

ANNUAL REPORT

August 2002

*A Process for Improving Education:
Performance Based Accreditation System*

**Office of Education
Performance Audits**



West Virginia Board of Education

Honorable Bob Wise
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

Members, Process for Improving Education Council

Dear Governor Wise, President Tomblin, Speaker Kiss, President Morris, and Council Members:

The Office of Education Performance Audits respectfully submits its 2002 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 confronted the challenges that face education and have responded to bring about success for all 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, progress, 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 the future, statewide trends indicate an overall positive accomplishment as well as further needs. West Virginia's education system continues to encompass present and future student needs.

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 *2002 Annual Report* compiles West Virginia's accountability activities for the 2001-2002 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 for targeted state and local assistance. Recognizing schools that exceed standards provides examples of best practices that improve student, school, and school system performance. Performance and 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 provided 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 with the Jobs Through Education Act in 1996. This brought about major changes to 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. the on-site review process was changed.

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 West Virginia 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. The West Virginia Board of Education has revised Policy 2320 to incorporate the new provisions that include: Indicators of efficiency, 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 September 12, 2000 called 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.

More recently, House Bill 2934 passed during the 2001 regular session of the Legislature required the State Board to appoint a monitor at county expense if a seriously impaired school does not correct its impairments by a date certain set by the State Board. House Bill 2934 also allows the State Board to void any existing employment contract between the county board and the county superintendent when the State Board intervenes in the operation of a county school system and declares the office of county superintendent vacant. The last provision of House Bill 2934 requires the State Board to conduct a review of the system of education performance audits that will assure: 1. Measures used to evaluate performance are aligned with education goals; 2. measures reflect priority for student progress and safety; and 3. measures are limited in number and easily comparable to national performance indicators.

House Bill 4319, passed during the 2002 regular session of the West Virginia Legislature, reconstructed accountability. This enactment added progress to the criteria for school accreditation and school system approval. Major changes arising from this legislation include: the establishment of a Process for Improving Education Council and the structure of Education Performance Audit teams. The Bill created individual school audits and a five day notice of an Education Performance Audit. The Unified School Improvement Plan was expanded to include other required plans and reports. Other provisions of House Bill 4319 require the Office of Education Performance Audits to submit on-site review reports to the West Virginia Board of Education in 30 days and prohibits duplicate reviews. This Bill is a significant departure from the previous accountability process and concentrates school and school system accountability on curriculum and instruction.

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 2001

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 2001 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.

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.

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.

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.

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.

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.

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 education performance audit 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 2001 Report of Ratings.

SUMMARY OF SCHOOL DISTRICT APPROVAL STATUS
December 2001

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

School Accreditation Status

51 or 6.46% of schools issued Exemplary Accreditation status
 580 or 73.51% of schools issued Full Accreditation status
 130 or 16.48% of schools issued Conditional Accreditation status
 19 or 2.41% of schools issued Temporary Accreditation status
 9 or 1.14% of schools issued Seriously Impaired status

School District Approval Status

45 or 81.82% of school districts issued Full Approval status
 5 or 9.09% of school districts issued Conditional Approval status
 2 or 3.64% of school districts issued Temporary Approval status
 3 or 5.45% of school districts issued Nonapproval status

