

A Process for Improving Education: Performance Based Accreditation System

ANNUAL REPORT OFFICE OF EDUCATION PERFORMANCE AUDITS

September 2000

West Virginia Board of Education

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

Mr. J. D. Morris
President, West Virginia Board of Education

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

The Office of Education Performance Audits respectfully submits its 2000 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.

West Virginia and the county school systems have entered a new century with renewed vigor and enthusiasm for the educational success of all their students. Classrooms throughout the state are utilizing technologies, innovative programs, exciting instructional approaches, career emphasis, and rich curricula.

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 show that uniform standards have increased school and student achievement.

As West Virginia prepares students for a national and international economy, statewide trends indicate an overall positive accomplishment as well as further needs. West Virginia's education system is moving forward to higher levels of performance.

Respectfully Submitted,

Kenna R. Seal, Director
Office of Education Performance Audits

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Section 1

INTRODUCTION

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

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. The *2000 Annual Report* compiles West Virginia's accountability activities for the 1999-2000 school year.

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

BACKGROUND

Accountability for achieving standards 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 major initiatives that provide opportunities for the school community, in the form of faculty senates, local school improvement councils, and curriculum teams to support school improvement.

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.

The statute was again amended with the passage of House Bill 4674 on March 11, 2000. A Committee appointed by the West Virginia Board of Education is currently revising Policy 2320 to incorporate the new provisions that include adopting indicators of efficiency, determining advanced placement and honors classes enrollments, and an exemplary accreditation status for schools identified as substantially exceeding the State Board's standards.

Coming full circle, the Agreed Order Tomblin v. Gainer signed August 1, 2000 calls for significant changes in the accountability system. Resource evaluation constitutes a new element of accreditation. Additionally, the achievement standard will incorporate a value-added approach with the goal to remove any adverse impact upon schools related to demographics. The Order also calls for Education Performance Teams to be primarily professional personnel employed by the state who routinely perform the same functions in the audit process.

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.

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 function 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
- Professional Development Recommendations
- Presentations
- Statewide Trends
- General Recommendations
- Targeted Assistance Recommendations

Section 2

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings December 1999

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. The following Summary Data of Ratings shows the status of school districts and schools from the December 1999 report.

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.

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.

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 1999 Report of Ratings.

SUMMARY OF SCHOOL DISTRICT APPROVAL STATUS
December 1999

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

School Accreditation Status

613 or 74.94 % of schools issued Full Accreditation status
 121 or 14.79 % of schools issued Temporary Accreditation status
 76 or 9.29 % of schools issued Conditional Accreditation status
 8 .98 % of schools issued Seriously Impaired status

School District Approval Status

40 or 72.73 % of school districts issued Full Approval status
 9 or 16.36 % of school districts issued Temporary Approval status
 4 or 7.27 % of school districts issued Conditional Approval status
 2 or 3.64 % of school districts issued Nonapproval status

Table 1

**SUMMARY OF SCHOOL ACCREDITATION STATUS
December 1999**

OSR	COUNTY	Number of Schools					Percentage of Schools				
		TOTAL	FA	TA	CA	SI	FA	TA	CA	SI	
✓	BARBOUR	9	8	1	0	0	88.89%	11.11%	0.00%	0.00%	
✓	BERKELEY	25	24	1	0	0	96.00%	4.00%	0.00%	0.00%	
✓	BOONE	19	3	16	0	0	15.79%	84.21%	0.00%	0.00%	
✓	BRAXTON	8	8	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	BROOKE	12	12	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	CABELL	30	26	4	0	0	86.67%	13.33%	0.00%	0.00%	
✓	CALHOUN	4	3	1	0	0	75.00%	25.00%	0.00%	0.00%	
✓	CLAY	7	6	1	0	0	85.71%	14.29%	0.00%	0.00%	
✓	DODDRIDGE	6	6	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	FAYETTE	29	2	6	19	2	6.90%	20.69%	65.52%	6.90%	
✓	GILMER	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	GRANT	5	0	5	0	0	0.00%	100.00%	0.00%	0.00%	
✓	GREENBRIER	13	12	1	0	0	92.31%	7.69%	0.00%	0.00%	
✓	HAMPSHIRE	10	7	3	0	0	70.00%	30.00%	0.00%	0.00%	
✓	HANCOCK	13	13	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	HARDY	5	0	5	0	0	0.00%	100.00%	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	10	2	1	0	76.92%	15.38%	7.69%	0.00%	
✓	KANAWHA	85	75	7	3	0	88.24%	8.24%	3.53%	0.00%	
✓	LEWIS	7	6	0	0	1	85.71%	0.00%	0.00%	14.29%	
✓	LINCOLN	16	0	15	0	1	0.00%	93.75%	0.00%	6.25%	
✓	LOGAN	22	20	1	0	1	90.91%	4.55%	0.00%	4.55%	
	MARION	23	6	0	17	0	26.09%	0.00%	73.91%	0.00%	
✓	MARSHALL	16	13	3	0	0	81.25%	18.75%	0.00%	0.00%	
✓	MASON	15	15	0	0	0	100.00%	0.00%	0.00%	0.00%	
✓	MERCER	30	28	2	0	0	93.33%	6.67%	0.00%	0.00%	
✓	MINERAL	14	12	2	0	0	85.71%	14.29%	0.00%	0.00%	

SUMMARY OF SCHOOL ACCREDITATION STATUS
December 1999

OSR	COUNTY	TOTAL	Number of Schools				Percentage of Schools			
			FA	TA	CA	SI	FA	TA	CA	SI
✓	MINGO	19	1	1	15	2	5.26%	5.26%	78.95%	10.53%
✓	MONONGALIA	26	24	1	1	0	92.31%	3.85%	3.85%	0.00%
✓	MONROE	5	5	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	MORGAN	8	0	2	6	0	0.00%	25.00%	75.00%	0.00%
✓	MCDOWELL	21	14	6	0	1	66.67%	28.57%	0.00%	4.76%
✓	NICHOLAS	16	0	6	10	0	0.00%	37.50%	62.50%	0.00%
✓	OHIO	14	13	1	0	0	92.86%	7.14%	0.00%	0.00%
✓	PENDLETON	4	4	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	4	1	0	0	80.00%	20.00%	0.00%	0.00%
✓	PRESTON	12	11	1	0	0	91.67%	8.33%	0.00%	0.00%
✓	PUTNAM	22	22	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	RALEIGH	34	31	3	0	0	91.18%	8.82%	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	6	5	1	0	0	83.33%	16.67%	0.00%	0.00%
✓	SUMMERS	5	1	2	2	0	20.00%	40.00%	40.00%	0.00%
✓	TAYLOR	7	2	5	0	0	28.57%	71.43%	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	2	0	0	81.82%	18.18%	0.00%	0.00%
✓	WAYNE	21	18	3	0	0	85.71%	14.29%	0.00%	0.00%
✓	WEBSTER	5	0	5	0	0	0.00%	100.00%	0.00%	0.00%
✓	WETZEL	8	8	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	WIRT	3	3	0	0	0	100.00%	0.00%	0.00%	0.00%
✓	WOOD	30	28	0	2	0	93.33%	0.00%	6.67%	0.00%
✓	WYOMING	16	13	3	0	0	81.25%	18.75%	0.00%	0.00%
	MULTI-COUNTY CTRS.	7	7	0	0	0	100.00%	0.00%	0.00%	0.00%
	TOTAL	818	613	121	76	8	74.94%	14.79%	9.29%	0.98%

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 eighteen (118) revised Unified School Improvement Plans (USIP) of schools issued Temporary Accreditation status. Staff also reviewed seven (7) Unified School Improvement Plans of the schools designated Seriously Impaired. Of these plans, 14 were returned for revision. The State Board upgraded the 118 Temporary Accreditation status schools to Conditional Accreditation status. Nineteen (19) were approved with stipulations, and the remaining were approved as submitted.

In addition to the Unified School Improvement Plans (USIPs) reviewed, additional plans were reviewed after the Education Performance Audit teams reported findings of noncompliances. Table 2 depicts the Date Certain that the Conditional Accreditation status, Temporary Accreditation status, and Seriously Impaired status schools must achieve Full Accreditation status.

Table 2**DATE CERTAIN FOR CONDITIONAL ACCREDITATION STATUS, TEMPORARY ACCREDITATION STATUS, AND SERIOUSLY IMPAIRED STATUS SCHOOLS**

Facility Code	School	County	Date Certain
02-501	Philip Barbour High	Barbour	06/01/00
04-501	Hedgesville High	Berkeley	06/01/00
06-102	Whitesville El./Jr. High	Boone	06/30/00
06-201	Ashford Rumble Elementary	Boone	10/22/99
06-205	Jeffrey-Spencer Elementary	Boone	06/01/00
06-207	Madison Elementary	Boone	10/01/99
06-209	Nellis Elementary	Boone	12/28/99
06-212	Ramage Elementary	Boone	07/01/99
06-215	Van Elementary	Boone	10/17/99
06-216	Wharton Elementary	Boone	10/17/99
06-219	Sherman Elementary	Boone	03/01/00
06-220	Brookview Elementary	Boone	06/01/00
06-301	Madison Middle	Boone	08/30/99
06-401	Sherman Jr. High	Boone	03/01/00
06-501	Scott High	Boone	06/30/00
06-502	Sherman High	Boone	10/30/00
06-503	Van Jr./Sr. High	Boone	06/30/00
06-701	Boone Career Technical Ctr.	Boone	04/01/00
10-102	Edgewood Primary	Brooke	06/30/99
10-202	Collier Primary	Brooke	08/31/00
10-203	Franklin Primary	Brooke	08/31/00
10-204	Hooverson Heights Primary	Brooke	08/31/00
10-205	Jefferson Primary	Brooke	08/31/00

Facility Code	School	County	Date Certain
10-301	Follansbee Middle	Brooke	08/31/00
10-303	Wellsburg Middle	Brooke	08/31/00
10-502	Brooke High	Brooke	08/31/00
12-290	Central City Elementary	Cabell	05/31/00
12-301	Barboursville Middle	Cabell	05/31/00
12-305	Enslow Middle	Cabell	06/01/00
12-307	West Middle	Cabell	06/30/00
14-301	Calhoun Middle	Calhoun	06/01/00
16-208	H.E. White Elementary	Clay	06/01/01
20-201	Ansted Elementary	Fayette	06/30/00
20-203	Beckwith Elementary	Fayette	06/30/00
20-204	Danese Elementary	Fayette	06/30/00
20-206	Divide Elementary	Fayette	06/06/00
20-208	Fayetteville Elementary	Fayette	06/30/00
20-211	Gauley Bridge Elementary	Fayette	06/30/99
20-215	Meadow Bridge Elementary	Fayette	06/30/00
20-217	Mount Hope Elementary	Fayette	06/06/00
20-218	Oak Hill Elementary	Fayette	07/01/99
20-219	Oak Hill East End Elementary	Fayette	06/30/01
20-222	Powellton Elementary	Fayette	06/06/00
20-224	Scarbro Elementary	Fayette	06/30/99
20-225	Valley Elementary	Fayette	06/30/00
20-301	Ansted Middle	Fayette	06/30/99
20-302	Collins Middle	Fayette	06/06/00
20-303	Fayetteville Middle	Fayette	07/01/99

Facility Code	School	County	Date Certain
20-305	Montgomery Middle	Fayette	06/06/00
20-306	Mount Hope Middle	Fayette	06/06/00
20-307	Nuttall Middle	Fayette	06/10/99
20-501	Fayetteville High	Fayette	07/01/99
20-502	Gauley Bridge High	Fayette	06/06/00
20-503	Meadow Bridge High	Fayette	06/06/00
20-504	Midland Trail High	Fayette	07/01/99
20-505	Mount Hope High	Fayette	06/06/00
20-506	Oak Hill High	Fayette	06/01/00
20-507	Valley High	Fayette	06/01/00
20-701	Fayette Plateau Ctr.	Fayette	07/01/99
26-502	Greenbrier West High	Greenbrier	06/01/00
28-207	Slanesville Elementary	Hampshire	06/01/00
28-401	Capon Bridge Jr. High	Hampshire	06/01/00
28-501	Hampshire High	Hampshire	10/30/00
31-202	Moorefield Elementary	Hardy	06/01/00
33-305	Gore Middle	Harrison	06/01/00
37-208	Wright Denny Elementary	Jefferson	09/01/00
37-401	Charles Town Jr. High	Jefferson	09/01/00
37-501	Jefferson High	Jefferson	06/15/02
39-230	Glenwood Elementary	Kanawha	06/01/01
39-262	Sharon Dawes Elementary	Kanawha	06/01/01
39-268	Taft Elementary	Kanawha	06/01/01
39-269	Tiskelwah Elementary	Kanawha	06/01/01
39-282	Piedmont Elementary	Kanawha	06/30/00

Facility Code	School	County	Date Certain
39-404	Clendenin Middle	Kanawha	06/01/01
39-410	Horace Mann Jr. High	Kanawha	06/01/01
39-415	Roosevelt Jr. High	Kanawha	06/30/00
39-421	Stonewall Jackson Jr. High	Kanawha	06/01/01
39-513	Capital High	Kanawha	06/01/01
41-201	Alum Bridge Elementary	Lewis	06/30/00
41-204	Polk Creek Elementary	Lewis	06/30/01
41-205	Roanoke Elementary	Lewis	06/01/02
41-208	Jane Lew Elementary	Lewis	06/30/01
41-301	Robert L. Bland Middle	Lewis	06/30/01
41-501	Lewis County High	Lewis	06/30/99
43-201	Atenville Elementary	Lincoln	05/31/00
43-203	Branchland Elementary	Lincoln	05/31/00
43-204	Ferrellsburg Elementary	Lincoln	05/31/00
43-207	Griffithsville Elementary	Lincoln	05/3100
43-208	(Hamlin Complex) Hamlin Elementary	Lincoln	05/31/00
43-210	McCorkle Pre-School Ctr.	Lincoln	06/30/01
43-211	Midkiff Pre-School Ctr.	Lincoln	06/30/01
43-212	Midway Elementary	Lincoln	05/31/00
43-213	Pleasant View Elementary	Lincoln	05/31/00
43-214	Ranger Elementary	Lincoln	05/31/00
43-215	West Hamlin Elementary	Lincoln	05/31/00
43-501	Duval High	Lincoln	05/31/00
43-502	Guyan Valley High	Lincoln	05/31/00
43-503	(Hamlin Complex) Hamlin High	Lincoln	05/31/00

Facility Code	School	County	Date Certain
43-504	Harts High	Lincoln	05/31/00
43-701	Yeager Career Ctr.	Lincoln	05/31/00
45-203	Buffalo Elementary	Logan	06/01/01
45-210	Hugh Dingess Elementary	Logan	06/01/00
47-201	Barnes Elementary	Marion	06/30/01
47-206	East Park Elementary	Marion	06/30/01
47-303	Mannington Middle	Marion	06/30/01
48-401	Moundsville Jr. High	Marshall	06/01/00
48-403	Union Jr. High	Marshall	06/01/00
48-502	John Marshall High	Marshall	06/01/00
51-203	Bramwell Elementary	Mercer	06/30/00
51-224	Wade Elementary	Mercer	06/30/00
53-101	Elk Garden	Mineral	06/01/00
53-501	Frankfort High	Mineral	06/01/00
54-207	Dingess Elementary	Mingo	06/30/99
54-208	Gilbert Elementary	Mingo	06/30/99
54-401	Gilbert Middle	Mingo	06/30/99
54-405	Lenore Middle	Mingo	06/01/00
54-501	Burch High	Mingo	06/30/00
54-507	Tug Valley High	Mingo	06/30/00
54-701	Mingo County Voc. Ctr.	Mingo	06/30/99
56-201	Arnettville Elementary	Monongalia	06/30/00
56-235	Cass Elementary	Monongalia	06/01/02
58-202	Greenwood Elementary	Morgan	09/01/00
58-203	North Berkeley Elementary	Morgan	09/01/00

Facility Code	School	County	Date Certain
58-204	Paw Paw Elementary	Morgan	05/31/00
58-205	Pleasant View Elementary	Morgan	06/01/00
58-206	Widmyer Elementary	Morgan	09/01/00
58-301	Warm Springs Middle	Morgan	06/30/99
58-501	Berkeley Springs High	Morgan	09/01/00
58-502	Paw Paw High	Morgan	09/01/00
60-217	Kimball Elementary	McDowell	06/30/00
60-219	Panther Elementary	McDowell	06/01/01
60-220	Switchback Elementary	McDowell	06/01/01
60-221	War Elementary	McDowell	06/01/02
60-303	Welch Middle	McDowell	06/01/02
60-526	laeger High	McDowell	06/01/00
60-527	Mount View High	McDowell	06/30/00
62-201	Beaver Elementary	Nicholas	06/01/00
62-202	Birch River Elementary	Nicholas	06/30/00
62-204	Cherry River Elementary	Nicholas	06/01/00
62-205	Craigsville Elementary	Nicholas	06/01/00
62-206	Dixie Elementary	Nicholas	06/01/99
62-209	Glade Creek Elementary	Nicholas	06/01/00
62-212	Mt. Lookout Elementary	Nicholas	06/01/00
62-213	Mt. Nebo Elementary	Nicholas	06/01/00
62-218	Summersville Elementary	Nicholas	06/01/00
62-219	Zela Elementary	Nicholas	06/01/00
62-220	Panther Creek Elementary	Nicholas	06/01/00
62-401	Richwood Jr. High	Nicholas	06/01/00

Facility Code	School	County	Date Certain
62-402	Summersville Jr. High	Nicholas	06/01/00
62-501	Nicholas County High	Nicholas	06/01/00
62-502	Richwood High	Nicholas	06/01/01
62-701	Nicholas County Career and Technical Center	Nicholas	06/01/00
64-501	Wheeling Park High	Ohio	06/01/01
66-201	Brandywine Elementary	Pendleton	02/28/01
66-202	Franklin Elementary	Pendleton	02/28/01
66-205	Northfork Elementary	Pendleton	02/28/01
66-502	Pendleton County High	Pendleton	02/28/01
69-302	Marlinton Middle	Pocahontas	06/01/00
70-101	Aurora Elementary	Preston	08/31/01
70-104	Bruceton School	Preston	08/31/01
70-105	Terra Alta/East Preston School	Preston	08/31/01
70-203	Fellowsville Elementary	Preston	08/31/01
70-207	Valley Elementary	Preston	08/31/01
70-401	Central Preston Middle	Preston	08/31/01
70-405	South Preston Middle	Preston	08/31/01
70-406	West Preston Middle	Preston	08/31/01
70-507	Preston High	Preston	08/31/01
74-203	Central Elementary	Raleigh	06/30/01
74-204	Clear Fork District Elementary	Raleigh	06/30/01
74-206	Crab Orchard Elementary	Raleigh	02/21/00
74-207	Cranberry-Prosperity Elementary	Raleigh	06/30/01
74-211	Fairdale Elementary	Raleigh	03/06/00

