promote the development of human resources.

5.8.1. County boards employ the most qualified applicant to ensure student academic success. (W.Va. Code §§18A-4-7a and 8)

5.8.2. Professional educators are licensed for their assignments. (W.Va. Code §18A-3-2; Policy 5202)

5.8.3. Other professional employees required to be licensed under State Board policy are licensed for their assignments. (Policy 5202)

5.8.4. Service personnel meet qualifications for their classifications and assignments. (W.Va. Code §18A-4-8)

5.8.5. Personnel providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments. (W.Va. Code §18A-3-2a; Policy 5202)

5.9. Professional Development and Evaluation. School personnel improve their knowledge and job performance to ensure the delivery of high quality programs and services that promote the success of all students.

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.9.1. Professional development activities are designed to meet the identified needs of professional and service personnel by upgrading their knowledge and skills. (Policy 5500; Policy 5500.2)

5.9.2. The school personnel evaluation process provides for the improvement of job performance, promotes professional growth and development and serves as a basis for employment decisions. (Policy 5310; Policy 5314)

5.9.3. Excellence in teaching is acknowledged through recognition programs at the county or school level. (Policy 2510)

5.9.4. The county board administers and implements a staff development program for professional educators and service personnel that conforms with W.Va. Code, State Board policies, and county board policies. (W.Va. Code §18A-3-8; Policy 5500)

5.9.5. County board administrators annually complete at least seven of the required eighteen hours of staff development in activities related to leadership. (W.Va. Code §18-2E-5)

5.9.6. All principals meet the requirements for training through the principals' academy. (W.Va. Code §18A-3-2c; Policy 2510; Policy 5500.03)

5.9.7. The county board develops and implements a beginning educator induction program and a beginning principal internship program. (W.Va. Code §§18A-3-2b and 2d; Policy 5899; Policy 5900)

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

5.10. Student and School Performance. The school's education program ensures that: students are taught at developmentally appropriate levels; provided the opportunity to advance to their potential; and graduate with the knowledge and skills needed to succeed in a competitive, changing society.

5.10.1. The county develops and implements a policy for grading. (Policy 2510)

5.10.2. A formal written Unified School Improvement Plan is established, implemented, and reviewed annually. (Policy 2510)

5.10.3. Staff demonstrate the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.10.4. Staff demonstrate high expectations for each student. (Policy 2510)

5.10.5. School personnel assess students' progress toward mastering subject content and provide reteaching and enrichment opportunities for all students including honors and advanced placement, remediation, and acceleration. (Policy 2510)

5.10.6. School counselors spend at least seventy-five percent (75%) of their time assisting students through individual or group counseling, developmental guidance, academic planning, and career counseling. (W.Va. Code §18-5-18b; Policy 2315)

5.10.7. Five year two part individualized student transition plans, covering grades nine through twelve and the first year after graduation from high school, are prepared and on file for students. (First Phase effective for students entering grade 8 1998-1999 and Second Phase effective for students entering grade 10 2000-2001) (W.Va. Code §18-2E-8; Policy 2510)

5.10.8. All students have equal education opportunities. (Policy 2510)

5.10.9. Lesson plans are prepared in advance and the principal reviews and comments on them at least once each semester. (Policy 2510; Policy 5310)

5.10.10. The principal or designee observes teacher and student performance in the classroom and provides feedback. (Policy 5310)

5.10.11. Performance data are analyzed prior to the start of the school term and used to improve student achievement. (Policy 2510)

5.10.12. The county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local instructional goals and objectives. (Policy 2510)

5.10.13. Students who demonstrate poor academic performance and/or engage in disruptive behavior are identified and appropriate instructional and/or behavioral intervention strategies are implemented within the regular instructional program or students are referred immediately for multi-disciplinary evaluation and receive sustained intervention services. (Policy 2510)

5.10.14. A system to monitor the dropout rate is in place and, when appropriate, a plan is implemented to decrease the student dropout rate. (Policy 2510)

APPENDIX B

HIGH QUALITY STANDARDS (Continued)

5.10.15. A Student Assistance Team is established and functioning. (Policy 2510)

5.10.16. Each graduate is provided an assessment form and is requested to complete and return the form to the high school at the end of the first year following graduation. The data from the assessment are used for curriculum and instructional modification. (effective 2003-2004) (W.Va. Code §18-2E-8; Policy 2510)

5.11. Safe and Disciplined Schools. The county and school maintain a safe and disciplined learning environment that ensures the physical, social, and emotional well being of students.

5.11.1. School rules, procedures, and expectations are written and clearly communicated to students, parents, and staff. (Policy 2510)

5.11.2. Individual differences are respected so that each student feels valued. (Policy 2510)

5.11.3. A preventive discipline program that may include the Responsible Students Program and a student involvement program that may include a peer mediation program are in place. (W.Va. Code §18-5A-2)

5.11.4. A countywide safe school plan is implemented in each school. (W.Va. Code §18-5A-2)

5.11.5. The county has implemented: a policy governing disciplinary procedures; policies governing student due process rights and nondiscrimination; an approved policy on tobacco use; and an approved policy on substance abuse. (W.Va. Code §§18A-5-1 and 18-8-8; Policy 2422.5; Policy 2422.5A; Policy 4370)

5.11.6. The county and schools implement the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy. (Policy 2421)