Table 1
SUMMARY OF SCHOOL ACCREDITATION STATUS
December 2001

COUNTY	Number of Schools						Percentage of Schools				
	TOTAL	EA	FA	CA	TA	SI	EA	FA	CA	TA	SI
BARBOUR	9	0	8	1	0	0	0.00%	88.89%	11.11%	0.00%	0.00%
BERKELEY	26	0	23	2	1	0	0.00%	88.46%	7.69%	3.85%	0.00%
BOONE	19	1	16	2	0	0	5.26%	84.21%	10.53%	0.00%	0.00%
BRAXTON	8	0	6	2	0	0	0.00%	75.00%	25.00%	0.00%	0.00%
BROOKE	12	1	10	1	0	0	8.33%	83.33%	8.33%	0.00%	0.00%
CABELL	31	2	6	21	0	2	6.45%	19.35%	67.74%	0.00%	6.45%
CALHOUN	4	0	4	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
CLAY	7	0	5	2	0	0	0.00%	71.43%	28.57%	0.00%	0.00%
DODDRIDGE	6	0	5	1	0	0	0.00%	83.33%	16.67%	0.00%	0.00%
FAYETTE	27	1	22	3	0	1	3.70%	81.48%	11.11%	0.00%	3.70%
GILMER	5	3	2	0	0	0	60.00%	40.00%	0.00%	0.00%	0.00%
GRANT	5	1	4	0	0	0	20.00%	80.00%	0.00%	0.00%	0.00%
GREENBRIER	14	0	0	14	0	0	0.00%	0.00%	100.00%	0.00%	0.00%
HAMPSHIRE	10	0	7	3	0	0	0.00%	70.00%	30.00%	0.00%	0.00%
HANCOCK	13	0	12	1	0	0	0.00%	92.31%	7.69%	0.00%	0.00%
HARDY	5	0	4	1	0	0	0.00%	80.00%	20.00%	0.00%	0.00%
HARRISON	26	4	22	0	0	0	15.38%	84.62%	0.00%	0.00%	0.00%
JACKSON	12	1	11	0	0	0	8.33%	91.67%	0.00%	0.00%	0.00%
JEFFERSON	13	1	11	0	0	1	7.69%	84.62%	0.00%	0.00%	7.69%
KANAWHA	72	6	52	14	0	0	8.33%	72.22%	19.44%	0.00%	0.00%
LEWIS	7	1	6	0	0	0	14.29%	85.71%	0.00%	0.00%	0.00%
LINCOLN	13	0	0	13	0	0	0.00%	0.00%	100.00%	0.00%	0.00%
LOGAN	21	0	16	4	0	1	0.00%	76.19%	19.05%	0.00%	4.76%
MARION	23	1	21	0	0	1	4.35%	91.30%	0.00%	0.00%	4.35%
MARSHALL	16	4	11	1	0	0	25.00%	68.75%	6.25%	0.00%	0.00%
MASON	14	0	11	3	0	0	0.00%	78.57%	21.43%	0.00%	0.00%
MERCER	26	1	23	2	0	0	3.85%	88.46%	7.69%	0.00%	0.00%
MINERAL	14	0	12	2	0	0	0.00%	85.71%	14.29%	0.00%	0.00%
MINGO	19	0	12	7	0	0	0.00%	63.16%	36.84%	0.00%	0.00%
MONONGALIA	24	5	17	2	0	0	20.83%	70.83%	8.33%	0.00%	0.00%