Facility Code	School	County	Date Certain
74-217	Mabscott Elementary	Raleigh	06/30/01
74-233	Stratton Elementary	Raleigh	06/30/01
74-302	Trap Hill Middle	Raleigh	06/30/01
74-402	Park Jr. High	Raleigh	08/30/00
74-502	Independence High	Raleigh	06/30/99
74-503	Liberty High	Raleigh	06/01/00
74-504	Marsh Fork High	Raleigh	06/30/00
74-506	Woodrow Wilson High	Raleigh	06/01/00
74-507	Alternative Education School	Raleigh	06/30/01
74-701	Academy of Careers and Technology	Raleigh	06/30/01
75-503	Tygarts Valley High	Randolph	06/01/00
79-503	Roane County High	Roane	10/16/00
81-102	Talcott Elementary	Summers	06/01/00
81-502	Summers County High	Summers	06/01/01
87-203	Buckhannon-Upshur Intermediate	Upshur	06/01/00
87-301	Buckhannon-Upshur Middle	Upshur	06/01/00
89-202	Buffalo Elementary	Wayne	06/01/01
89-203	Ceredo Elementary	Wayne	06/01/01
89-206	Crum Elementary	Wayne	06/01/01
89-207	Dunlow Elementary	Wayne	06/01/01
89-208	Fort Gay Elementary	Wayne	06/01/01
89-209	Genoa Elementary	Wayne	06/01/01
89-210	Kellogg Elementary	Wayne	06/01/01
89-211	Kenova Elementary	Wayne	06/01/01

Facility Code	School	County	Date Certain
89-212	Lavalette Elementary	Wayne	06/01/01
89-213	Prichard Elementary	Wayne	06/01/01
89-215	Wayne Elementary	Wayne	06/01/00
89-216	East Lynn Elementary	Wayne	06/01/01
89-301	Buffalo Middle	Wayne	06/01/01
89-302	Ceredo-Kenova Middle	Wayne	06/01/01
89-303	Crum Middle	Wayne	06/30/00
89-304	Fort Gay Middle	Wayne	06/01/01
89-305	Wayne Middle	Wayne	06/01/01
89-306	Vinson Middle	Wayne	06/01/01
89-506	Wayne High	Wayne	06/01/01
89-507	Tolsia High	Wayne	06/30/01
89-508	Spring Valley High	Wayne	06/01/01
94-201	Wirt County Primary	Wirt	02/30/01
94-301	Wirt County Middle	Wirt	02/30/01
94-501	Wirt County High	Wirt	02/30/01
96-212	Kanawha Elementary	Wood	06/30/00
96-406	Van Devender Jr.	Wood	06/30/00
98-214	Road Branch Elementary	Wyoming	06/01/01
98-501	Baileysville High	Wyoming	06/30/01
98-505	Oceana High	Wyoming	06/01/01

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 2000 meeting, the State Board approved 45 Unified County Improvement Plans and approved 10 Unified County Improvement Plans with stipulations. Table 3 summarizes the individual approval of the Unified County Improvement Plans.

Table 3

**UNIFIED COUNTY IMPROVEMENT PLAN SUMMARY
JUNE 2000**

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

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

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 1999-2000 school year, Education Performance Audits were conducted in 10 county school districts and 10 Follow-up On-Site Reviews were conducted. Additionally, a progress evaluation was conducted in Lincoln County. Table 4 depicts school districts reviewed.

Table 4

Education Performance Audits 1999-2000	
COUNTY	EPA DATE
Education Performance Audits	
Brooke	October 26-28, 1999
Lewis	October 25-26, 1999
Lincoln	September 26–October 1, 1999
Logan	January 10-13, 2000
Pendleton	November 2-4, 1999
Preston	December 13-17, 1999
Raleigh	November 15-19, 1999
Wayne	November 30-December 2, 1999
Wirt	October 26-29, 1999
Wyoming	December 7-8, 1999
Follow-up Reviews	
Barbour	December 3, 1999
Grant	March 20-22, 2000
Hardy	March 14-15, 2000
Marion	May 2-3, 2000
Mingo	April 18-19, 2000
Ritchie	September 14, 1999
Summers	February 24, 2000
Taylor	April 25-26, 2000
Webster	May 24, 2000
Wood	December 16-17, 1999
Progress Evaluation	
Lincoln	May 8-12, 2000 and May 15-19, 2000

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 1998-99

4.3/8.3 **Dropout rate**

School year 1998-99

8.5 Full Accreditation status not achieved by Date Certain.

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, and

4.2 Attendance rate below 91.5 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.

8.5 Full Accreditation status not achieved by Date Certain.

Ten 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 DATE
			OSR	APM	
10	BROOKE	CA	5.8.2		11/11-15, 1991 10/26-28, 1999
101	Bethany Primary	FA			
102	Edgewood Primary	CA	5.5.4; 5.6.16		
201	Beech Bottom Primary	FA			
202	Collier Primary	CA	5.1.5		
203	Franklin Primary	CA	5.5.4		
204	Hooverston Heights Primary	CA	5.2.4		
205	Jefferson Primary	CA	5.2.4		
206	L. B. Millsop Primary	FA			
207	Wellsburg Primary	FA			
301	Follansbee Middle	CA	5.1.1; 5.1.5; 5.1.21; 5.2.4; 5.2.5; 5.6.13; 5.10.2; 5.10.11		
303	Wellsburg Middle	CA	4.10; 5.1.1; 5.1.5; 5.2.4; 5.6.12; 5.6.13; 5.8.2; 5.10.5; 5.10.11; 5.11.3		
502	Brooke High	CA	5.1.3; 5.2.5; 5.4.1; 5.5.4		

Education Performance Audit Summary – Brooke 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 Brooke County School System Conditional Approval status. Four schools were granted Full Accreditation Status and eight schools were issued Conditional Accreditation status. A Date Certain of August 2000, is established for the schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that 1 district level standard was not met:

- 5.8.2 - Professional educator licensure.

The Team identified 28 school-level noncompliances among 8 of the 12 schools in Brooke County. Recurring noncompliances included the following:

- 5.1.1 - School mission and goals at 2 schools,
- 5.1.5 - curriculum team at 3 schools,
- 5.2.4 - school accounting practices at 4 schools,
- 5.2.5 - faculty senate funds at 2 schools,
- 5.5.4 - safety hazards at 3 schools,
- 5.6.13 - Local School Improvement Council (LSIC) at 2 schools,
- 5.10.11 - performance data analysis at 2 schools.

In total, the Team presented 29 recommendations and 28 commendations. Additionally, the Team recommended 1 capacity building area to assist Brooke County schools in developing capacity.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
41	LEWIS	TA	5.9.2; 5.9.4		3/21-26, 1994 10/25-26, 1999
201	Alum Bridge El.	TA	5.10.15		
204	Polk Creek El.	TA	5.5.3; 5.5.4		
205	Roanoke El.	SI	5.1.5; 5.2.5; 5.5.1; 5.6.19	8.5	
207	Peterson-Central El.	FA			
208	Jane Lew El.	TA	4.10; 5.5.4		
301	Robert L. Bland Middle	TA	4.10; 5.1.9; 5.1.11; 5.2.5; 5.5.1; 5.5.4; 5.6.5; 5.10.2		
501	Lewis County High	TA	4.10; 4.11; 5.1.1; 5.1.11; 5.1.12; 5.1.15; 5.1.20; 5.2.2; 5.2.5; 5.6.5; 5.6.7; 5.6.13; 5.6.21; 5.6.22; 5.10.2; 5.11.3		

Education Performance Audit Summary – Lewis County

As a result of the performance data, the education performance audit, and the revised Unified County Improvement Plan (UCIP), the State Board issued the Lewis County School System Temporary Approval status. One school was granted Full Accreditation status, five schools were issued Temporary Accreditation status, and one school was determined to be Seriously Impaired status.

The Education Performance Audit Team reported that 2 district level standards were not met:

- 5.9.2 - School personnel evaluation and
- 5.9.4 - staff development requirements.

The Team identified 34 school-level noncompliances among 6 of the 7 schools in Lewis County. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 3 schools,
- 5.1.11 - technology application at 2 schools,
- 5.2.5 - faculty senate funds at 3 schools,
- 5.5.1 - facilities conducive to learning at 2 schools,
- 5.5.4 - safety hazards at 3 schools,
- 5.6.5 - health services at 2 schools,
- 5.10.2 - Unified School Improvement Plan (USIP) at 2 schools.

In total, the Team presented 19 recommendations, 13 commendations, and recognized 1 exemplary program. Additionally, the Team identified 1 early detection and intervention issue.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
43	LINCOLN	NA	5.1.5; 5.2.3; 5.3.1; 5.5.1; 5.5.4; 5.6.2; 5.6.7; 5.6.19; 5.8.1; 5.8.4; 5.9.2; 5.10.6; 5.10.8; 5.11.5		11/30-12/4, 1992 12/08-12, 1997 9/26-10/1, 1999
201	Atenville El.	CA	5.1.11; 5.2.4; 5.5.1; 5.5.4; 5.6.15; 5.8.2; 5.9.2		
203	Branchland El.	CA	5.1.20; 5.5.1; 5.5.4; 5.6.5; 5.6.15; 5.8.2; 5.9.2; 5.9.7; 5.10.2; 5.10.9		
204	Ferrellsburg El.	CA	5.8.2; 5.9.2; 5.10.6; 5.10.15		
207	Griffithsville El.	CA	5.1.5; 5.1.7; 5.1.10; 5.1.12; 5.1.14; 5.1.20; 5.2.4; 5.5.1; 5.5.2; 5.5.4; 5.6.5; 5.6.13; 5.6.15; 5.8.2; 5.9.2; 5.9.7; 5.10.3; 5.10.4; 5.10.9		
210	McCorkle Pre-School Center	TA	5.5.1; 5.5.4		
211	Midkiff Pre-School Center	TA	5.5.1		
212	Midway El.	CA	4.10; 5.1.11; 5.1.14; 5.1.20; 5.5.1; 5.5.4; 5.5.5; 5.6.15; 5.9.2; 5.9.3		
213	Pleasant View El.	CA	4.10; 4.11; 5.1.3; 5.1.5; 5.1.10; 5.1.14; 5.1.20; 5.2.4; 5.2.5; 5.5.1; 5.5.2; 5.5.4; 5.6.5; 5.6.13; 5.8.2; 5.9.2; 5.10.2; 5.11.2; 5.11.5		
214	Ranger El.	CA	5.5.1; 5.5.2; 5.5.4; 5.9.2; 5.11.5		
215	West Hamlin El.	CA	4.11; 5.1.1; 5.1.2; 5.1.3; 5.1.5; 5.1.12; 5.1.14; 5.5.1; 5.5.2; 5.6.4; 5.6.8; 5.6.9; 5.6.13; 5.6.15; 5.8.2; 5.9.2; 5.9.3; 5.10.2; 5.10.5; 5.10.6; 5.10.11;	4.1	

LINCOLN CO. (Cont.)					
501	Duval High	CA	5.1.2; 5.1.3; 5.1.4; 5.1.10; 5.1.11; 5.1.14; 5.1.15; 5.1.16; 5.2.4; 5.5.1; 5.5.4; 5.6.8; 5.6.13; 5.6.15; 5.6.21; 5.8.1; 5.8.2; 5.8.5; 5.9.2; 5.9.3; 5.10.4; 5.10.5; 5.10.6; 5.10.8; 5.10.9; 5.10.15	4.2	
502	Guyan Valley High	SI	4.10; 5.1.2; 5.1.4; 5.1.11; 5.1.12; 5.1.14; 5.1.15; 5.1.17; 5.2.4; 5.5.1; 5.6.21; 5.8.2; 5.8.5; 5.9.2; 5.9.7; 5.10.8; 5.11.5	4.1; 4.2	
208/ 503	(Hamlin Complex) Hamlin Elementary	CA	5.5.1; 5.5.2; 5.5.4; 5.5.5; 5.6.16; 5.8.2; 5.9.2		
	Hamlin High		4.10; 4.11; 5.1.2; 5.1.8; 5.1.9; 5.1.10; 5.1.14; 5.1.15; 5.5.1; 5.5.2; 5.5.4; 5.6.13; 5.6.15; 5.6.21; 5.8.2; 5.8.5; 5.10.3; 5.11.5	4.1	
504	Harts High	CA	4.10; 5.1.2; 5.1.3; 5.1.8; 5.1.9; 5.1.11; 5.1.12; 5.1.14; 5.1.21; 5.5.1; 5.5.4; 5.5.5; 5.6.9; 5.6.12; 5.6.15; 5.6.21; 5.8.2; 5.9.2; 5.9.7; 5.10.3; 5.10.5; 5.11.3	4.2	
**701	Yeager Career Center	CA	4.10; 4.11; 5.2.4; 5.6.8; 5.8.2; 5.10.8; 5.10.15; 5.11.3		
	Alternative Center	TA	5.1.14; 5.5.1; 5.6.16; 5.6.17; 5.8.2		

Education Performance Audit Summary – Lincoln County

As a result of the performance data and the education performance audit, the State Board issued the Lincoln County School System Nonapproval Status. Three schools were issued Temporary Accreditation status, twelve schools were issued Conditional Accreditation status and one school was issued Seriously Impaired status.

The Education Performance Audit Team reported that 14 district level standards were not met:

- 5.1.5 - Curriculum team,
- 5.2.3 - county accounting practices,
- 5.3.1 - safe transportation services,
- 5.5.1 - facilities conducive to learning,
- 5.5.4 - safety hazards,
- 5.6.2 - county board meets with Local School Improvement Councils (LSIC),
- 5.6.7 - report card dissemination,
- 5.6.19 - statewide assessment program,
- 5.8.1 - qualified applicants employed,
- 5.8.4 - service personnel qualifications,
- 5.9.2 - school personnel evaluation,
- 5.10.6 - counselor requirements,
- 5.10.8 - equal education opportunities, and
- 5.11.5 - county discipline procedures.

The Team identified 207 school-level noncompliances among 16 of the 16 schools in Lincoln County. Three schools were below the performance measure 4.1, Stanford Achievement Test (SAT-9) results and three schools were below the performance measure 4.2, attendance. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 6 schools,
- 4.11 - school satisfaction at 4 schools,
- 5.1.2 - instructional goals and objectives at 5 schools,
- 5.1.3 - high expectations at 4 schools,
- 5.1.4 - environment conducive for learning at 2 schools,
- 5.1.5 - curriculum team at 3 schools,
- 5.1.8 - teaching and learning at 2 schools,
- 5.1.9 - instruction in writing at 2 schools,
- 5.1.10 - access to libraries/technology at 4 schools,
- 5.1.11 - technology application at 5 schools,
- 5.1.12 - instructional materials at 4 schools,
- 5.1.14 - programs of study at 9 schools,

- 5.1.15 - honors and advanced placement at 3 schools,
- 5.1.20 - multicultural education at 4 schools,
- 5.2.4 - school accounting practices at 6 schools,
- 5.5.1 - facilities conducive to learning at 15 schools,
- 5.5.2 - facility policy requirements at 6 schools,
- 5.5.4 - safety hazards at 11 schools,
- 5.5.5 - facility accessibility at 3 schools,
- 5.6.5 - health services at 3 schools,
- 5.6.8 - basis for decision making at 3 schools,
- 5.6.9 - business partners at 2 schools
- 5.6.13 - Local School Improvement Council at 5 schools,
- 5.6.15 - codes of conduct at 8 schools,
- 5.6.16 - duty free planning at 2 schools,
- 5.6.21 - certificate of proficiency at 4 schools,
- 5.8.2 - professional educators licensure at 13 schools,
- 5.8.5 - extracurricular qualifications at 3 schools,
- 5.9.2 - school personnel evaluation at 12 schools,
- 5.9.3 - recognition programs at 3 schools,
- 5.9.7 - beginning educator programs at 4 schools,
- 5.10.2 - Unified School Improvement Plans (USIP) at 3 schools,
- 5.10.3 - instructional strategies at 3 schools
- 5.10.4 - high expectations for students at 2 schools,
- 5.10.5 - reteaching and enrichment at 3 schools,
- 5.10.6 - counselor requirements at 3 schools,
- 5.10.8 - equal education opportunities at 3 schools,
- 5.10.9 - lesson plans at 3 schools,
- 5.10.15 - student assistance team at 3 schools,
- 5.11.3 - preventive discipline program at 2 schools, and
- 5.11.5 - county discipline procedures at 4 schools.

In total, the Team presented 69 recommendations and 13 commendations.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
45	LOGAN	CA	5.8.2; 5.8.5; 5.11.6		10/27-11/1, 1991 4/2-4/7, 1995 1/10-13, 2000
101	Omar El./Jr.	FA			
102	Sharples El.	CA	5.1.5; 5.10.3; 5.10.9	4.1	
201	Amherstdale El.	CA	5.1.5; 5.1.20		
203	Buffalo El.	CA	5.9.2		
204	Chapmanville East El.	CA	5.1.5; 5.1.9		
205	Christian El.	CA	5.1.5; 5.1.7		
209	Holden Central El.	CA	4.10; 5.1.5; 5.1.20; 5.11.3		
210	Hugh Dingess El.	CA	5.11.1		
211	Justice El.	CA	5.1.5		
213	Logan Grade School	CA	5.1.5		
214	Mallory El.	CA	5.1.2; 5.1.5; 5.6.12		
217	South Man El.	CA	5.1.5		
221	Verdunville El.	CA	5.1.5; 5.1.14; 5.11.3		
222	W. Chapmanville El.	CA	5.1.5; 5.10.3; 5.10.5		
301	Logan Middle	CA	4.5; 5.1.14		
404	Man Jr.	CA	5.1.2; 5.6.13; 5.11.3	4.1	
405	Chapmanville Middle	CA	5.1.5; 5.1.17; 5.6.13; 5.8.2; 5.10.7		
501	Chapmanville High	CA	5.6.22; 5.8.2; 5.8.5		
502	Logan High	CA	5.1.4; 5.1.10; 5.1.12; 5.5.4		
503	Man High	CA	5.6.22; 5.8.2; 5.10.6		
**601	Crooked Creek School	CA	5.1.5; 5.5.4; 5.10.15		
**701	Ralph R. Willis Center	FA			

Education Performance Audit Summary – Logan County

As a result of the performance data, the education performance audit, and the revised Unified County Improvement Plan (UCIP), the State Board issued the Logan County School System Conditional Approval status. Two schools were granted Full Accreditation status and twenty schools were issued Conditional Accreditation status.

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

- 5.8.2 - Professional educators licensure,
- 5.8.5 - extracurricular qualifications, and
- 5.11.6 - harassment and violence policy.

The Team identified 57 school-level noncompliances among 21 of the 22 schools in Logan County. Two schools were below the performance measure 4.1, Stanford Achievement Test (SAT-9). Recurring noncompliances included the following:

- 5.1.2 - Instructional Goals and Objectives at 3 schools,
- 5.1.5 - curriculum team at 13 schools,
- 5.1.10 - access to libraries/technology at 2 schools,
- 5.1.14 - programs of study at 2 schools,
- 5.1.20 - multicultural education at 2 schools,
- 5.5.4 - safety hazards at 2 schools,
- 5.6.13 - Local School Improvement Council (LSIC) at 3 schools,
- 5.6.22 - skills improvement program at 2 schools,
- 5.8.2 - professional educators licensure at 4 schools,
- 5.8.5 - extracurricular qualifications at 2 schools,
- 5.10.3 - instructional strategies at 2 schools, and
- 5.11.3 - preventive discipline program at 3 schools.

In total, the Team presented 46 recommendations, 48 commendations, and recognized 5 exemplary programs. Additionally, the Team recommended 4 capacity building areas to assist Logan County schools in developing capacity.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
66	PENDLETON	TA	5.6.6; 5.8.1; 5.8.2; 5.9.8		4/21-22, 1998 11/2-4, 1999
201	Brandywine El.	CA	4.10; 5.9.2		
202	Franklin El.	TA	4.10; 5.1.4; 5.1.5; 5.1.9; 5.1.11; 5.1.20; 5.1.21; 5.2.4; 5.9.2; 5.9.3; 5.10.3; 5.10.9; 5.11.3		
205	North Fork El.	TA	4.10; 5.1.5; 5.1.9; 5.9.2; 5.10.3		
502	Pendleton Co. High	TA	4.10; 4.11; 5.1.9; 5.1.15; 5.1.20; 5.2.4; 5.6.8; 5.6.19; 5.8.2; 5.10.5; 5.10.15		

Education Performance Audit Summary – Pendleton 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 Pendleton County School System Temporary Approval status. Three schools were issued Temporary Accreditation status and one school was issued Conditional Accreditation status.

The Education Performance Audit Team reported that 4 district level standards were not met:

- 5.6.6 - Attendance director,
- 5.8.1 - qualified applicants employed,
- 5.8.2 - professional educator licensure, and
- 5.9.8 - evaluation requirements.

The Team identified 31 school-level noncompliances among 4 of the 4 schools in Pendleton County. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 4 schools,
- 5.1.5 - curriculum team at 2 schools,
- 5.1.9 - instruction in writing at 3 schools,
- 5.1.20 - multicultural education at 2 schools,
- 5.2.4 - school accounting practices at 2 schools,
- 5.9.2 - school personnel evaluation at 3 schools, and
- 5.10.3 - instructional strategies at 2 schools.

In total, the Team presented 22 recommendations, 9 commendations, and recognized 2 exemplary programs. Additionally, the Team recommended 4 capacity building areas to assist Pendleton County schools in developing capacity.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
70	PRESTON	CA	5.2.3; 5.8.2		2/22-26, 1993 12/13-17, 1999
101	Aurora El.	CA	5.1.5; 5.5.4		
103	Rowlesburg El./Jr.	FA			
104	Bruceton School	CA	5.1.7; 5.5.4; 5.6.12; 5.9.8		
105	Terra Alta/E. Preston School	CA	5.1.5; 5.1.9; 5.1.10; 5.2.4; 5.5.4; 5.5.5		
203	Fellowsville El.	CA	4.10; 5.1.5; 5.9.2		
204	Kingwood El.	FA			
206	Tunnelton-Denver El.	FA			
207	Valley El.	CA	4.10; 5.1.3; 5.1.5; 5.9.2; 5.9.8		
401	Central Preston Middle	CA	4.11; 5.1.5; 5.2.4; 5.5.4; 5.6.19; 5.10.11		
405	South Preston Middle	CA	5.10.6		
406	West Preston Middle	CA	4.11; 5.1.14; 5.1.16; 5.1.21; 5.6.8; 5.6.13; 5.6.24; 5.9.2; 5.10.6; 5.10.11; 5.10.15		
507	Preston High	CA	4.10; 4.11; 5.1.5; 5.1.11; 5.1.12; 5.6.5; 5.6.7; 5.6.8; 5.6.16; 5.10.5; 5.10.11		

Education Performance Audit Summary – Preston County

As a result of the performance data, the education performance audit, and the revised Unified County Improvement Plan (UCIP), the State Board issued the Preston County School System Conditional Approval status. Three schools were granted Full Accreditation status and nine schools were issued Conditional Accreditation status. A Date Certain of August 31, 2001 was established for schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that 2 district level standards were not met:

- 5.2.3 - County accounting practices and
- 5.8.2 - professional educator licensure.

The Team identified 49 school-level noncompliances among 9 of the 12 schools in Preston County. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 3 schools,
- 4.11 - school satisfaction at 3 schools,
- 5.1.5 - curriculum team at 6 schools,
- 5.2.4 - school accounting practices at 2 schools,
- 5.5.4 - safety hazards at 4 schools,
- 5.6.8 - basis for decision making at 2 schools,
- 5.9.2 - school personnel evaluation at 3 schools,
- 5.9.8 - evaluation requirements at 2 schools, and
- 5.10.11 - performance data analysis at 3 schools.

In total, the Team presented 27 recommendations, 20 commendations, and recognized 2 exemplary programs. Additionally, the Team recommended 2 capacity building areas to assist Preston County schools in developing capacity, and identified 2 early detection and intervention issues.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
74	RALEIGH	CA	4.10; 5.1.9; 5.3.2		1/26-31, 1992 11/15-19, 1999
201	Beaver El.	FA			
202	Bradley El.	FA			
203	Central El.	CA	5.1.9; 5.3.2		
204	Clear Fork District El.	CA	4.10; 5.1.9		
205	Coal City El.	FA			
206	Crab Orchard El.	CA	5.5.4		
207	Cranberry-Prosperity El.	CA	5.4.1		
208	Crescent El.	FA			
209	Daniels El.	FA			
211	Fairdale El.	CA	5.1.11; 5.5.4		
212	Ghent El.	FA			
213	Hollywood El.	FA			
214	Institute El.	FA			
215	Lester El.	FA			
217	Mabscott El.	CA	4.10		
218	Maxwell Hill El.	FA			
224	Piney View El.	FA			
226	Stanaford El.	FA			
227	Shady Spring El.	FA			
229	Sophia-Soak Creek El.	FA			
232	Marsh Fork El.	FA			
233	Stratton El.	CA	5.1.3; 5.1.11; 5.1.13; 5.3.2; 5.6.19; 5.10.3	4.1	
302	Trap Hill Middle	CA	4.10; 5.1.9; 5.6.8		
402	Park Jr.	CA	4.10; 5.1.9; 5.3.2; 5.10.3		

	RALEIGH CO. (Cont.)				
403	Shady Spring Jr.	FA			
404	Beckley Stratton Jr. High	CA	4.10		
408	Independence Jr.	FA			
502	Independence High	CA	4.10; 4.11; 5.1.3; 5.1.8; 5.1.11; 5.1.13; 5.1.20		
503	Liberty High	CA	5.1.3; 5.1.9; 5.1.11; 5.10.3	4.2	
504	Marsh Fork High	CA	4.10		
505	Shady Spring High	FA			
506	Woodrow Wilson High	CA	4.10; 4.11	4.1; 4.2	
**507	Alternative Ed. School	CA	5.10.7		
**701	Academy of Careers and Technology	CA	5.5.4		

Education Performance Audit Summary – Raleigh 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 Raleigh County School System Conditional Approval status. Eighteen schools were granted Full Accreditation status and sixteen schools were issued Conditional Accreditation status. A Date Certain of April 2001, is established for the schools to achieve Full Accreditation status.

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

- 4.10 - Parent involvement,
- 5.1.9 - instruction in writing, and
- 5.3.2 - transportation provides full instructional day.

The Team identified 43 school-level noncompliances among 16 of the 34 schools in Raleigh County. Two schools were below the performance measure 4.1, Stanford Achievement Test (SAT-9) results and two schools were below the performance measure 4.2, attendance. Recurring noncompliances included the following:

- 4.10 - Parent involvement at 8 schools,
- 4.11 - school satisfaction at 2 schools,
- 5.1.3 - high expectations at 3 schools,
- 5.1.9 - instruction in writing at 5 schools,
- 5.1.11 - technology application at 4 schools,
- 5.1.13 - reteaching at 2 schools,
- 5.3.2 - transportation provides full instructional day at 3 schools,
- 5.5.4 - safety hazards at 3 schools, and
- 5.10.3 - instructional strategies at 3 schools.

In total, the Team presented 36 recommendations, 95 commendations, and recognized 19 exemplary programs. Additionally, the Team recommended 3 capacity building areas to assist Raleigh County schools in developing capacity.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
89	WAYNE	CA	5.2.3; 5.2.5; 5.3.2; 5.8.2; 5.9.2		3/16-20, 1992 11/30-12/2, 1999
202	Buffalo El.	CA	5.1.12		
203	Ceredo El.	CA	5.1.14		
206	Crum El.	CA	5.1.8; 5.8.2; 5.10.6; 5.10.15		
207	Dunlow El.	CA	4.5; 5.1.14		
208	Fort Gay El.	CA	5.1.14; 5.2.4; 5.2.5; 5.8.2; 5.10.2		
209	Genoa El.	CA	5.1.14; 5.6.12		
210	Kellogg El.	CA	4.5; 5.1.9; 5.1.14; 5.3.2		
211	Kenova El.	CA	5.6.15; 5.9.8; 5.10.8; 5.10.15		
212	Lavalette El.	CA	5.1.1; 5.1.2; 5.1.14; 5.2.4; 5.2.5; 5.10.2		
213	Prichard El.	CA	4.5; 5.2.5		
215	Wayne El.	CA	4.10; 5.1.14; 5.2.4		
216	East Lynn El.	CA	5.6.16		
301	Buffalo Middle	CA	5.2.5		
302	Ceredo-Kenova Middle	CA	5.1.9; 5.1.11; 5.1.12; 5.3.2; 5.8.2; 5.9.2		
303	Crum Middle	SI	5.1.14; 5.2.4; 5.6.12; 5.9.2	8.5; 4.2	
304	Fort Gay Middle	CA	5.2.4; 5.2.5		
305	Wayne Middle	CA	5.1.14; 5.2.4; 5.2.5; 5.5.3; 5.6.12; 5.9.1; 5.9.2		
306	Vinson Middle	CA	5.9.2		
506	Wayne High	CA	4.10; 4.11; 5.1.3; 5.1.8; 5.1.9; 5.1.13; 5.1.14; 5.1.17; 5.2.4; 5.2.5; 5.6.5; 5.6.21; 5.6.22; 5.9.2; 5.10.4; 5.10.5; 5.10.11; 5.10.15; 5.11.3		

WAYNE CO. (Cont.)					
507	Tolsia High	CA	4.10; 5.1.6; 5.1.17; 5.1.20; 5.2.5; 5.6.7; 5.6.21; 5.8.2; 5.11.3	4.1; 4.2	
508	Spring Valley High	CA	4.10; 4.11; 5.1.2; 5.1.3; 5.1.8; 5.1.9; 5.1.13; 5.1.20; 5.2.5; 5.6.5; 5.6.21; 5.6.22; 5.9.1; 5.9.2; 5.10.4; 5.10.9		

Education Performance Audit Summary – Wayne 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 Wayne County School System Conditional Approval status. Twenty schools were issued Conditional Accreditation status and one school was issued Seriously Impaired status. A Date Certain of June 1, 2001, was established for the schools to achieve Full Accreditation status for the education performance audit noncompliances.

The Education Performance Audit Team reported that 5 district level standards were not met:

- 5.2.3 County accounting practices,
- 5.2.5 faculty senate funds,
- 5.3.2 transportation provides full instructional day,
- 5.8.2 professional educators licensure, and
- 5.9.2 school personnel evaluation.

The Team identified 104 school-level noncompliances among 21 of the 21 schools in Wayne County. One school was below the performance measure 4.1, Stanford Achievement Test (SAT-9) results and two schools were below the performance measure 4.2, attendance. Recurring noncompliances included the following:

- 4.5 Pupil teacher ratio at 3 schools,
- 4.10 parent involvement at 4 schools,
- 4.11 school satisfaction at 2 schools,
- 5.1.2 Instructional Goals and Objectives at 2 schools,
- 5.1.3 high expectations at 2 schools,
- 5.1.8 teaching and learning at 3 schools,

- 5.1.9 instruction in writing at 4 schools,
- 5.1.12 instructional materials at 2 schools,
- 5.1.13 reteaching at 2 schools,
- 5.1.14 programs of study at 10 schools,
- 5.1.17 elective offerings at 2 schools,
- 5.1.20 multicultural education at 2 schools,
- 5.2.4 school accounting practices at 7 schools,
- 5.2.5 faculty senate funds at 9 schools,
- 5.3.2 transportation provides full instructional day at 2 schools,
- 5.6.5 health services at 2 schools,
- 5.6.12 nutrition regulations at 3 schools,
- 5.6.21 certificate of proficiency at 3 schools,
- 5.6.22 skills improvement program at 2 schools,
- 5.8.2 professional educators licensure at 5 schools,
- 5.9.1 professional development needs at 2 schools,
- 5.9.2 school personnel evaluation at 7 schools,
- 5.10.2 Unified School Improvement Plan (USIP) at 2 schools,
- 5.10.4 high expectations for students at 2 schools,
- 5.10.15 student assistance team at 3 schools, and
- 5.11.3 preventive discipline program at 2 schools.

In total, the Team presented 47 recommendations, 23 commendations, and recognized 1 exemplary program. Additionally, the Team recommended 5 capacity building areas to assist Wayne County Schools in developing capacity, and identified 1 early detection and intervention issue.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
94	WIRT	CA	5.1.11; 5.1.20		12/15-17, 1993 10/26-29, 1999
201	Wirt County Primary Center	CA	5.1.20		
301	Wirt County Middle School	CA	5.1.20		
501	Wirt County High	CA	5.1.11; 5.1.20; 5.10.3		

Education Performance Audit Summary – Wirt 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 Wirt County School System Conditional Approval status. Three schools were issued Conditional Accreditation status. A Date Certain of February 2001, was established for the schools to achieve Full Accreditation status.

The Education Performance Audit Team reported that 2 district level standards were not met:

- 5.1.11 Technology application and
- 5.1.20 multicultural education.

The Team identified 5 school-level noncompliances among 3 of the 3 schools in Wirt County. One recurring noncompliance included the following:

- 5.1.20 Multicultural education at 3 schools.

In total, the Team presented 18 recommendations, 12 commendations, and recognized 6 exemplary programs. Additionally, the Team recommended 2 capacity building areas to assist Wirt County Schools in developing capacity.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
98	WYOMING				3/28-4/2, 1993 12/7-8, 1999
201	Baileysville El.				
202	Berlin McKinney El.				
204	Glen Fork El.				
205	Glen Rogers El.				
206	Herndon Consolidated El.				
207	Huff Consolidated El.				
211	Mullens El.				
212	Pineville El.				
214	Road Branch El.				
301	Mullens Middle				
302	Oceana Middle				
303	Pineville Middle				
501	Baileysville High				
505	Oceana High				
507	Wyoming County East High				
**701	Wyoming County Voc.-Tech. Center				

The Wyoming County Final Report is in process and is scheduled to be presented to the West Virginia Board of Education at its October meeting.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
02	BARBOUR	FA			12/12-16, 1994 3/22-25, 1999
101	Kasson El./Middle	FA			
201	Belington El.	FA			
202	Junior El.	FA			
203	Mt. Vernon El.	FA			
204	Philippi El.	FA			
205	Volga-Century El.	FA			
302	Belington Middle	FA			
303	Philippi Middle	FA			
501	Philip Barbour High Complex	CA		4.2	

Follow-up On-Site Review Summary - Barbour County

As a result of the performance data and follow-up on-site review, the State Board granted the Barbour County School System Full Approval status, eight schools were granted Full Accreditation status and one school was issued Conditional Accreditation status.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
24	GRANT	FA			11/17-18, 1998
101	Union Ed. Complex Combined	FA			
201	Dorcas El.	FA			
202	Maysville El.	FA			
203	Petersburg El.	FA			
501	Petersburg High	FA			

Follow-up On-Site Review Summary - Grant County

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

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
31	HARDY	FA			10/7-10, 1991 11/17-18, 1998
202	Moorefield El.	TA		4.1	
204	East Hardy Early/ Middle Childhood	FA			
301	Moorefield Middle	FA			
501	East Hardy High	FA			
502	Moorefield High	FA			

Follow-up On-Site Review Summary - Hardy County

As a result of the performance data and follow-up on-site review, the State Board granted the Hardy County School System Full Approval status. Four schools were granted Full Accreditation status and one school was issued Temporary Accreditation status.

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

Follow-up On-Site Review Summary - Marion County

As a result of the performance data and follow-up on-site review, the State Board granted the Marion County School System Full Approval status. Twenty schools were granted Full Accreditation status and three schools were issued Conditional Accreditation status.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW DATE
			OSR	APM	
54	MINGO	NA	5.2.3; 5.10.8		5/5-10, 1991 11/14-19, 1993 10/6-10, 1997
205	Cline El.	FA			
207	Dingess El.	TA		4.1	
208	Gilbert El.	TA	5.1.14; 5.1.21; 5.2.4; 5.6.13		
211	Lenore El.	FA			
218	Varney El.	FA			
221	Riverside El.	FA			
222	Matewan El.	FA			
223	Kermit K-8 School	FA			
401	Gilbert Middle	TA	4.10		
402	Williamson Middle	FA			
403	Matewan Middle	FA			
404	Burch Middle	FA			
405	Lenore Middle	TA	4.10; 5.1.2; 5.1.3; 5.1.5; 5.1.8; 5.1.11; 5.1.12; 5.1.13; 5.1.14; 5.11.6		
501	Burch High	TA	5.1.4; 5.10.4	4.2	
502	Gilbert High	FA			
505	Magnolia High (Matewan)	FA			
506	Williamson High	FA			
507	Tug Valley High	CA		4.2	
**701	Mingo Co. Voc. Ctr.	TA	5.2.4		

Follow-up On-Site Review Summary - Mingo County

As a result of the performance data and follow-up on-site review, the State Board maintained Nonapproval status for the Mingo County School System. Twelve schools were granted Full Accreditation status, six schools were issued Temporary Accreditation status and one school was issued Conditional Accreditation status.

In February 1998 the West Virginia Board of Education declared that a state of emergency existed in the Mingo County School System and placed the system on Nonapproval status. According to the serious issues identified in the Draft Mingo County School District report, the State Board intervened in the operation of the school system. Mingo County Schools has been under State Board intervention for two years. A State Board appointed county superintendent has been leading the system with technical assistance provided by the West Virginia Department of Education.

Eight (8) overarching issues emerged during the pervious on-site review. The report detailed 172 noncompliances with the high quality standards and 101 recommendations with 13 schools failing to meet the performance measures. Consequently, the State Board set forth standards for the Mingo County School District to meet prior to local control being returned. These include the eight issues that emerged during the previous review and the county's progress in achieving each goal.