SUMMARY OF SCHOOL ACCREDITATION STATUS
December 2001

COUNTY	Number of Schools						Percentage of Schools				
	TOTAL	EA	FA	CA	TA	SI	EA	FA	CA	TA	SI
MONROE	5	0	4	0	0	1	0.00%	80.00%	0.00%	0.00%	20.00%
MORGAN	8	0	8	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MCDOWELL	20	0	0	0	18	2	0.00%	0.00%	0.00%	90.00%	10.00%
NICHOLAS	16	1	12	3	0	0	6.25%	75.00%	18.75%	0.00%	0.00%
OHIO	13	3	10	0	0	0	23.08%	76.92%	0.00%	0.00%	0.00%
PENDLETON	4	0	4	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
PLEASANTS	4	0	4	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
POCAHONTAS	5	0	2	3	0	0	0.00%	40.00%	60.00%	0.00%	0.00%
PRESTON	12	0	11	1	0	0	0.00%	91.67%	8.33%	0.00%	0.00%
PUTNAM	22	3	15	4	0	0	13.64%	68.18%	18.18%	0.00%	0.00%
RALEIGH	33	2	26	5	0	0	6.06%	78.79%	15.15%	0.00%	0.00%
RANDOLPH	16	1	11	4	0	0	6.25%	68.75%	25.00%	0.00%	0.00%
RITCHIE	7	1	6	0	0	0	14.29%	85.71%	0.00%	0.00%	0.00%
ROANE	6	0	6	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
SUMMERS	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TAYLOR	7	0	7	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TUCKER	3	0	3	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TYLER	4	0	4	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
UPSHUR	11	0	10	1	0	0	0.00%	90.91%	9.09%	0.00%	0.00%
WAYNE	21	0	16	5	0	0	0.00%	76.19%	23.81%	0.00%	0.00%
WEBSTER	5	2	3	0	0	0	40.00%	60.00%	0.00%	0.00%	0.00%
WETZEL	8	1	7	0	0	0	12.50%	87.50%	0.00%	0.00%	0.00%
WIRT	3	0	3	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
WOOD	28	4	23	1	0	0	14.29%	82.14%	3.57%	0.00%	0.00%
WYOMING	15	0	15	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MULTI-COUNTY	7	0	6	1	0	0	0.00%	85.71%	14.29%	0.00%	0.00%
TOTAL	789	51	580	130	19	9	6.46%	73.51%	16.48%	2.41%	1.14%

Section 3

UNIFIED SCHOOL IMPROVEMENT PLANS

Each school is required to develop a Unified School Improvement Plan by September 30, and annually submit 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. Education Performance Audit 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 West Virginia Board of Education for approval.

The Office of Education Performance Audits reviewed revised Unified School Improvement Plans (USIP) of schools issued Temporary Accreditation status. Staff also reviewed Unified School Improvement Plans of the schools designated Seriously Impaired and revised plans submitted as a result of Education Performance Audits.

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

County	School	Facility Code	Approval Recommendation	Date Certain	Deficiency
Barbour	Mt. Vernon Elementary	02-203	Approved	June 30, 2003	4.1b
Berkeley	Martinsburg High	04-502	Approved	October 1, 2004	4.3
Boone	Brookview Elementary	06-220	Approved	June 30, 2002	4.1b
	Madison Middle	06-301	Approved	June 30, 2002	4.1b
Braxton	Braxton County Middle	08-303	Approved	June 30, 2002	4.2
Brooke	Jefferson Primary	10-205	Approved	June 30, 2002	4.1b
Cabell	Cox Landing Elementary	12-218	Approved	June 30, 2003	4.1b
	Enslow Middle	12-305	Approved	June 30, 2002 (Seriously Impaired Status for Not Meeting June 30, 2001 Date Certain)	10.5 (4.2)
	West Middle	12-307	Approved with Stipulations	June 30, 2003	10.5 (4.1a/b)
June 30, 2002				10.5 (4.2)	
(Seriously Impaired Status for Not Meeting June 30, 2001 Date Certain)					
Clay	H. E. White Elementary	16-208	Approved with Stipulations	June 30, 2002	4.1a
Doddridge	Greenbrier Elementary	18-204	Approved	June 30, 2004	4.1a/b
Fayette	Danese Elementary	20-204	Approved	June 30, 2004	4.1b
	Valley High	20-507	Approved	June 30, 2002	4.1b