1. Eliminate the Financial deficit. (GOAL ACHIEVED)
2. Fiscal and budgetary issues follow correct legal and procedural processes. (GOAL NOT FULLY ACHIEVED)
3. Violations of West Virginia Code and State Board policies. (GOAL NOT FULLY ACHIEVED)
4. Eliminate unhealthy and/or unsafe conditions. (GOAL NOT FULLY ACHIEVED)
5. High quality and equal educational opportunities are provided all students. (GOAL NOT FULLY ACHIEVED)
6. Performance standards in achievement, attendance, and dropout are met. (GOAL NOT FULLY ACHIEVED)
7. Professional personnel are evaluated according to State Board policy. (GOAL ACHIEVED)
8. Mission goals and policies are determined for Mingo County. (GOAL NOT FULLY ACHIEVED)

A marked improvement has been shown in the Stanford Achievement Test-9 (SAT-9) on a countywide basis with only one school achieving below Performance Measure 4.1, student achievement, compared with 13 schools in 1998. Two schools remain below 4.2, the attendance measure. The noncompliances with the high quality standards have been decreased from 172 to 20.

It appears that staff have dedicated their efforts toward student achievement and have been successful in improving student and school performance. Deficiencies identified in this report show that several significant issues continue to exist. The follow-up education performance audit reported that the Mingo County School System has not met all the standards set forth by the West Virginia Board of Education for local control to be returned to the system.

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
77	RITCHIE	FA			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.	FA			
207	Smithville El.	FA			
302	Ritchie Co. Middle	FA			
501	Ritchie Co. High	FA			

Follow-up On-Site Review Summary - Ritchie County

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

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
81	SUMMERS	FA			1/31-2/3, 1994 12/15-16, 1998
102	Talcott El.	CA		4.1	
203	Hinton Area El.	FA			
204	Jumping Branch El.	FA			
301	Summers Middle	FA			
502	Summers Co. High	CA		4.3	

Follow-up On-Site Review Summary - Summers County

As a result of the performance data and follow-up on-site review, the State Board granted the Summers County School System Full Approval status. Three schools were granted Full Accreditation status and two schools were issued Conditional Accreditation status.

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.	FA			
202	Flemington El.	FA			
204	Hepzibah El.	FA			
206	Pruntytown El.	FA			
302	Taylor County Middle	FA			
502	Grafton High	FA			
**701	Taylor County Technical Center	FA			

Follow-up On-Site Review Summary – Taylor County

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

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
91	WEBSTER	FA			4/18-23, 1993
201	Diana El.	FA			
202	Glade El.	FA			
203	Hacker Valley El.	FA			
204	Webster Springs El.	FA			
501	Webster County High	FA			

Follow-up On-Site Review Summary – Webster County

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

DOE CODE	SCHOOL DISTRICT/ SCHOOL	RATING	AREAS DETERMINING RATING		ON-SITE REVIEW
			OSR	APM	DATE
96	WOOD	FA			5/13-18, 1990 11/30-12/4, 1998
201	Blennerhassett El.	FA			
205	Criss El.	FA			
206	Emerson El.	FA			
207	Fairplains El.	FA			
208	Gihon El.	FA			
209	Greenmont El.	FA			
211	Jefferson El.	FA			
212	Kanawha El.	CA		4.1	
214	Lincoln El.	FA			
215	Lubeck El.	FA			
216	Madison El.	FA			
218	McKinley El.	FA			
219	Mineral Wells El.	FA			
222	Neale El.	FA			
231	Vienna El.	FA			
234	Waverly El.	FA			
235	Williamstown El.	FA			
236	Worthington El.	FA			
237	Franklin El.	FA			
238	Clifford A. Martin Sch.	FA			
401	Blennerhassett Jr.	FA			
402	Edison Jr.	FA			
404	Hamilton Jr.	FA			
405	Jackson Jr.	FA			

	WOOD CO. (Cont.)				
406	Van Devender Jr.	CA		4.2	
501	Parkersburg High	FA			
502	Parkersburg South High	FA			
503	Williamstown High	FA			
	Maplewood	FA			
604	Rayon Center/ Elementary Gifted	FA			
701	Wood County Voc.- Tech.	FA			

Follow-up On-Site Review Summary – Wood County

As a result of the performance data and follow-up on-site review, the State Board granted the Wood County School System Full Approval status. Twenty-nine schools were granted Full Accreditation status and two schools were issued Conditional Accreditation status.

Data analyses were performed on the 1999-2000 education performance audits for each standard and results are illustrated in Tables 6 and 7. Table 6 illustrates the school summary of the total number of schools cited for noncompliances, recommendations, commendations and exemplary programs for each standard by total schools visited. Table 7 illustrates the school district summary of the total number of districts cited for noncompliances, recommendations, commendations and exemplary programs for each standard by total districts visited.

Of the 167 schools visited, there were a total of 690 Noncompliances, 350 Recommendations, 286 Commendations, and 40 Exemplary Programs.

Of the 11 school districts visited, there were a total of 296 Noncompliances, 213 Recommendations, 179 Commendations, and 35 Exemplary Programs.

Guide for Interpreting

N *denotes* Noncompliance
R *denotes* Recommendation
C *denotes* Commendation
E *denotes* Exemplary Program

✓ *denotes* the Most Frequently Identified Standards.

* *denotes* the Most Frequently Reported Commendations.

Note: Logan, Preston, Wyoming Draft Reports.

Table 6

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL	# SCHOOLS					PERCENTAGES			
		SCHOOLS VISITED	N	R	C	E		N	R	C	E
✓*	4.1	167	12	18	9	0		7.19%	10.78%	5.39%	0.00%
✓	4.2	167	9	0	3	0		5.39%	0.00%	1.80%	0.00%
	4.3	167	0	0	2	0		0.00%	0.00%	1.20%	0.00%
	4.4	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	4.5	167	5	0	0	0		2.99%	0.00%	0.00%	0.00%
	4.6	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.7	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	4.8	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.9	167	0	1	0	1		0.00%	0.60%	0.00%	0.60%
✓*	4.10	167	35	8	14	1		20.96%	4.79%	8.38%	0.60%
	4.11	167	13	6	1	0		7.78%	3.59%	0.60%	0.00%
	4.12	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	4.13	167	0	1	1	0		0.00%	0.60%	0.60%	0.00%
	4.14	167	0	44	1	2		0.00%	26.35%	0.60%	1.20%
	5.1.1	167	5	10	1	0		2.99%	5.99%	0.60%	0.00%
	5.1.2	167	10	6	5	0		5.99%	3.59%	2.99%	0.00%
*	5.1.3	167	14	7	23	4		8.38%	4.19%	13.77%	2.40%
*	5.1.4	167	5	4	16	1		2.99%	2.40%	9.58%	0.60%
✓	5.1.5	167	30	12	1	0		17.96%	7.19%	0.60%	0.00%
	5.1.6	167	1	0	1	0		0.60%	0.00%	0.60%	0.00%
	5.1.7	167	3	1	1	1		1.80%	0.60%	0.60%	0.60%
	5.1.8	167	8	6	2	0		4.79%	3.59%	1.20%	0.00%
✓*	5.1.9	167	19	3	13	3		11.38%	1.80%	7.78%	1.80%
	5.1.10	167	8	5	5	1		4.79%	2.99%	2.99%	0.60%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL	# SCHOOLS					PERCENTAGES			
		SCHOOLS VISITED	N	R	C	E		N	R	C	E
✓*	5.1.11	167	16	18	16	2		9.58%	10.78%	9.58%	1.20%
	5.1.12	167	11	0	1	0		6.59%	0.00%	0.60%	0.00%
	5.1.13	167	7	5	1	0		4.19%	2.99%	0.60%	0.00%
✓*	5.1.14	167	24	2	8	1		14.37%	1.20%	4.79%	0.60%
	5.1.15	167	5	3	1	0		2.99%	1.80%	0.60%	0.00%
	5.1.16	167	2	2	3	1		1.20%	1.20%	1.80%	0.60%
	5.1.17	167	5	0	1	0		2.99%	0.00%	0.60%	0.00%
	5.1.18	167	0	2	3	1		0.00%	1.20%	1.80%	0.60%
	5.1.19	167	0	1	2	1		0.00%	0.60%	1.20%	0.60%
✓	5.1.20	167	19	5	5	1		11.38%	2.99%	2.99%	0.60%
	5.1.21	167	5	2	0	0		2.99%	1.20%	0.00%	0.00%
	5.2.1	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.2.2	167	1	4	1	0		0.60%	2.40%	0.60%	0.00%
	5.2.3	167	4	2	3	0		2.40%	1.20%	1.80%	0.00%
✓*	5.2.4	167	26	2	6	0		15.57%	1.20%	3.59%	0.00%
✓	5.2.5	167	17	0	2	0		10.18%	0.00%	1.20%	0.00%
	5.3.1	167	1	1	3	0		0.60%	0.60%	1.80%	0.00%
	5.3.2	167	7	1	0	0		4.19%	0.60%	0.00%	0.00%
	5.4.1	167	2	3	1	0		1.20%	1.80%	0.60%	0.00%
	5.4.2	167	0	0	1	0		0.00%	0.00%	0.60%	0.00%
	5.4.3	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
✓*	5.5.1	167	19	15	13	0		11.38%	8.98%	7.78%	0.00%
	5.5.2	167	7	4	3	0		4.19%	2.40%	1.80%	0.00%
	5.5.3	167	8	7	0	0		4.79%	4.19%	0.00%	0.00%
✓	5.5.4	167	52	22	4	0		31.14%	13.17%	2.40%	0.00%
	5.5.5	167	5	5	0	0		2.99%	2.99%	0.00%	0.00%
*	5.6.1	167	2	4	6	2		1.20%	2.40%	3.59%	1.20%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL	# SCHOOLS					PERCENTAGES			
		SCHOOLS VISITED	N	R	C	E		N	R	C	E
	5.6.2	167	0	0	1	0		0.00%	0.00%	0.60%	0.00%
	5.6.3	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
*	5.6.4	167	1	5	13	2		0.60%	2.99%	7.78%	1.20%
	5.6.5	167	8	9	2	0		4.79%	5.39%	1.20%	0.00%
	5.6.6	167	1	0	0	0		0.60%	0.00%	0.00%	0.00%
	5.6.7	167	4	3	0	0		2.40%	1.80%	0.00%	0.00%
*	5.6.8	167	7	2	9	0		4.19%	1.20%	5.39%	0.00%
*	5.6.9	167	2	1	6	1		1.20%	0.60%	3.59%	0.60%
	5.6.10	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.11	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.12	167	8	3	0	0		4.79%	1.80%	0.00%	0.00%
✓	5.6.13	167	15	5	0	1		8.98%	2.99%	0.00%	0.60%
	5.6.14	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	5.6.15	167	9	7	0	0		5.39%	4.19%	0.00%	0.00%
	5.6.16	167	5	1	3	0		2.99%	0.60%	1.80%	0.00%
	5.6.17	167	1	0	1	0		0.60%	0.00%	0.60%	0.00%
	5.6.18	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.19	167	5	3	0	0		2.99%	1.80%	0.00%	0.00%
	5.6.20	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.21	167	8	0	0	0		4.79%	0.00%	0.00%	0.00%
	5.6.22	167	5	0	2	0		2.99%	0.00%	1.20%	0.00%
	5.6.23	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	5.6.24	167	1	0	1	0		0.60%	0.00%	0.60%	0.00%
	5.6.25	167	0	1	1	0		0.00%	0.60%	0.60%	0.00%
	5.7.1	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.7.2	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.7.3	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL	# SCHOOLS					PERCENTAGES			
		SCHOOLS VISITED	N	R	C	E		N	R	C	E
	5.8.1	167	3	3	1	0		1.80%	1.80%	0.60%	0.00%
✓	5.8.2	167	29	4	1	0		17.37%	2.40%	0.60%	0.00%
	5.8.3	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	5.8.4	167	1	1	0	0		0.60%	0.60%	0.00%	0.00%
	5.8.5	167	5	0	1	0		2.99%	0.00%	0.60%	0.00%
	5.9.1	167	2	2	1	1		1.20%	1.20%	0.60%	0.60%
✓	5.9.2	167	28	3	0	0		16.77%	1.80%	0.00%	0.00%
	5.9.3	167	4	4	2	1		2.40%	2.40%	1.20%	0.60%
	5.9.4	167	1	0	1	0		0.60%	0.00%	0.60%	0.00%
	5.9.5	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.9.6	167	0	1	0	0		0.00%	0.60%	0.00%	0.00%
	5.9.7	167	4	2	1	0		2.40%	1.20%	0.60%	0.00%
	5.9.8	167	6	4	0	0		3.59%	2.40%	0.00%	0.00%
	5.10.1	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.10.2	167	9	4	0	0		5.39%	2.40%	0.00%	0.00%
✓ *	5.10.3	167	14	3	13	0		8.38%	1.80%	7.78%	0.00%
*	5.10.4	167	6	3	9	1		3.59%	1.80%	5.39%	0.60%
*	5.10.5	167	8	2	7	1		4.79%	1.20%	4.19%	0.60%
	5.10.6	167	10	2	1	1		5.99%	1.20%	0.60%	0.60%
	5.10.7	167	1	2	0	0		0.60%	1.20%	0.00%	0.00%
	5.10.8	167	6	1	3	0		3.59%	0.60%	1.80%	0.00%
	5.10.9	167	5	6	4	0		2.99%	3.59%	2.40%	0.00%
	5.10.10	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.10.11	167	8	5	3	0		4.79%	2.99%	1.80%	0.00%
	5.10.12	167	0	0	1	2		0.00%	0.00%	0.60%	1.20%
	5.10.13	167	1	1	1	1		0.60%	0.60%	0.60%	0.60%
	5.10.14	167	0	0	2	0		0.00%	0.00%	1.20%	0.00%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL	# SCHOOLS					PERCENTAGES			
		SCHOOLS VISITED	N	R	C	E		N	R	C	E
	5.10.15	167	12	1	1	0		7.19%	0.60%	0.60%	0.00%
	5.10.16	167	0	0	1	0		0.00%	0.00%	0.60%	0.00%
	5.11.1	167	1	1	2	0		0.60%	0.60%	1.20%	0.00%
	5.11.2	167	1	1	0	1		0.60%	0.60%	0.00%	0.60%
✓*	5.11.3	167	14	3	6	2		8.38%	1.80%	3.59%	1.20%
	5.11.4	167	0	1	2	2		0.00%	0.60%	1.20%	1.20%
	5.11.5	167	5	1	0	0		2.99%	0.60%	0.00%	0.00%
	5.11.6	167	2	0	0	0		1.20%	0.00%	0.00%	0.00%
	8.1	167	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	8.5	167	2	0	0	0		1.20%	0.00%	0.00%	0.00%
	TOTAL		690	350	286	40					

Table 7

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL DISTRICTS VISITED	# DISTRICTS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
✓*	4.1	11	6	6	6	0		54.55%	54.55%	54.55%	0.00%
✓	4.2	11	4	0	2	0		36.36%	0.00%	18.18%	0.00%
	4.3	11	0	0	2	0		0.00%	0.00%	18.18%	0.00%
	4.4	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	4.5	11	3	0	0	0		27.27%	0.00%	0.00%	0.00%
	4.6	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.7	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	4.8	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.9	11	0	1	0	1		0.00%	9.09%	0.00%	9.09%
✓*	4.10	11	9	3	7	1		81.82%	27.27%	63.64%	9.09%
	4.11	11	6	4	1	0		54.55%	36.36%	9.09%	0.00%
	4.12	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	4.13	11	0	1	1	0		0.00%	9.09%	9.09%	0.00%
	4.14	11	0	9	1	2		0.00%	81.82%	9.09%	18.18%
	5.1.1	11	4	6	1	0		36.36%	54.55%	9.09%	0.00%
	5.1.2	11	4	5	3	0		36.36%	45.45%	27.27%	0.00%
*	5.1.3	11	7	4	8	1		63.64%	36.36%	72.73%	9.09%
	5.1.4	11	4	3	5	1		36.36%	27.27%	45.45%	9.09%
✓	5.1.5	11	7	8	1	0		63.64%	72.73%	9.09%	0.00%
	5.1.6	11	1	0	1	0		9.09%	0.00%	9.09%	0.00%
	5.1.7	11	3	1	1	1		27.27%	9.09%	9.09%	9.09%
	5.1.8	11	5	4	2	0		45.45%	36.36%	18.18%	0.00%
✓*	5.1.9	11	8	2	7	3		72.73%	18.18%	63.64%	27.27%
	5.1.10	11	4	3	4	1		36.36%	27.27%	36.36%	9.09%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL DISTRICTS VISITED	# DISTRICTS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
✓*	5.1.11	11	7	9	6	2		63.64%	81.82%	54.55%	18.18%
	5.1.12	11	7	0	1	0		63.64%	0.00%	9.09%	0.00%
	5.1.13	11	4	4	1	0		36.36%	36.36%	9.09%	0.00%
✓	5.1.14	11	5	2	5	1		45.45%	18.18%	45.45%	9.09%
	5.1.15	11	3	2	1	0		27.27%	18.18%	9.09%	0.00%
	5.1.16	11	2	1	1	1		18.18%	9.09%	9.09%	9.09%
	5.1.17	11	3	0	1	0		27.27%	0.00%	9.09%	0.00%
	5.1.18	11	0	2	3	1		0.00%	18.18%	27.27%	9.09%
	5.1.19	11	0	1	2	1		0.00%	9.09%	18.18%	9.09%
✓	5.1.20	11	8	5	4	1		72.73%	45.45%	36.36%	9.09%
	5.1.21	11	5	2	0	0		45.45%	18.18%	0.00%	0.00%
	5.2.1	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.2.2	11	1	2	1	0		9.09%	18.18%	9.09%	0.00%
	5.2.3	11	4	2	3	0		36.36%	18.18%	27.27%	0.00%
✓	5.2.4	11	8	2	4	0		72.73%	18.18%	36.36%	0.00%
✓	5.2.5	11	5	1	2	0		45.45%	9.09%	18.18%	0.00%
	5.3.1	11	1	1	3	0		9.09%	9.09%	27.27%	0.00%
	5.3.2	11	2	1	0	0		18.18%	9.09%	0.00%	0.00%
	5.4.1	11	2	2	1	0		18.18%	18.18%	9.09%	0.00%
	5.4.2	11	0	0	1	0		0.00%	0.00%	9.09%	0.00%
	5.4.3	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
✓	5.5.1	11	3	7	3	0		27.27%	63.64%	27.27%	0.00%
	5.5.2	11	2	4	2	0		18.18%	36.36%	18.18%	0.00%
	5.5.3	11	3	6	0	0		27.27%	54.55%	0.00%	0.00%
✓	5.5.4	11	7	7	2	0		63.64%	63.64%	18.18%	0.00%
	5.5.5	11	3	4	0	0		27.27%	36.36%	0.00%	0.00%
	5.6.1	11	2	3	4	1		18.18%	27.27%	36.36%	9.09%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL DISTRICTS VISITED	# DISTRICTS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
	5.6.2	11	0	0	1	0		0.00%	0.00%	9.09%	0.00%
	5.6.3	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
*	5.6.4	11	1	5	9	2		9.09%	45.45%	81.82%	18.18%
	5.6.5	11	4	4	2	0		36.36%	36.36%	18.18%	0.00%
	5.6.6	11	1	0	0	0		9.09%	0.00%	0.00%	0.00%
	5.6.7	11	4	3	0	0		36.36%	27.27%	0.00%	0.00%
	5.6.8	11	4	1	5	0		36.36%	9.09%	45.45%	0.00%
	5.6.9	11	1	1	4	1		9.09%	9.09%	36.36%	9.09%
	5.6.10	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.11	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.12	11	6	2	0	0		54.55%	18.18%	0.00%	0.00%
✓	5.6.13	11	7	5	0	1		63.64%	45.45%	0.00%	9.09%
	5.6.14	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	5.6.15	11	2	2	0	0		18.18%	18.18%	0.00%	0.00%
	5.6.16	11	4	1	2	0		36.36%	9.09%	18.18%	0.00%
	5.6.17	11	1	0	1	0		9.09%	0.00%	9.09%	0.00%
	5.6.18	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.19	11	5	2	0	0		45.45%	18.18%	0.00%	0.00%
	5.6.20	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.6.21	11	3	0	0	0		27.27%	0.00%	0.00%	0.00%
	5.6.22	11	3	0	2	0		27.27%	0.00%	18.18%	0.00%
	5.6.23	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	5.6.24	11	1	0	1	0		9.09%	0.00%	9.09%	0.00%
	5.6.25	11	0	1	1	0		0.00%	9.09%	9.09%	0.00%
	5.7.1	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.7.2	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.7.3	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL DISTRICTS VISITED	# DISTRICTS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
	5.8.1	11	2	2	1	0		18.18%	18.18%	9.09%	0.00%
✓	5.8.2	11	7	1	1	0		63.64%	9.09%	9.09%	0.00%
	5.8.3	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	5.8.4	11	1	1	0	0		9.09%	9.09%	0.00%	0.00%
	5.8.5	11	2	0	1	0		18.18%	0.00%	9.09%	0.00%
	5.9.1	11	1	2	2	1		9.09%	18.18%	18.18%	9.09%
✓	5.9.2	11	6	3	0	0		54.55%	27.27%	0.00%	0.00%
	5.9.3	11	2	3	2	1		18.18%	27.27%	18.18%	9.09%
	5.9.4	11	1	0	1	0		9.09%	0.00%	9.09%	0.00%
	5.9.5	11	0	0	1	0		0.00%	0.00%	9.09%	0.00%
	5.9.6	11	0	1	0	0		0.00%	9.09%	0.00%	0.00%
	5.9.7	11	1	2	1	0		9.09%	18.18%	9.09%	0.00%
	5.9.8	11	5	4	0	0		45.45%	36.36%	0.00%	0.00%
	5.10.1	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.10.2	11	5	4	0	0		45.45%	36.36%	0.00%	0.00%
✓*	5.10.3	11	6	3	6	0		54.55%	27.27%	54.55%	0.00%
*	5.10.4	11	4	2	6	1		36.36%	18.18%	54.55%	9.09%
	5.10.5	11	6	2	4	1		54.55%	18.18%	36.36%	9.09%
	5.10.6	11	4	1	1	1		36.36%	9.09%	9.09%	9.09%
	5.10.7	11	1	2	0	0		9.09%	18.18%	0.00%	0.00%
	5.10.8	11	3	1	2	0		27.27%	9.09%	18.18%	0.00%
	5.10.9	11	3	3	4	0		27.27%	27.27%	36.36%	0.00%
	5.10.10	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.10.11	11	5	3	2	0		45.45%	27.27%	18.18%	0.00%
	5.10.12	11	0	0	1	2		0.00%	0.00%	9.09%	18.18%
	5.10.13	11	1	1	1	1		9.09%	9.09%	9.09%	9.09%
	5.10.14	11	0	0	1	0		0.00%	0.00%	9.09%	0.00%

**SCHOOL SUMMARY OF NONCOMPLIANCES, RECOMMENDATIONS,
COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 1999-2000 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL DISTRICTS VISITED	# DISTRICTS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
	5.10.15	11	7	1	1	0		63.64%	9.09%	9.09%	0.00%
	5.10.16	11	0	0	1	0		0.00%	0.00%	9.09%	0.00%
	5.11.1	11	1	1	2	0		9.09%	9.09%	18.18%	0.00%
	5.11.2	11	1	1	0	1		9.09%	9.09%	0.00%	9.09%
✓	5.11.3	11	7	3	4	1		63.64%	27.27%	36.36%	9.09%
	5.11.4	11	0	1	1	2		0.00%	9.09%	9.09%	18.18%
	5.11.5	11	1	1	0	0		9.09%	9.09%	0.00%	0.00%
	5.11.6	11	2	0	0	0		18.18%	0.00%	0.00%	0.00%
	8.1	11	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	8.5	11	2	0	0	0		18.18%	0.00%	0.00%	0.00%
	TOTAL		296	213	179	35					

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.

LEWIS COUNTY SCHOOLS

Robert L. Bland Middle School

Instrumental Music – Integrating Core Curriculum

Instrumental music classes extend beyond the basic technique skills and explore the relationship of music to core curriculum skills. Examples include: relating fractions, time, duration, structure, and linear movement to the math curriculum; relating music phrases to English sentence structure; comparing music performance with reading; using the geography and history of music to teach social studies concepts; studying the science of sound; using balance, blend, lines, and texture to teach art concepts; teaching higher evaluation skills through musical analysis; and teaching life skills with social skills, cooperation, discipline, and commitment required for music presentation.

Student enrollment in this program increased from 154 (1998-1999) to 182 (1999-2000) and many students became actively involved in school and community performances.

LOGAN COUNTY SCHOOLS

Logan Senior High School

1. Parent Volunteer Groups

The parent volunteer program held an organizational meeting in September to review volunteer application forms, conduct training, and divide into groups according to grades. Meetings were held the last Monday of every month after Faculty Senate. Information gathered by the principal at the Faculty Senate meetings was analyzed, disaggregated, studied, and discussed to assess needs. A plan of action was then developed to fulfill the needs of the faculty, administration, and student body for the following month. During monthly meetings volunteers were informed of all future events and any changes in rules at the school and county levels.

The parent volunteer program provided the office extra help and helped boost teacher morale through dinners, luncheons, and recognition programs. The volunteers were an active, visible parent group.

2. Creating Academic and Technical Students (CATS)

CATS is an innovative Advisor/Advisee program that provided students with an adult mentor to aide in making informed decisions concerning social responsibility and academic and career choices. The CATS Program provided students the opportunity to examine occupations through career planning, increased parent contact with the school, and encouraged student participation in school and community activities.

The CATS program had a lead teacher for each grade level. The lead teachers' responsibilities were to keep all teachers informed to effectively implement their team's goals and to conducting monthly meetings. The previous month's lesson plans were evaluated and plans were developed for future lessons.

The advisors had seven responsibilities: 1. Build a relationship with all advisees, 2. Build advisory group cohesiveness, 3. Lead structured effective educational activities, 4. Manage the Individual Graduation Plan Folder of each advisee, 5. Follow up with advisees regarding academic progress, 6. Confer with parents or guardians and facilitate communication between school and advisees, and 7. Provide assistance for students with special needs and make appropriate referrals.

Results of the CATS program include: 1. Favorable evaluations of the advisor/advisee program, 2. Curriculum guides and lessons were created for each grade level, 3. Parent involvement increased from 60.25 percent in 1997-1998 to 89.5 percent in 1998-1999, and 4. Student attendance increased from 90.5 percent in 1997-1998 to 91.5 percent in 1998-1999.

Ralph R. Willis Vocational and Technical Center

1. Electronics

The Electronics program, comprised of both secondary and adult program components, reflected high expectations for all students. The secondary program worked with industry partners to provide industry-related skills and industry equipment such as programmable logic controllers for student learning. Secondary students worked in partnership with area engineers to design, construct, and operate a robot in national robotics competition, thereby, fostering teamwork and consensus analysis skills.

The Electronics program provided the retraining needs of local displaced miners. Students were administered and passed the A+ certification tests with an average score of 94 percent. These same students also enrolled in the Microsoft Certified Systems Engineer (MCSE) training and repaired over 100 computers that were donated to the Logan County School District.

2. Carpentry

The Carpentry class built a 3 bedroom, 2-bath module home during the 1998-1999 school term. The house was constructed in two sections for transporting to the permanent site. The project involved students from several of the other shops at the Center. The heating, ventilation, and air conditioning (HVAC) class installed the heat and air conditioning unit; the electricity students wired the house; the electronics students installed a "Smart House" component; and the career awareness students installed the plumbing. The carpentry students gained further training by completing the interior of the house. The students installed all bathroom fixtures, completed a built-in kitchen, and finished the interior wall with drywall.

The house was sold at a profit, enabling the students to continue the project. Due to the construction of the house last year, the West Virginia Department of Natural Resources has partnered with the Vocational Center to build a model cabin for various State Parks. The students maintained a journal on the construction of the cabin to serve as a guide to other vocational centers who may become involved in a similar project.

Verdunville Elementary School

Veterans Day Program

The Veterans Day Program at Verdunville Elementary was an innovative cross-curricular project that covered all subject areas and grade levels and involved the community. The project taught history and character education to all students by utilizing information on previous wars/conflicts, customs, traditions, and legends. The finale was a program in which the keynote speaker emphasized patriotism, students performed skits and songs to honor American Heroes, drum/bugle corps and bagpipes played traditional patriotic music, and a flag raising ceremony ended the program. Letters of condolence and medallions were presented to families of the deceased veterans. The program increased awareness of the freedom and heritage of all students as well as demonstrated an appreciation for the sacrifices made that these freedoms would endure.

PENDLETON COUNTY SCHOOLS

Brandywine Elementary School

Pathways to Wellness

Pathways to Wellness focuses on improving the health of the staff and students at Brandywine Elementary School through health awareness education and physical conditioning. Once a month a guest speaker addresses a health topic during the lunchtime “Lunch and Learn”. The school received a \$500 *Working on Wellness* grant from The Education Alliance and matched by the Brandywine Parent Teacher Organization (PTO) to construct a walking trail around the school that parents, students, and staff utilize to improve physical conditioning. Staff members and some students participate in the “100 Miles in 100 Days” walking program. The school’s physical education instructor emphasizes physical conditioning and improving the students’ strength. Health screenings are available to staff members. In three years, the passage rate of students taking the Presidential Physical Fitness Test increased from 8 percent to 31 percent.

Pendleton County School District

Pendleton County Operations Plan with Safe and Productive Schools

The Safe and Productive School project established a working committee to review individual school’s safe school plans, the Pendleton County School District Guide, and the Pendleton County Emergency Disaster Plan; developed linkages among county officials; and formulated a unified plan. The plan described responsibilities, lines of communication, the chain of command during a given crisis, and evacuation scenarios. The Pendleton County Board of Education and the Pendleton County Commissioners formally approved the plan. The committee determined that increasing productivity is an important aspect of a safe and secure school. Therefore, the group will continue to work with at-risk students to achieve good attendance and a low dropout rate.

PRESTON COUNTY SCHOOLS

Aurora Elementary School

Multicultural Education

Adopt-A-School in Peruvian Rainforest

For three years Aurora Elementary School has provided educational supplies and materials to a school through the Adopt-A-School program established by the Amazon Center for Environmental Education and Research (ACEER) and the Conservacion de

la Naturaleza Amaxonica del Peru (CONAPAC). Throughout the winter, students collected change and in early spring, a \$350 check was sent to ACEER. The money was used to purchase school supplies in Iquitos, Peru. Students corresponded in Spanish with the Peruvian children and received confirmation that the materials were delivered. The program fostered intercultural awareness, students' self esteem by helping those less fortunate, and compassion for others.

Preston County School District

Early Literacy Program

Preston County implemented a program designed to bridge the gap between the home and school for preschool children who need literacy support. Defined as developmental, activities were based primarily in the home and address specific identified needs. Six teachers with a caseload of fifteen 4-year olds each visited the homes twice a week to work with students. A parent or guardian must be present during the instruction. Mini-workshops were held for parents and children at the school throughout the year to develop comfort in school attendance. The children visited kindergarten classes at least twice in the spring and participated in group learning activities.

RALEIGH COUNTY SCHOOLS

Bradley Elementary School

1. Primary Multi-age Classroom (5-8 Year Olds)

This program placed a heterogeneous group of mixed-aged children in an ungraded curriculum in which different ages and abilities work cooperatively in all subject areas. Children stayed with the same teacher for the first three years of school and moved ahead at their individual pace as skills and content were mastered. The children exiting the program consistently scored at the seventy-fifth (75th) percentile or higher on the Stanford-9 Achievement Test (SAT-9) throughout their school career. The program has been in place for eight years.

The multi-age classroom was a family oriented classroom with parent participation being an important part of the program. Parents were involved in reading, mathematics, and computer projects. In addition, they were encouraged to bring younger siblings to acquaint the children with the classroom and lessen the traumatic experience of entering school. An evening program was scheduled at least three times a year for working parents.

2. Bradley Elementary Tiger Tails

The Pre-Kindergarten program was based on research indicating that prevention of school failure for most disadvantaged children could be assured through an effective preschool and kindergarten program. Students were provided enriched learning opportunities and regular use of computers and appropriate educational software. Parents were offered after-school technology workshops to learn more about technology and how it is involved in their child's education. The attendance rate was 96 percent and 80 percent of parents were actively involved in the program.

Students entered kindergarten with the skills necessary to achieve cognitive and social success. The kindergarten teachers reported that these students were focused and ready to learn. At the end of the first grade, results indicated that 85 percent of the students who attended the Pre-Kindergarten program were reading at a second grade level or above.

3. Implementation of Technology into Curriculum

Bradley Elementary staff committed to expanding their technological knowledge. For three years the entire staff attended a summer technology workshop. During the school year the school media specialist provided weekly technology workshops.

Teachers utilized a variety of software programs. Interest in reading grew as evidenced by library circulation increasing from 1,200 books in 1994 to more than 18,000 books during the 1998-99 school year. A grant provided 30 laptop word processors, used by grade 4 students to improve writing and editing skills. Math programs provided specific skills reinforcement for students in grades 3 through 6. A science program gave students opportunities to see phenomena using laser disc technology.

Special computer classes, an hour before school four days a week, provided students the opportunity to research using the Internet and work on special projects, such as slide show presentations. Classroom Technology Teams, trained by the school media specialist, helped peers and maintained the equipment. Students demonstrated equipment and software for parents during Technology Night.

The Technology program also provided opportunities for parent involvement. Teachers held evening workshops and demonstrated software programs. Weekly Family Computer Nights were held in which families worked together and the media specialist provided a special lesson once a month. Parent volunteers, trained to use the software, assisted in the library during the day. Parent involvement in the school increased by 5 percent.

Cranberry-Prosperity Elementary

Testing Analysis Implementation

The staff coordinated Title I services and reteaching/enrichment in the classrooms based on the West Virginia Education Information System (WVEIS) CLASS reports. Students were divided into three groups. While one group received reteach or enrichment on the computer, the Title I teacher worked on skills based SAT-9 objectives with a small group, and the classroom teacher provided reteaching/enrichment based on daily classroom performance and SAT-9 results. Students were involved in documenting their mastery of specific objectives identified through test analysis. The percentage of student performing in the third and fourth quartiles increased while the number of students performing in the bottom quartile decreased.

Crescent Elementary

Fright-Write

Students in grades 5 and 6 interviewed parents, grandparents, and relatives to collect favorite ghost or scary stories told to them as children. The students rewrote the stories with instructional emphasis on correct grammar, punctuation, and sentence structure. Stories were presented in class and printed in book format. The collection, *An Older Generation Speaks: Scary Stories from West Virginians*, was sold for a nominal fee to fund future creative writing projects. An area gift shop requested copies to sell to tourists. Students developed writing skills, learned about West Virginia traditions, developed an appreciation for story telling, and gained interviewing skills.

Maxwell Hill Elementary

TEAM (Together Each Achieves More)

TEAM is a program that networked with Even Start, Title I, West Virginia Extension Service, county health nurses, and the Shady Spring Civitan Club to promote literacy and provide training in parenting skills. Parents who had difficulties attending programs at school were supported with home visits. Parents also received health information and were taught how to prepare nutritional meals. During visits, students were given books, read to, and helped with craft projects. Summer activities concentrated on reading, mathematics, and conflict resolution. As a result of this program, school and home communications and student behavior have improved.

Independence Junior High

Patriot Pride Wall of Fame Responsible Students Program

Students have their picture placed on school hallway walls for recognition of high accomplishments. To be so honored, students must have met established criteria in academics; placed 1st, 2nd, or 3rd in county, regional, or state academic or technology competition; been selected for a Civitan award, the Student Council, National Junior Honor Society, or Student of the Week; represented Independence Junior High School at youth and government seminars in Charleston; attained Eagle Scout; or won an athletic championship. Forty-eight academics and honors students, nine team championship winners, and twenty-seven individual athletes are now part of the Wall of Fame.

Liberty High

1. Student Stock Market Project

As part of the curriculum in Business Computer Applications class, students had \$10,000 to build a portfolio. They researched companies using the Internet and the *Wall Street Journal*, created charts and graphs using Microsoft Excel, and tracked the progress of their portfolio for 12 weeks. Students then gave an oral presentation using Microsoft PowerPoint. The class also participated in the CNBC Student Stock Tournament where they competed with over 5000 other teams. Guest speakers were invited from different brokerage firms in the area. Students went to New York City in May to visit the New York Stock Exchange; Federal Reserve; and Solomon, Smith and Barney. A grant from the *Wall Street Journal* supported the Student Stock Market Project.

2. Aquaculture

Students were totally responsible for maintaining the Aquaculture laboratory in a program supported by a grant from the Governor's Contingency Fund. The course integrated laboratory exercises and research with mathematics, science, business, art, food science, and computers. Two teachers provided supervision seven days a week, 365 days a year.

3. Baby Think It Over

Baby Think It Over is a program that simulated the responsibilities of caring for a child with an electronic infant simulator. The "baby" cried loudly at realistic intervals around the clock and could only be quieted by the assigned parent. The device recorded the promptness of the care received and any rough handling by its caretaker. Students were parents for 72 hours. After 3 days of sleep deprivation and carrying the seven-pound baby with necessary equipment, the students began to realize the responsibility of parenthood. Students also kept a journal and completed estimated and actual budgets. Of the 120 participants in the co-ed program, only two have become pregnant or have impregnated a partner.

Shady Spring High

1. Tiger Times

The *Tiger Times*, Shady Spring High School's official student newspaper, is among the recognized and honored scholastic journalism publications in the United States. Students have learned more about the field of journalism as a career, gained hands-on experience and knowledge about the production of a newspaper, been given a public forum for the free exchange of ideas in a responsible manner, and improved their writing and visual communications skills. An eight-page community news section, *Panorama*, has been added to the newspaper.