Hampshire	John J. Cornwell Elementary	28-204	Approved with stipulations	June 30, 2002	4.1b
	Romney Elementary	28-206	Approved	June 30, 2003	4.1a/b
	Hampshire High	28-501	Approved	June 30, 2002	4.2
Hancock	Allen T. Allison Elementary	29-202	Approved	June 30, 2002	4.1b
Hardy	East Hardy Early/Middle	31-204	Approved with Stipulations	June 30, 2002	4.1b
Kanawha	Anne Bailey Elementary	39-204	Approved	June 30, 2003	4.1b
	Chandler Elementary	39-216	Approved	June 30, 2004	4.1a/b
				June 30, 2002	4.2
	Clendenin Elementary	39-219	Approved	June 30, 2002	4.2
	Fairview Elementary	39-225	Approved	June 30, 2002	4.2
	Sissonville Elementary	39-264	Approved	June 30, 2004	4.1b
	John Adams Junior High	39-401	Approved	June 30, 2002	4.2
	Dunbar Junior High	39-405	Approved	June 30, 2002	4.1b
	Stonewall Jackson Middle	39-421	Approved	June 30, 2004	4.1a/b
Lincoln	Ferrellsburg Elementary	43-204	Approved	June 30, 2004	4.1a/b
Logan	Holden Central Elementary	45-209	Approved	June 30, 2002	4.1b
	Verdunville Elementary	45-221	Approved	June 30, 2003	4.1b
	West Chapmanville Elementary	45-222	Approved	June 30, 2002	4.1b
	Man Junior High	45-404	Approved	June 30, 2003 (Seriously Impaired Status for Not Meeting June 30, 2001 Date Certain)	10.5 (4.1b)

Logan (Continued)	Man High	45-503	Approved	June 30, 2003	4.1 a/b
Marion	Barnes Elementary	47-201	Approved with Stipulations	June 30, 2004 (Seriously Impaired Status for Not Meeting the June 30, 2001 Date Certain)	10.5 (4.1a/b)
Marshall	Moundsville Junior High	48-401	Approved with Stipulations	June 30, 2002	4.1b
Mason	Leon Elementary	49-206	Approved with Stipulations	June 30, 2003	4.1 a/b
	Mason Elementary	49-208	Approved with Stipulations	June 30, 2002	4.1b
	Ordnance Elementary	49-212	Approved with Stipulations	June 30, 2002	4.1b
McDowell	Anawalt Elementary	60-203	Approved	June 30, 2004	EPA
	Bartley Elementary	60-204	Approved	June 30, 2004	EPA
	Berwind Elementary	60-205	Approved	June 30, 2004	EPA
	Bradshaw Elementary	60-206	Approved with Stipulations	June 30, 2004	EPA
	Fall River Elementary	60-210	Approved	June 30, 2004	EPA
	Gary Elementary	60-211	Approved with stipulations	June 30, 2004	EPA
	laeger Elementary	60-213	Approved	June 30, 2004	EPA
	Kimball Elementary	60-217	Approved	June 30, 2004	EPA
	Panther Elementary	60-219	Approved	June 30, 2004 (Seriously Impaired status for not meeting June 30, 2001 Date Certain) Deficiency - 4.2	<u>EPA</u>

McDowell (continued)	Switchback Elementary	60-220	Approved with stipulations	June 30, 2004	EPA
	War Elementary	60-221	Approved with stipulations	June 30, 2004	EPA
	Welch Elementary	60-222	Approved	June 30, 2004	EPA
	Sandy River Middle	60-301	Approved	June 30, 2004	EPA
	Northfork Middle	60-302	Approved	June 30, 2004	EPA
	Welch Middle	60-303	Approved	June 30, 2004	EPA
	Big Creek High	60-525	Approved	June 30, 2004	EPA
	laeger High	60-526	Approved with stipulations	June 30, 2004	EPA
	Mount View High	60-527	Approved	<u>June 30, 2004</u> (Seriously Impaired status for not meeting June 30, 2000 Date Certain. Continues Seriously Impaired status) Monitor/ Distinguished Educator appointed to school. Deficiencies - 4.1 & 4.2	<u>EPA</u>
	Northfork Alternative Education Center	60-529	Approved	June 30, 2004	EPA
	McDowell County Career & Technical Center	60-731	Approved	June 30, 2004	EPA