During its 12-year history, The *Tiger Times* and numerous staff members have won more than 100 state, regional, and national awards including: the Silver Crown and gold medallist ratings from Columbia Scholastic Press Association (CSPA) at Columbia University; All-American Ratings from the National Scholastic Press Association (NSPA) at the University of Iowa; recognition for Page One Design in NSPA national publication BEST of the Press #5; All-Southern ratings from the Southern Interscholastic Press Association at the University of South Carolina; and first place in the small school division for the state's Best Overall High School Newspaper for nine consecutive years at Marshall University.

2. Senior Internship

A Senior Internship program has been instituted as part of Shady Spring High School's School To Work (STW) initiative. To be granted entrance into the program, an applying senior must meet the following: have a 2.0 or higher Grade Point Average, no more than six absences during their junior and senior years, a resume, letters of recommendation from three adults, and an essay describing career goals. After a business agreed to accept the senior intern, all parties signed an agreement and the work schedule was developed. Both the employer and the intern completed mid-term and final reports. Interns received 100 hours of work-place experience during the second semester.

Alternative Education Learning Center

1. Vocational and Skills Training (VAST)

Vocational And Skills Training (VAST), a comprehensive transition program for at-risk students, provided small business enterprise experience. Students were required to wait on customers, keep daily records of transactions, complete inventory reconciliation, create the documents needed to operate the store, and prepare for the next business day. Students also completed a career portfolio with a

resume and samples of work. VAST students also gained experience using a variety of technology equipment by creating and publishing a yearbook. Work was performed between classes and at the end of the academic day.

2. Keys to Innervisions

“Keys to Innervisions” is an educational curriculum that dealt with beliefs and behaviors that lead to drug abuse and dependency and topics such as insubordination and violence. The units had materials that addressed these behaviors through video, journals, and activities that helped students explore and utilize the social skills necessary to facilitate transition into the adult world. The Motivation Understanding Self-esteem Teaching Evaluation Role (MUSTER) program and Conflict Resolution were incorporated into Keys to facilitate behavior change. Teachers reported that participation has increased and negative behaviors have decreased.

Raleigh County School District

1. Communication With County, School, and Community

Thorough and regular communication provided a greater awareness of the Raleigh County Board of Education’s work and a positive view of public education. A monthly newsletter, *The School Zone*, highlighted the programs, projects, and events at the county level and in the thirty-four schools. Over 11,000 copies were distributed to employees, students, the Chamber of Commerce, the public library, business partners, retirees, and others. Following each meeting of the Board of Education, the *Board Report* was issued detailing board actions. The board provided photographs and press releases to the newspaper. *School News Tip Sheets* were issued periodically to television stations as well as public service announcements to area radio stations. A *Calendar of Events* was published in the fall listing academic events, grade reporting dates, College Night, holidays, etc. In the spring, the county issued a booklet outlining suggestions to prepare children for kindergarten and a calendar of activities for parents to complete with their children.

2. Summer Teachers’ Academies

Raleigh County sponsored an Elementary Teachers’ Academy and a Secondary Teachers’ Academy to provide staff development on a variety of topics and allow Raleigh County to showcase the creative teachers and innovative programs being implemented across the county. Presentations were aligned with the needs identified by teachers on the Staff Development Needs Survey and the needs included in the Unified County Improvement Plan. The Elementary Academy included a session of grade level meetings during which teachers networked and shared ideas and strategies. As an added bonus, the county principals cooked lunch for all participants. An average of 531 teachers have participated for the past three years. Written evaluations consistently ranked these workshops as excellent.

3. New Methods For The Millennium

In August 1999, a two-day Train the Trainers workshop was conducted with a focus on varied teaching strategies in response to needs identified by on-site technical assistance visits and classroom observations. A team of 3-5 teachers from every school in Raleigh County participated in the training. The training consisted of utilizing specific teaching strategies such as; graphic organizers, using technology, using games effectively, thematic units, alternate assessments, and cooperative learning. Each team developed a written Strategies Plan for the 1999-2000 school team describing which strategies would be taught each month during Faculty Senate Day. The plan included needed technical assistance and/or materials to ensure success. Teachers then served as trainers in their respective schools.

Further strategy development is provided weekly for all interested teachers, principals, parents, and students. Topics included content area reading strategies, writing across the curriculum, graphic organizers, learning/teaching styles, higher order thinking skills, creative discipline, and multiple intelligences. Teachers indicated these strategies are also being shared with and implemented by faculty members who are unable to attend the Thursday sessions. Evaluations of the workshop indicated overwhelming interest and support from teachers. Faculty Senate Day agendas, lesson plans and classroom observations verified that the new strategies were being implemented.

4. Raleigh County Planning and Development Council

Since 1992, the Raleigh County Board of Education has maintained a Planning and Development Council to serve in an advisory capacity. The 50-member council met monthly during the school year with the superintendent and the president of the Board of Education. The council took bus trips to every school in the county and visited schools outside the county to observe exemplary programs. Council members were involved in goal setting, budget planning, and served on the Comprehensive Educational Facilities Plan Committee. Each meeting of the council included a status report and a question and answer session. The president of the council attended board meetings on a regular basis. A highlight of the council's calendar was its Annual Legislative Reception. The council composed a legislative agenda from recommendations made by council members and a survey of schools, then invited Local School Improvement Council chairpersons, faculty senate chairpersons, Parent Teacher Organization presidents, principals, and employee association officers to join council members in meeting with the local legislative delegation prior to the beginning of the legislative session.

The Planning and Development Council has helped the Board gain a greater perspective of the concerns and needs of the constituents while at the same time the Board has established key communicators who share accurate and timely information with the community.

5. Recognition of Employee/Student Excellence

Recognition programs have contributed to higher morale and fostered initiative and enthusiasm in day-to-day duties and responsibilities. Employees were recognized at board meetings and in letters from the superintendent for their achievements. A bulletin board in the main lobby displayed newspaper clippings of student and employee accomplishments. Certificates of recognition were presented to employees who exceeded the required hours of staff development training.

In cooperation with the Beckley Area Foundation, the Raleigh County Board of Education sponsored the annual Teacher of the Year Banquet. The Teacher of the Year was presented with a \$1,000.00 check and each of five finalists received \$500.00. Also, the board nominated exemplary teachers for recognition, such as Wal-Mart Teacher of the Year, the Eddie C. Kennedy Reading Teacher of the Year, and the Ashland Teacher Achievement Award.

The Board sponsored a Service Personnel Recognition Program. A county finalist was selected in each of the six service personnel job classifications. A winner was selected from the six finalists and all were honored at a banquet.

The Board recognized top student scholars from each of the county's five high schools at the annual Superintendent's Senior Scholars Luncheon and honored the valedictorians, salutatorians, candidates for U. S. Presidential Scholars, and National Merit finalists. In addition, the Beckley Area Foundation provided a \$100.00 check to each valedictorian.

WAYNE COUNTY SCHOOLS

Wayne County School District

ATM Distance Learning Project

Through a partnership with Bell Atlantic, Marshall University, West Virginia Department of Education, the Department of Education and the Arts, Educational Broadcast Authority, and the Wayne County Board of Education, a pilot broadcasting asynchronous transfer mode (ATM) distance learning project was developed. This enabled high school students at rural and suburban locations to receive both high school and college credit. Qualified Wayne County faculty taught English, history, and a Marshall University course. ATM interactive distance learning made real-time courses possible for all the students. This project provided rural students equal opportunities for college courses. Of the 127 dual credit students, 27 students were enrolled in the ATM dual credit English class and 22 students were enrolled in the ATM dual history class at Tolsia and Spring Valley High Schools.

WIRT COUNTY SCHOOLS

Wirt County Primary Center School

Parent Involvement

The Local School Improvement Council (LSIC) dedicated time and effort into increasing parent involvement. Programs were developed and implemented. Boxes for Babes and Bears for Babes were designed to familiarize toddlers and their parents with the school and incorporated home visits, book readings, and an educational toy-lending library. Successful activities included; a parent fair, an open house with outside agencies and groups present to provide information for parents, and Pastry for Parents. Parents helped organize activities and were given packets of learning activities and copies of the West Virginia Board of Education Instructional Goals and Objectives. The LSIC won two Progress Awards of \$1,000.00 from the Education Alliance and a \$250.00 award for work with its business partner, WESBANCO. These funds were used for additional parent involvement activities.

Wirt County Middle School

Community Events

The Community Events Program was developed in accordance with the school's mission and vision statements and in alignment with the Unified School Improvement Plan goals. Community Events reflected the seasons, student interests, and community talents while utilizing the facility throughout the school year. In September a Fall Fest was held with Apple Butter Making, Cross Cut Saw, Herbs, Archery, Indian Lore, and Appalachian Stories stations. In October 93 community members assisted in the construction and supervision of a Haunted House. Advisory groups competed against each other in a November Food Drive that resulted in the collection of 3,000 cans of food. In February, Family Fun Night provided non-threatening, fun experiences for parents and their children. The gymnasium was turned into a roller rink for physical education classes during March and opened for students and their families on Skate Night. In April the skills and talents of the students were highlighted before a full house during the Physical Education Program.

Wirt County High School

1. AIM High

The Aim High program was developed to increase the number of students entering college. The program focused on at-risk students in order to raise their awareness and expectations about furthering their education beyond high school. Activities conducted included: college visitations; attending the WVU-Parkersburg Technical Fair; tuition free college classes offered on the high school campus; fee waivers for

the American College Test, Scholastic Aptitude Test, and Advanced Placement Exams; financial aid workshops; career planning workshop; and an alumni roundtable. The college going rate increased from 57.2 percent to 74.5 percent.

2. Writing Strategies For Life

The English language arts department designed a two-stage program to focus on deficiencies in student writing. Stage one was the implementation of a program that addressed writing sentences, paragraphs, and essays. In stage two, students were taught the criteria established for scoring writing tests, placed in a testing situation, and given a writing prompt. Teachers scored the compositions on the scale of 1-4. Then groups of students read the papers and came to an agreement on a score. Teachers found that the students and teachers tended to give the papers the same score. Six percent of the students scored 4.0 on the statewide writing assessment and forty-nine percent scored 2.5 or higher, the best the county had ever scored on the 10th grade writing assessment.

Wirt County School District

1. Chief Financial Officer Communication

The financial director prepared and presented workshops and financial reports to the Wirt County Board of Education, the community, and faculty senates. The workshops were presented during board meetings, board retreats, and community committee meetings to enhance awareness of fiscal issues. The Chief Financial Officer prepared an information update and checklist for monthly meetings with administrators. Public awareness of finances and the knowledge that the resources are used to benefit children has resulted in support of the school levy for more than 35 years and the system has been without a deficit even though the county has a high unemployment rate.

2. School Crisis Response Plan

The school district sponsored community forums on school violence in which psychologists, law enforcement personnel, medical/health services personnel, ministers, social workers, educators, parents, and students participated. From these forums planning groups developed a county crisis response plan. As a result: 1) Crisis response teams were established in each school; 2) crisis information packets were assembled and carried at all times by each principal; 3) crisis response manuals and emergency flip charts were developed for each employee to provide step-by-step procedures for a number of identified emergency situations; 4) trainings were scheduled with all employees to review the emergency procedures; 5) a central office phone number was established for emergency situations; and 6) a brochure was developed and distributed to inform all parents that emergency procedures were in place. Employees reported that selecting crises response team members and back-up people in advance helped them be better prepared. As a result of the public

meetings and planning efforts, parents, teachers, students, and community members accepted security procedures, such as use of one entrance and signing in and out of the office, in and around schools.

WYOMING COUNTY SCHOOLS

Berlin McKinney Elementary School

1. Station Express

Station Express is a program utilized in grades K- 4 to address areas of weakness identified on the Stanford-9 Achievement Test (SAT-9), Writing Assessment Test, and teacher observations. Each month grade level teachers met with the Title I teachers to develop lesson plans and prevent duplication of activities. All students participated in Station Express and parents were encouraged to participate in activities. Three activities were occurring simultaneously during thirty-minute time frames. After thirty minutes, teachers rotated classrooms and the next class of students was taught a second skill. After thirty minutes the teachers rotated again to teach a third group, providing every student focused instruction in three areas of weakness. Student performance on the SAT-9 improved, especially in Reading Comprehension, Social Sciences, and Listening Skills. The grade 4 Writing Assessment Test indicated a slight improvement.

2. Back-To-School-Camp

The Berlin McKinney Title I program provided a back-to-school camp for all participating Title I students to boost new school term preparation. Multi-age groups (K-4) concentrated on basic reading and mathematics skills during the four-day (9:00 - 12:00) program. Each day began with a read-aloud activity, followed by a correlated language arts experience and a theme-appropriate cooking activity. The Book-of-the-Day was based on a numerical theme and preceded a variety of problem solving and estimation activities. Students enjoyed eating the product of the daily cooking activity and wrote a journal about the camp events.

3. Preschool Special Needs Exemplary Programs

Wyoming County had seven preschool special needs classrooms, two of which were located at Berlin McKinney Grade School. The mission was to provide effective and timely intervention to preschool children with special needs before the disability altered or undermined their development and future capabilities.

Wyoming County staff educated the public on the following facts:

- Preschool children with special needs benefit from early intervention.
- Early intervention programs are effective in facilitating development and learning in young children with special needs.
- Communities must assume responsibilities for making special services available to all children with special needs.

Berlin McKinney Grade provided unique programs to help meet the needs of students and parents, including:

1. Peer Models. Each preschool class in the county included peer models.
2. Preschool Summer Camp. The Wyoming County preschool program sponsored summer camps for preschool-age children at four (4) different locations. Camps provided parents information and guidance, exposed young children to literacy activities, and bridged preschool and kindergarten.
3. Backpack Activities. Parents were given a "backpack of activities" that involved one central theme, such as Shapes, Colors, or ABCs. The parent and child completed the activities from the backpack together, and then returned the backpack to take another.

Huff Consolidated Elementary School

1. Reading/English/Technology K - 8

Huff Consolidated School created a writing program, Reading/English/Technology, that encompassed language arts, technology applications, and all subject areas. The half-hour class, provided to all students daily, was based on:

- West Virginia Instructional Goals and Objectives (IGOs),
- West Virginia Holistic Writing Assessment Standards,
- Five-step writing process, and
- Best teaching practices.

The Reading/English/Technology instructor developed an approach to teaching writing called *Frameworks for Writing*, and created daily writing activities. She was awarded the West Virginia State Christa McAuliffe Fellowship Award, 2000 for the writing program that provided \$28,560.00 to purchase computers and other electronic communication equipment. The fund also provided for the instructor to conduct writing workshops for teachers at other schools that promote the Christa

McAuliffe Fellowship Program. Huff Consolidated School Writing Assessment scores were the highest in Wyoming County for 1999-00. The number of students performing in the 3 to 3.5 range increased markedly and five students scored 4, which indicates exemplary papers.

2. Legends and Lore From The Hills and Hollows

Two teachers applied for and received a Bell Atlantic World School Grant Award for students to collect stories and publish a hardbound book entitled, *Legends and Lore from the Hills and Hollows*. Students contacted West Virginia schools and public figures requesting West Virginia stories of legend or lore. Stories could be submitted on paper, audiotape, videotape, or diskette. Story categories included: Revolutionary War, Pioneer days, Civil War era, World War I, World War II, culture, music, family stories, Native West Virginians/Americans, public figures, historic places, and historical events. Each story must reflect West Virginia in a positive manner. Stories will be collected, edited, stored on disk, and organized by student groups. A 200-page book, including photographs, will be published at the end of the year and distributed to Huff students, all respondents, Bell Atlantic, the Governor, some legislators, libraries, and others. Additionally, the entire book, including photographs, audio clips, and video clips, will be published on Huff School's Web site which the students will create. The book will also be published on Compact Disk. All Huff students participated in the year-long project and received a West Virginia Author certificate.

The grade 7 Junior Achievement Project is to become a publishing company. Students will print and bind the books, create the CDs, and edit and organize the stories for publication. They will accept printing jobs and use the new technology provided through the Christa McAuliffe and Bell Atlantic awards. This program will also give these students business management experience. Students will sell company stock shares, maintain records, assume official jobs and titles, and seek to profit from this business venture. At the end of the year, the company will be liquidated and dividends will be paid to stockholders.

3. It's About Time & More Time to Learn

It's About Time is an Education First Masters of Time funded program that provided evening school for Huff Consolidated School's at-risk students. Sixty tutoring sessions of West Virginia Instructional Goals and Objectives (IGOs) and reteaching skill deficiencies indicated by assessment data were provided. Additionally, 20 enrichment sessions were provided that focused on career awareness, career development, and life skills. Students toured the local college and were introduced to major areas of the college curriculum. They visited Chief Logan State Park and talked with the park ranger about forestry careers. The director of the new YMCA discussed careers in recreation and physical development during a visit. Students also visited the local bowling alley, bowled a game and learned about restaurant and bowling alley management. All students,

high school mentors, and parents kept a career portfolio. Each student declared five areas of interest and sought information about those careers. Families were provided newspapers and parents received basic computer training.

Stanford-9 Achievement Test (SAT-9) performance analysis of students served indicated an average gain of 6.16 percentile points in reading and an average 11.16 percentile points in mathematics, bringing many of the students out of the lowest quartile.

4. More Time To Learn

More Time to Learn replicated It's About Time, a WV READS program. Classes were held three mornings each week for 33 sessions. The principal, four teachers, four parents, and an Americorps/APPALREAD volunteer staffed the program, with community, businesses, and college student volunteers helping. Two libraries and the basic skills computer laboratory were utilized. Twenty-five K-3 students read more than 1200 library books during the summer program. The Star Reader Placement Program from Accelerated Reader indicated an average reading level gain of 1.33 years.

Mullens Middle School

Exploratory Time Program

A thirty-minute exploratory class rotated with a thirty-minute lunch period to provide career awareness/exploration, computer education, multicultural education, conflict resolution and Presidential Physical Fitness Test activities for all students. The program also included reteaching/remediation activities to meet group and individual needs. Results included a very low discipline referral rate with no fights in the building or on any school buses and the student passage rate on the Presidential Physical Fitness Test improved.

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.

LEWIS COUNTY SCHOOLS

Beginning with the 2000-2001 school year, the percentage of students passing the Presidential Physical Fitness Test must be forty percent (40%) or above or show an increasing trend during the most recent three years. Based upon a review of the Presidential Physical Fitness Test results for Lewis County, 28.6 percent of the schools are not meeting the forthcoming standard. The Education Performance Audit Team recommended that the county review the physical education program offerings being provided and review the current school data to insure that all schools meet the requirement for the percentage of students scoring at the national level on the Presidential Physical Fitness Test or show an increasing trend.

Preston County Schools

While all the schools in the district met performance measure 4.1 Student Achievement, a review of the Spring 2000 Stanford-9 Achievement Test (Sat-9) data indicated a need to implement curriculum and instructional strategies to improve student achievement at two schools. An increase in the percentage of students performing in the 1st quartile is clear and signals a need for further analysis. The following table identifies areas of concern.

School	Performance
Central Preston Middle	Increasing 3-year trend in 1 st quartile 3% decrease in 3 rd and 4 th quartile
Tunnelton-Denver Elementary	Significant increase in 1 st quartile from previous year

The Team recommended that Preston County examine the education programs being provided and implement strategies to decrease the percentage of students performing in the 1st quartile. A comprehensive teach/reteach component must be developed to address student achievement.

WAYNE COUNTY SCHOOLS

While Wayne County Middle School met performance measure 4.1, Student Achievement, there was an alarming increase in the percentage of students performing in the 1st or bottom quartile (11.76% in 1998-99 to 16.24% in 1999-2000) on the 1999-2000 Stanford-9 Achievement Test (SAT-9). Student performance is indicated in the following table:

Grade 1999-00	Quartile	Total Reading	Total Mathematics	Total Language	Total Basic Skills
6	3 rd - 4 th	41.7%	57.9%	57.9%	52.1%
	1 st	25.0%	18.6%	24.8%	19.4%
7	3 rd - 4 th	45.9%	48.2%	51.1%	50.8%
	1 st	20.3%	20.3%	24.1%	15.9%
8	3 rd - 4 th	56.3%	56.3%	58.9%	58.0%
	1 st	17.0%	12.5%	17.0%	12.5%

Shaded areas indicate acceptable levels of performance.

These levels of student achievement indicate a need to implement curriculum and instructional strategies to improve student achievement. A comprehensive teach/ reteach component must be developed to address student achievement.

Reading instruction must be addressed at all grade levels with particular attention to the students performing in the first quartile. While achievement in mathematics in grades 6 and 8 and language in grades 6, 7, and 8 is acceptable at the 3rd and 4th quartiles, the percentage of students performing at the 1st quartile must be decreased.

To assist Wayne Middle School and its feeder school(s) in improving student achievement the central office must:

1. Assist the schools in a comprehensive analysis of student achievement data.
2. Assist the schools to identify best practices and effective instructional strategies that are used effectively.
3. Assist the schools to develop clear expectations for student performance and define quality student work.
4. Assist the schools in providing extra time and extra help for students achieving below the 50th percentile on the SAT-9.
5. Ensure collaboration between Wayne Middle School and the feeder school(s).
6. Provide staff development identified by the school Curriculum Teams and county instructional staff.
7. Monitor the progress of teaching and learning.

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.

LINCOLN COUNTY SCHOOLS

The Education Performance Team reported that the Lincoln County School System was deficient in their capacity to provide an instructional program that meets standards. Extensive technical assistance and staff development was needed to put in place practices and policies that meet standards and simultaneously increase achievement levels.

Facility issues surfaced in many of the standards that show buildings were inadequate, needed renovations, replacement, and maintenance. Many facilities were not conducive to learning. The lack of science laboratories and overcrowding in some existing laboratories were evident.

Personnel cutbacks resulted in some schools being understaffed administratively, instructionally, and in support services. An equal access issue identified involved students who must be transported to other schools for some course offerings. Evaluation of personnel, assignment of certified personnel, postings, hiring practices, and interviewing procedures were identified as not meeting standards.

Individual school accounting practices were identified as a problem in several schools.

It was observed that Lincoln County Schools was not strategically targeting their resources in terms of curricular offerings, facilities, assignment of personnel, and the distribution of other resources. Before an assessment could be made that resources were inadequate in Lincoln County to meet high quality standards, revised school and county Unified Improvement Plans had to be developed to target available resources strategically in order to correct the deficiencies. Inherent in the process of strategically targeting resources was the development of facilities plans that provide for efficiency in providing a thorough and efficient education system for Lincoln County.

The Team recommended that technical assistance from the West Virginia Department of Education, the West Virginia Center for Professional Development, the School Building Authority, and the local Regional Education Service Agency be provided.

PENDLETON COUNTY SCHOOLS

Brandywine Elementary School

Brandywine Elementary School requires major facility remodeling/rebuilding to foster an environment that promotes teaching and learning. The main section of the structure was built in 1939-1940. The kitchen was added in 1953 and classrooms were added in 1976 and 1993. Four portable classrooms were constructed in 1968 and 1985, two of which now house the computer laboratory and library. Rest rooms contain original fixtures and are not accessible to students with limited mobility. The kitchen is too small

to handle the number of meals prepared each day. Electrical wiring in original classrooms is substandard, resulting in poor illumination and only one outlet per room. Any additional outlets, such as for computers, must be surface mounted with wire mold. Inadequate insulation and windows contribute to cold classrooms in winter. Deficiencies noted by the Fire Marshal include transoms into classrooms from hallways and doors and frames that do not meet the fire rating. The school office is neither centrally located nor near an entrance. The principal and school secretary share the one room office, located in a former dressing room off the stage, which is across the length of the gymnasium/cafeteria and up a staircase. Conferences are conducted in a room to the back of a portable classroom.

Pendleton County lacks the fiscal capacity with current resources to perform the construction. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority. It is noted that Brandywine Elementary School does not meet the economies of scale criteria, thus a waiver would need to be approved or the school merged with another for School Building Authority funding.

PRESTON COUNTY SCHOOLS

Preston County School District

Central Preston, South Preston, and West Preston Middle Schools are besieged with problems inherent in trying to provide a modern education program in buildings that have outlived their practical usefulness.

Central Preston Middle School

The five buildings that make up Central Preston Middle School are not connected with covered or enclosed walkways. Students and staff encounter inclement weather when going from building to building or to the cafeteria located in the elementary school. The Main Building, constructed in the 1920s, houses the gymnasium, auditorium, library, office and ten classrooms. The Science Building, constructed in the early 1950s, contains the sciences, art, shops, and home economics classrooms. The Band Building, a block building built by the Band Boosters in 1982, houses band and music classes. The Typing Building is an older model portable classroom containing the computer laboratory and an Itinerant classroom. The Vocational/Agriculture Building currently houses four classrooms on the upper level and abandoned football team dressing rooms on the lower level.

The buildings are in deteriorated condition and lack the resources of more modern school buildings. The coal fired heating plant does not distribute heat evenly. The building is not accessible to individuals with limited mobility. A former classroom serves as the school office and the principal's office, but lacks partitions that provide the privacy needed in an administrative office. Approximately 1/3 of the students walk to the

elementary school to eat a hot lunch, while the remaining students eat a cold lunch in the gymnasium. The lack of having all classrooms in one facility further detracts from the quality of the educational program.

South Preston Middle School

South Preston Middle School is situated on an elevated site at the end of a steep drive. A series of three structures are adjacent to the main building. One building is used for storage and another is an old abandoned wood structure. The remaining structure is the Band Room that was constructed by the Band Boosters in 1961. That building has an ongoing problem with high humidity and is always damp, not a desirable condition for students or musical instruments and sheet music. The three-story main building was constructed in 1914 as a high school. A cafeteria is located on the bottom floor in an area that was originally a gymnasium. The second floor houses classrooms, the main office, and the main entrance. More classrooms and a small library are located on the top floor. A two-story gymnasium building was added in 1952. Locker rooms, the guidance office, and the Industrial Arts shop are located on the lower level. The facility is not accessible to individuals with limited mobility.

The building is in a deteriorated condition. A serious problem exists with loose brick on the front of the building. As a temporary measure, additional support joists and tie rods have been installed in the classroom ceilings in the front of the building to minimize further damage. The coal fired heating plant does not distribute heat evenly throughout the building and contributes to staff and student allergy problems. At a minimum, asbestos should be checked, broken windows replaced, and the leaky roof repaired.

West Preston Middle School

Three structures make up West Preston Middle School. The band and technology laboratory building is located behind the main building. Students and staff must walk outside to these buildings and there are no covered or protected connections. The main building is a three-floor structure with the main entrance on the second floor. The building is not accessible to individuals with limited mobility.

The buildings are heated by coal, which does not distribute heat evenly and contributes to staff and student allergy problems. Roof leaks are a problem in all three buildings and the windows need repair. There is low water pressure on the top floor, the gymnasium floor needs repair, and the science laboratories should have gas and water connected to the science tables. Sufficient electrical power is a problem in installing computers in classrooms and the computer laboratories. Computers are available, however, there is a problem with computer usage interrupting electrical circuit breakers.

Central Preston, South Preston, and West Preston middle Schools are besieged with problems inherent in trying to provide a modern education program in buildings that have outlived their practical usefulness. Alternatives to trying to maintain the facilities should be seriously considered. However, the Education Performance Audit Team found that four recent attempts to pass an excess levy have failed. Loss of excess levy

funding has forced the elimination of many professional and maintenance personnel positions. Central office staff reported that during the 2000-01 school year personnel numbers will conform to State Aid formula allocations. Further reductions in staff may have a negative effect on Preston County's ability to deliver high quality programs and services to students. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

WAYNE COUNTY SCHOOLS

Wayne County School District

The Team determined through interviews, review of documentation, and observations that: monitoring from the central office was inconsistent; the central office was unaware that schools did not have necessary information to comply with all standards; the central office did not hold the schools accountable for developing plans of compliance and correcting noncompliances; and principals were aware of noncompliances, but did not initiate corrective actions.

It is imperative that the schools have the capacity to meet the performance measures and process standards. To assist the schools in achieving capacity, the central office must:

1. Provide continuous assessment of the schools' progress toward meeting the performance and process standards.
2. Determine the areas of weakness that contributed to the high number of noncompliances.
3. Ensure that the administrators are held accountable for eliminating noncompliances.
4. Ensure that the educators are held accountable for instructional practices.
5. Monitor the progress toward correcting noncompliances.
6. Ensure that the needed resources are available from the state and/or local level to assist the schools in achieving the standards and alleviating deficiencies.

All resources must be used to improve student performance and to meet the standards by strategically targeting the resources to eliminate deficiencies. The Team determined that Wayne County has the capacity to meet the findings of noncompliances identified in the Education Performance Audit.

Wayne County has 12 elementary schools, 6 middle schools, and 3 high schools. The facilities are structurally sound and in good repair. However, two schools had facility findings that needed to be corrected.

Kellogg Elementary School

Two portable buildings that were used for classrooms needed to be removed or replaced. The county should explore the option of moving grade 5 students to Vinson Middle School that is a short distance from the elementary school. Vinson Middle School had six unoccupied classrooms. The middle school could easily accommodate the increased student enrollment.

Kenova Elementary School

The building was poorly illuminated and needed a thorough cleaning. Classrooms needed to be cleaned and clutter removed to make the environment conducive to teaching and learning. The custodians should be trained in cleaning techniques and using cleaning equipment. The principal and county maintenance staff should inspect the building regularly to ensure that it is clean, orderly, and provides an environment that is conducive to teaching and learning.

The schools identified need renovations to foster an environment that promotes teaching and learning. Wayne County Schools should revise the Unified County Improvement Plan (UCIP) to reallocate available resources to provide the needed improvements. Additional resources may need to be obtained from an excess levy, a bond issue, or request 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 1999 meeting, the State Board reviewed performance data provided by the Office of Education Performance Audits and declared the education program in eight 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 8 lists the schools issued seriously impaired status and reason for status.

Table 8

SERIOUSLY IMPAIRED SCHOOLS DECEMBER 1999		
School	County	Reason for Status
Powellton Elementary School	Fayette	8.1
Valley High School	Fayette	8.5
Roanoke Elementary	Lewis	8.5
Guyan Valley High School	Lincoln	4.2; 8.5
Buffalo Elementary School	Logan	8.5
Lenore Middle School	Mingo	8.5
Magnolia High School (Matewan)	Mingo	8.5
Switchback Elementary	McDowell	8.5

Section 10

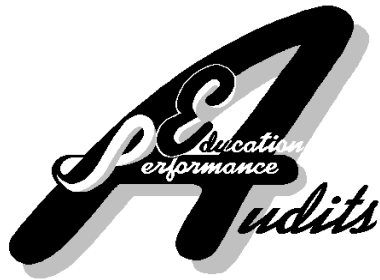
PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

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 1999-2000 education performance audits and the *School District Approval Status and School Accreditation Status December 1999 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.

Six professional development areas are identified in the report. These areas include: county and school Unified Improvement Plans, student achievement, finance, facilities, personnel licensure and evaluation, 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.



Recommendations for Professional Development Office of Education Performance Audits

Introduction

During the 1999-2000 school year, Education Performance Audit teams reviewed 167 schools and conducted 11 on-site reviews. At the time of this report, eight (8) of the reports are complete and three (3) are in process.

The Office of Education Performance Audits analyzed the 1999-2000 data to identify deficiencies and make recommendations to increase the capacity of state schools and school systems for the West Virginia Board of Education's consideration in developing goals for statewide professional development.

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

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 *1999 Report of Ratings*, 64 schools or 8% were issued Temporary or Conditional Accreditation status and 8 schools or 1.0% were seriously impaired among 31 or 56% of the county school districts.

- 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.**

Finding: According to the *1999 Report of Ratings*, 43 schools or 5.26% were issued Temporary Accreditation or Conditional Accreditation status among 20 or 36% 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: Thirty-five or 20.96% of the 167 schools reviewed were cited in 9 or 81.82% of the 11 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: Thirty or 17.96% of the 167 schools reviewed were cited in 7 or 63.64% of the 11 county school districts.

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

Finding: Nineteen or 11.38% of the 167 schools reviewed were cited in 8 or 72.73% of the 11 county school districts.

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

Finding: Sixteen or 9.58% of the 167 schools reviewed were cited in 7 or 63.64% of the 11 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: Twenty-four or 14.37% of the 167 schools reviewed were cited in 5 or 45.45% of the 11 county school districts.

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)

Finding: Nineteen or 11.38% of the 167 schools reviewed were cited in 8 or 72.73% of the 11 county school districts.

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

Finding: Twenty-six or 15.57% of the 167 schools reviewed were cited in 8 or 72.73% of the 11 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: Seventeen or 10.18% of the 167 schools reviewed were cited in 5 or 45.45% of the 11 county school districts.

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

Finding: Nineteen or 11.38% of the 167 schools reviewed were cited in 3 or 27.27% of the 11 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)

Finding: Fifty-two or 31.14% the 167 schools reviewed were cited in 7 or 63.64% of the 11 county school districts.

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

Finding: Fifteen or 8.98% of the 167 schools reviewed were cited in 7 or 63.64% of the 11 county school districts.

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

Finding: Twenty-nine or 17.37% of the 167 schools reviewed were cited in 7 or 63.64% of the 11 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: Twenty-eight or 16.77% of the 167 schools reviewed were cited in 6 or 54.55% of the 11 county school districts.

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

Finding: Fourteen or 8.38% of the 167 schools reviewed were cited in 6 or 54.55% of the 11 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: Fourteen or 8.38% of the 167 schools reviewed were cited in 7 or 63.64% of the 11 county school districts.

6.1 Unified School Improvement Plan

Finding: Fifteen or 13% of the Unified School Improvement Plans required revision.

6.2 Unified County Improvement Plan

Finding: Twenty-five or 45% of the Unified County Improvement Plans (UCIP) required revision, eight or 15% of the UCIPs were Approved with Stipulations. Thirty-three or 60% of the UCIPs required further work.

SUMMARY

The data analysis derived from the education performance audits conducted during the 1999-2000 school year and the *December 1999 Report of Ratings* 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 West Virginia's public schools.

RECOMMENDATIONS

1. Student Achievement

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

- 1.1 School Curriculum Team.
- 1.2 Programs of Study.
- 1.3 Parent Involvement.
- 1.4 Instruction in writing.
- 1.5 Application of technology.
- 1.6 Multicultural education.
- 1.7 Instructional strategies and techniques.
- 1.8 Local School Improvement Council.

2. Student Attendance

Data indicate that student attendance is a consideration for professional development. Areas identified in the analysis directly related to student attendance include:

- 2.1 Parent involvement.
- 2.2 Preventive discipline program.
- 2.3 Student involvement program.

3. Finance

Data indicate implications for professional development in the finance area for principals, faculty senate officers, and school personnel responsible for school accounting. Areas identified in the analysis directly related to finance include:

- 3.1 School accounting procedures.
- 3.2 Faculty senate funds.

4. 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:

- 4.1 Health and safety hazards.
- 4.2 Environment conducive to learning.

5. 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 office personnel and principal training in matching certificate requirements with employee assignments. Areas identified in the analysis directly related to professional licensure and evaluation include:

- 5.1 Professional educators licensed for their assignments.
- 5.2 Other professional employees licensed for their assignments.
- 5.3 Professionals providing supervision or services to students engaged in extracurricular activities meet the qualifications for their assignments.
- 5.4 Personnel evaluation policy and process.

6. 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 specified by Policy 2510. Areas identified in the analysis include:

- 6.1 Evaluation.
- 6.2 Budget.
- 6.3 Achievement Data.
- 6.4 Results oriented and measurable goals, objectives, and activities.
- 6.5 Needs Assessment.

Section 11

PRESENTATIONS

One priority of the Office of Education Performance Audits is 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 9 shows the staffs' presentations, dates, locations, participants, and number of participants.

Table 9

OFFICE OF EDUCATION PERFORMANCE AUDITS PRESENTATIONS				
DR. KENNA SEAL				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
7/12-14/99	Canaan Valley	WVASA Summer Conference	School Administrators	45
7/20/99	Sutton	Jackson County School Personnel	School Personnel and County Board Office	30
7/21/99	Flatwoods	New Superintendents Orientation	New County Superintendents	6
8/4/99	Flatwoods	Braxton County Rotary Club	Business and Committee Members	40
8/9/99	Mineral Wells	County Test Coordinators' Meeting	Test Coordinators	75
9/19/99	Huntington	Office of Education Performance Audits Statewide Training	Department of Education Staff, County Boards of Education, and School Staff	250
10/29/99	Columbia, South Carolina	South Carolina Department of Education	South Carolina Department of Education	12
11/13/99	Hawks Nest State Park	Professional Educators' Meeting	WV Professional Educators	60
11/14/99	Shepherdstown	Legislative Oversight Commission on Educational Accountability (LOCEA)	WV Legislators	25
12/10/99	Charleston	Kanawha County Counselors	Kanawha County Elementary Counselors	30
12/10/99	Cedar Lakes	WV School Boards Association	Board of Education Members and Superintendents	15
12/22/99	Meadow Bridge	Presentation at Meadow Bridge High School	Faculty at Meadow Bridge High School	35
4/28/00	Silver Creek	RESA VII Board of Directors' Meeting	RESA Board Members	30

DR. KENNA SEAL (Continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
5/18/00	Beckley	WVASA Meeting	School Administrators	50
6/14-16/00	Bethany	Superintendents' Leadership Institute	County Superintendents	50
6/22/00	Canaan	WV School Boards Association	County Board of Education Members and Superintendents	110
6/23/00	Flatwoods	WV Executive Secretaries Association	County Superintendents' Secretaries	15
6/29/00	Martinsburg	Principals Leadership Academy	Principals and Assistant Principals	75
DR. DONNA DAVIS				
7/12/99	Denver, Colorado	Education Commission of the States	Legislators, State Superintendents, School Personnel	25
8/2/99	South Charleston	North Central Association	Members, North Central Association	15
8/25/99	Mount View	Mount View High School	Faculty, Administrators, Central Office Staff	45
9/20-21/99	Huntington	Office of Education Performance Audits Statewide Training	Department of Education Staff, County Boards of Education and School Staff	250
11/10/99	Charleston	Kanawha County Counselors	Kanawha County Secondary Counselors	50
11/13/99	Charleston	North Central Association	North Central Board	15
12/6/99	Welch	McDowell County Board of Education	County Board Members, Superintendents, County Board of Education Staff, Teachers, Principals, Community Members	40
12/13/99	South Charleston	North Central Association	Members, North Central Association	15

DR. DONNA DAVIS (Continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
3/8/00	Charleston	RESA Directors	RESA Directors, Staff	25
3/14/00	South Charleston	North Central Association Regional Representative	North Central Association Regional Representative	3
3/16/00	Charleston	Chief Instructional Leaders	Superintendents, Central Office Staff, Instruction Staff, West Virginia Department of Education Staff	75
3/17/00	Charleston	Dept. of Education Improvement Consultant Teams to Seriously Impaired Schools	Department of Education Staff	35
DAVID PERINE				
8/26/99	Braxton County	Accreditation Training	Central Office, Principals, Staff	15
9/20-21/99	Huntington	Exemplary Programs/ Administrative Practices	Central Office, Principals, Teachers	300
10/27/99	Wirt County	Office of Education Performance Audits Training	Central Office, Principals, Teachers	15
11/4/99	Charleston	Accreditation Overview	State Board of Education, Attendees	30
11/15/99	Beckley	Office of Education Performance Audits Training	Central Office, Principals, Teachers	50
12/16/99	Mineral Wells	Office of Education Performance Audits Training	Central Office, Principals, Teachers	12
2/22/00	Marion County	Office of Education Performance Audits Training	Central Office, Principals	35

DAVID PERINE (Continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
2/25/00	Mineral Wells	Office of Education Performance Audits Annual Report	Statewide Testing Coordinators	55
4/14/00	Charleston	Progress Evaluation Training	Director, Deputy Director, Coordinators	5
7/20/00	Huntington	Office of Education Performance Audits Training	Principals	70
DENNIS KENNEDY				
8/4/99	Charleston	Accreditation & the Classroom Teacher	Leaders of Learning Participants	10
9/20-22/99	Huntington	Office of Education Performance Audits Training	Office of Education Performance Audits Trainees	200
10/25/99	Beckley	Office of Education Performance Audits Training	Office of Education Performance Audits Team	26
12/6/99	Weston	Office of Education Performance Audits Training	Office of Education Performance Audits Team	17
5/2/00	Wheeling	Unified School Improvement Plan	Principals	50
5/3/00	Morgantown	Unified School Improvement Plan	Principals	50
5/4/00	Huntington	Unified School Improvement Plan	Principals	50
5/5/00	Lewisburg	Unified School Improvement Plan	Principals	50
TEDDI COX				
8/2/99	Charleston	Unified School Improvement Plan	Leaders of Learning	30
9/19-21/99	Huntington	Office of Education Performance Audits Statewide Training	Department of Education Staff, County Boards of Education, School Staff	200

TEDDI COX (Continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
10/27/99	Charleston	Accreditation	Local School Improvement Council Members	40
11/10/99	Morgantown	Accreditation	WVU Administrators' Class	10
11/2/99	Franklin	Education Performance Audit Training	Education Performance Audit Team Members	12
12/13/99	Morgantown	Education Performance Audit Training	Education Performance Audit Team	20
2/12/00	Mineral Wells	Accreditation	Assessment Coordinators	50
3/7/00	Morgantown	Accreditation	WVU Administrators' Class	20
MICHAEL KESSINGER				
8/3/99	Charleston	From Temporary to Conditional: Revising the Unified School Improvement Plan (USIP)	Leaders of Learning Participants	30
8/10-13/99	Bridgeport Oak Hill Charleston Berkeley Springs	Developing the Unified School Improvement Plan - Drive in Conference	Secondary Principals and Staff	235
8/18/99	Beckley	The Unified School Improvement Plan and Education Performance Audit	Raleigh County Principals and Central Office Staff	80
8/19/99	Wayne	Writing the Unified School Improvement Plan	Wayne County Principals	50
9/19-21/99	Huntington	Utilizing the Unified School Improvement Plan in the Accreditation Process	Office of Education Performance Audits Conference	200
10/26/99	Weirton	Education Performance Audits Team Training - Brooke County	Team Members	32

MICHAEL KESSINGER (Continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
11/30/99	Barboursville	Education Performance Audit Team Training - Wayne County	Team Members	20
12/3/99	Charleston	The Unified School Improvement Plan	Middle School Principals	20
12/8/99	Fairmont	Multicultural Education	RESA VII Principals	40
1/10/00	Charleston	Education Performance Audit Team Training - Logan County	Team Members	41
3/7/00	Parkersburg	Developing the Unified School Improvement Plan	RESA III Principals	30
4/14/00	Elkins	How to Meet Accreditation Standards through High Schools That Work	Elkins High School Faculty	65
5/2-5/00	Martinsburg Parkersburg Institute Glade Springs	Developing the Unified School Improvement Plan	Principals' Seminars	200
5/16/00	Fairmont	Multicultural Education	RESA VII Principals	75

Section 12

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, 10 or 18% of the plans required revision.

School Plans – Of the 118 Unified School Improvement Plans (USIP) of schools issued Temporary Accreditation status reviewed, 33 or 28% 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 1999 Report of Ratings*, 205 of the 818 West Virginia public schools failed to meet the State's performance standards.

Trend.

Student achievement on the Stanford-9 Achievement Test (SAT-9) affected 64 schools. Only 24 county school districts had all the schools to meet the achievement standard. Dropout rate affected 3 schools. Attendance rate below 91.5% affected 43 schools.

3. Education Performance Audits.

Random Education Performance Audits were conducted in 10 school systems. In total, Teams of specialists reviewed all aspects of the education program in 167 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.

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

52 (31.14%) of 167 schools in 7 (63.64%) of 11 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%).

35 (20.96%) of 167 schools in 9 (81.82%) of 11 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)

30 (17.96%) of 167 schools in 7 (63.64%) of 11 county school districts

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

29 (17.37%) of 167 schools in 7 (63.64%) of 11 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)

28 (16.77%) of 167 schools in 6 (54.55%) of 11 county school districts.

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

26 (15.57%) of 167 schools in 8 (72.73%) of 11 county school districts

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

24 (14.37%) of 167 schools in 5 (45.45%) of 11 county school districts

4. Early Detection and Intervention Areas.

Education Performance Audit Teams reported the following trends for early detection and intervention.

Trend.

Recurring observations in reports include:

- A. Low performance on the Presidential Physical Fitness Test (PPFT).
- B. Low level of student performance in the 1st quartile of Stanford-9 Achievement Test (SAT-9).

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 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 10 depicts this trend.

Table 10

SCHOOLS WITH 15% OR MORE OF STUDENTS ACHIEVING IN 1ST QUARTILE	
YEAR	NUMBER OF SCHOOLS
2000	86
1999	122
1998	193
1997	415

Note: A **preliminary analysis** of the 86 schools indicates that 37 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 11 illustrates the dramatic trend in increased student and school achievement.

Table 11

SCHOOLS WITH LESS THAN 50% STUDENTS ACHIEVING AT OR ABOVE 3RD QUARTILE	
YEAR	NUMBER OF SCHOOLS
2000	30
1999	51
1998	98
1997	187

Preliminary achievement data analysis indicates a steady decrease in the number of schools that fail to meet Performance Measure, 4.1 Student Achievement. Table 12 indicates the improving trend in schools attaining the West Virginia Board of Education school and student performance.

Table 12

TOTAL SCHOOLS PERFORMING BELOW PERFORMANCE MEASURE 4.1	
YEAR	NUMBER OF SCHOOLS
2000	57
1999	64
1998	98
1997	187

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.

- 4.10 A high level of meaningful parent involvement.
- 5.1.3 Staff demonstrate high expectations for student performance.
- 5.1.4 Staff foster an environment conducive to learning.
- 5.1.9 Instruction in writing throughout all programs of study.
- 5.1.11 Application of technology throughout all programs of study.
- 5.5.1 Facilities provide an environment conducive to learning.
- 5.6.4 Communication to parents.
- 5.10.3 Utilizing a variety of instructional strategies.

Section 13

GENERAL RECOMMENDATIONS

1. Student Performance.

Based on an analysis of the data and performance audits, several schools continue to struggle to meet the annual performance measure of 50 percent of students in the top two quartiles and no more than 15 percent of students in the bottom quartile. Preliminary data analysis indicates an increase in the number of schools (30 in 1999 to 37 in 2000) that fail to meet the 15 percent in the bottom quartile or show a decreasing trend. Therefore, the following recommendations are presented.

- 1.1 Intensive and sustained staff development and technical assistance need to be provided to schools not meeting the student achievement measure.
- 1.2 Other subjects besides basic skills being tested such as science, social studies, and spelling need to be emphasized and reported. The next series of the statewide assessment program should include all the subtests and accreditation standards apply to a complete battery of assessments.
- 1.3 Kindergarten through grade 2 schools need to have a method to annually demonstrate that students are performing well.
- 1.4 Additional subject area tests need to be added to the assessment program as well as a movement toward criterion referenced tests that assess all adopted instructional goals and objectives.
- 1.5 In the absence of an exit examination for students from high school, the American College Test (ACT) and the Scholastic Aptitude Test (SAT) need to be an accountability measure for students seeking college entrance. An additional assessment (such as the High Schools That Work) needs to be adopted for students seeking entry into the work place.
- 1.6 The writing assessment that is administered in grades 4, 7, and 10 should be reported in school report cards and become part of the accountability system.
- 1.7 An increasing number of school systems are including fewer students for testing under standard conditions. Policies and assessment regulations need to be revised to require a greater number of students to be tested under standard conditions in order to treat all schools and systems uniformly in terms of accountability.

2. Student Attendance.

- 2.1 Student attendance rates have remained fairly constant the past several years, although student achievement has increased as measured by a variety of assessments. The current attendance standard needs to be revised to reflect realistic and achievable rates for schools given the Safe Schools Act that requires certain suspensions of students. Additionally, inclement weather and epidemics of illness cause absenteeism to increase.

Table 13 shows the increase of schools on Temporary/Probationary accreditation status due to attendance.

Table 13

TEMPORARY/PROBATIONARY SCHOOLS BY ATTENDANCE		
YEAR	ATTENDANCE RATE	NUMBER OF TA/PA SCHOOLS
December 1999	91.5%	43
December 1998	90.5%	19
May 1997	90%	2
December 1997	90%	5
March 1996	90%	5

3. Student Dropout.

- 3.1 The standard for schoolwide student dropout needs to be more stringent. The current standard allows an excessive percentage of students to exit the school system prior to completion.

4. School Level Leadership.

- 4.1 A common characteristic of low performing schools is the lack of stability and effectiveness of school principals. Research indicates that effective schools must have effective principals. Additional standards for school leadership need to be devised. Additionally, more technical assistance and training are needed for leadership development in low performing schools.

5. Teacher Shortages.

- 5.1 Education performance audits reveal that certain curricular subjects are not taught or are taught by a noncertified teacher. Plans to address the impending shortage in administrator, special education, foreign language, and science teachers need to be devised if schools are to meet high quality standards in the future by having certified teachers in all the required subject areas.

6. School Building Authority.

The following issues involving school facilities surfaced during education performance audits and during the past year.

6.1 Lincoln County Schools.

Findings from two separate education performance audits found that Lincoln County had many facility issues that require renovations or replacement. The high schools in particular were cited for lack of capacity to deliver a high quality education due in part to facility needs.

A Comprehensive Education Facilities Plan has been adopted and approved that address these facility needs. It is recommended that Lincoln County Schools receive priority consideration for funding these facility needs.

6.2 Mingo County Schools.

Findings from two separate visits to Gilbert Elementary School in Mingo County revealed an old facility that was not conducive to elementary programs and the age, developmental, and academic needs of the students. Physical facilities impeded the delivery of all the physical education instructional goals and objectives. Physical education was taught in regular classrooms and at the small outdoor playground. A number of problems associated with an old, outdated facility impeded delivery of education. It is recommended that Gilbert Elementary receive priority funding to resolve the facility issues.

Findings from several visits to Lenore Middle School in Mingo County revealed an old structure deficient in terms of the facility providing an environment conducive to learning. The three separate structures cause students to be exposed to inclement weather as they change classes for physical education and “basic skills”. Little can be done in terms of maintenance to improve the condition of the facility due to the location, size of classrooms, electrical wiring, plumbing, and overall conditions. Window air conditioners were installed, yet varied in degree of effectiveness. Rest rooms in the gymnasium were in poor condition. The Music Room, beside the gymnasium was in terrible condition with dirty, unsightly walls and filthy floors. Science rooms were crowded and laboratory stations were severely limited. The Title I Room was too small for the computers, instructional materials, equipment, and students. These conditions affected both student safety and the learning environment.

The school is grossly inadequate in terms of facility and limits teaching and learning opportunities. The Office of Education Performance Audits recommends that Mingo County solicit funding from local and state sources to immediately replace the school. Due to the extreme condition of the facility, the office further recommends that the School Building Authority consider priority funding to replace this facility.

6.3 McDowell County Schools.

During a visit to War Annex in McDowell County it was observed that serious facility deficiencies existed. The U. S. Army Corps of Engineers is in the process of developing plans and funding a replacement facility. Assistance is needed to hasten the construction of a new school to replace War Elementary and Annex.

6.4 Pendleton County Schools.

Brandywine Elementary School requires major facility remodeling/rebuilding to foster an environment that promotes teaching and learning. Pendleton County lacks the fiscal capacity with current resources to perform the construction. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority (SBA). It is noted that Brandywine does not meet the economies of scale criteria, thus a waiver would need to be approved or the school merged with another for SBA funding.

6.5 Preston County Schools.

Central Preston, South Preston, and West Preston Middle Schools are besieged with problems inherent in trying to provide a modern education program in buildings that have outlived their practical usefulness. Alternatives to trying to maintain the facilities should be seriously considered. However, the Education Performance Audit Team found that four recent attempts to pass an excess levy have failed. Loss of excess levy funding has forced the elimination of many professional and maintenance personnel positions. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

6.6 Wayne County Schools.

Kellogg Elementary School and Kenova Elementary School need renovations to foster an environment that promotes teaching and learning. Additional resources may need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

Section 14

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 needs to be provided for the 57 schools that did not meet the student achievement standard on the SAT-9 in 2000.
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.
7. Statewide training is needed to assist schools and staff in providing instruction in writing across the curriculum.
8. County, regional, and state level training is needed to assist local schools in improving financial accounting practices.
9. County, regional, and state level training is needed to assist counties and schools in scheduling and providing the required program of studies as outlined in Policy 2510.
10. School level training is needed to familiarize schools with strategies and practices to encourage and report parental involvement.

Technical Assistance.

1. The 30 lowest performing schools on the Stanford-9 Achievement Test (SAT-9), including the schools designated as seriously impaired, should receive technical assistance. Additionally, those schools that have a date certain of 2001 need assistance this school year to assist in improving their performance.
2. Lenore Middle School in Mingo County has numerous facility deficiencies as well as curricular deficiencies. The school is currently not designated as seriously impaired, but it still needs technical assistance. Plans have been approved to replace the facility in the near future.
3. The two school systems that are designated on nonapproval status should receive technical assistance until such time as the school system meets full approval status. (Mingo County and Lincoln County are the only counties currently on nonapproval status).

School Facilities.

1. 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 priority funding in implementing their approved 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.
2. Two separate visits to Gilbert Elementary School in Mingo County revealed an old facility that was not designed as an elementary school. The structure is not conducive to elementary programs and the age, developmental, and academic needs of the students. Physical facilities impeded the delivery of all the physical education instructional goals and objectives. Physical education was taught in regular classrooms and at the small outdoor playground. Inclement weather caused physical education to be taught in classrooms that were less than desirable. This problem will be difficult to correct without providing adequate facilities. A number of problems associated with an old, outdated facility impeded delivery of education. It is recommended that Gilbert Elementary receive priority funding to resolve the facility issues.
3. Several visits to Lenore Middle School in Mingo County revealed an old structure that is deficient in terms of the facility providing an environment conducive to learning. The three separate structures cause students to be exposed to inclement weather as they change classes for physical education and "basic skills". Little can be done in terms of maintenance to

improve the conditions of the facility due to the location, size of classrooms, electrical wiring, plumbing, and overall conditions. Window air conditioners were installed, yet varied in degree of effectiveness. Rest rooms in the gymnasium were in poor condition. The Music Room, beside the gymnasium was in terrible condition with dirty, unsightly walls and filthy floors. Science rooms were crowded and laboratory stations were severely limited. The Title I Room was too small for the computers, instructional materials, equipment, and students. These conditions affected both student safety and the learning environment.

The school is old and deplorable and very little can be done to improve the conditions of the facility. The school is grossly inadequate in terms of facility and limits teaching and learning opportunities. The Office of Education Performance Audits recommends that Mingo County solicit funding from local and state sources to immediately replace the school. Due to the extreme condition of the facility, the office further recommends that the School Building Authority consider priority funding to replace this grossly inadequate facility.

4. During a visit to War Annex in McDowell County it was observed that serious facility deficiencies existed. The U. S. Army Corps of Engineers is in the process of developing plans and funding a replacement facility. Assistance is needed to hasten the construction of a new school to replace War Elementary and Annex.
5. Brandywine Elementary School requires major facility remodeling/rebuilding to foster an environment that promotes teaching and learning. Pendleton County lacks the fiscal capacity with current resources to perform the construction. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority (SBA). It is noted that Brandywine does not meet the economies of scale criteria, thus a waiver would need to be approved or the school merged with another for SBA funding.
6. Central Preston, South Preston, and West Preston Middle Schools are besieged with problems inherent in trying to provide a modern education program in buildings that have outlived their practical usefulness. Alternatives to trying to maintain the facilities should be seriously considered. However, the Education Performance Audit Team found that four recent attempts to pass an excess levy have failed. Loss of excess levy funding has forced the elimination of many professional and maintenance personnel positions. Central office staff reported that during the 2000-01 school year personnel numbers will conform to State Aid formula allocations. Further reductions in staff may have a negative effect on Preston County's ability to deliver high quality programs and services to students. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

7. Kellogg Elementary School and Kenova Elementary School need renovations to foster an environment that promotes teaching and learning. Additional resources may need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority.

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.

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)

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)

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)

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)

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)

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.

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.

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)

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)

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)