Mercer	Lashmeet/Matoaka Elementary	51-210	Approved	June 30, 2002	4.2
	Sun Valley Elementary	51-222	Approved	June 30, 2003	4.1b
Mineral	Fountain Primary	53-203	Approved	June 30, 2002	4.1b
	New Creek Primary	53-205	Approved	June 30, 2002	4.1a
Mingo	Kermit K-8 School	54-223	Approved	June 30, 2002	4.1b
	Lenore Middle	54-405	Approved	June 30, 2002	4.1b
	Gilbert High	54-502	Approved	June 30, 2002	4.3
Monongalia	Daybrook Elementary	56-208	Approved	June 30, 2003	4.1a
	Waitman Barbe Elementary	56-234	Approved	June 30, 2002	4.1b
Nicholas	Dixie Elementary	62-206	Approved with Stipulations.	June 30, 2002	4.1b
	Richwood Junior High	62-401	Approved	June 30, 2002	4.2
Pocahontas	Hillsboro Elementary	69-101	Approved	June 30, 2002	4.1a
	Marlinton Middle	69-302	Approved	June 30, 2002	4.2
	Pocahontas County High	69-501	Approved	June 30, 2002	4.1b
Preston	Rowlesburg Elementary/Middle	70-103	Approved	June 30, 2003	4.1b
Putnam	Buffalo Elementary	72-205	Approved	June 30, 2002	4.2
	George Washington Elementary	72-225	Approved	June 30, 2002	4.2
	George Washington Middle	72-305	Approved	June 30, 2002	4.2
	Poca Middle	72-315	Approved	June 30, 2002	4.2

Raleigh	Institute Elementary	74-214	Approved	June 30, 2002	4.1b
	Lester Elementary	74-215	Approved	June 30, 2002	4.1b
	Park Junior High	74402	Approved	June 30, 2002	4.1b
	Marsh Fork High	74-504	Approved	June 30, 2002	4.1b
Randolph	Coalton Elementary	75-101	Approved	June 30, 2003	4.1a/b
	Beverly Elementary	75-201	Approved	June 30, 2003	4.1a/b
	North Elementary	75-207	Approved	June 30, 2003	4.1a
	Valley Head Elementary	75-209	Approved	June 30, 2003	4.1a/b
Tucker	Tucker County High	84-501	Approved	March 31, 2003	EPA
Upshur	French Creek Elementary	87-205	Approved	June 30, 2003	4.1b
Wayne	Fort Gay Middle	89-304	Approved	June 30, 2002	4.2
Wood	VanDevender Junior High	96-406	Approved	June 30, 2004	4.1a/b

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 West Virginia Board of Education 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 Education Performance Audit. Table 3 summarizes the individual approval of the Unified County Improvement Plans.

Table 3**UNIFIED COUNTY IMPROVEMENT PLAN REVIEW SUMMARY - JUNE 2002**

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

Section 5

EDUCATION PERFORMANCE AUDITS

West Virginia Code §18-2E-5, A Process for Improving Education, and Section 13.1 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 West Virginia Board of Education 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 2001-2002 school year, Education Performance Audits were conducted in 8 county school districts and one multi-county vocational technical center. Follow-up Education Performance Audits were conducted in nine county school districts and in three multi-county vocational technical centers. Additionally, two Second Follow-up Education Performance Audits were conducted. Table 4 depicts school districts reviewed.

Table 4

Education Performance Audits 2001-2002	
COUNTY	EPA DATE
Education Performance Audits	
Harrison	February 25-March 1, 2002
Kanawha	April 29-May 17, 2002
Monongalia	November 5-8, 2001
Monroe	November 7-8, 2001
McDowell	October 22-26, 2001
Randolph	November 27-30, 2001
Tucker	October 15-17, 2001
United Technical Center	February 28, 2002
Wetzel	January 21-24, 2002
Follow-up Reviews	
Berkeley	December 4-6, 2001
Braxton	February 5, 2002
Calhoun	October 23, 2001
Calhoun-Gilmer Career Center	October 23, 2001
Clay	October 3, 2001
Hancock	November 13-14, 2001
James Rumsey Technical Institute	December 4, 2001
Lewis (2 nd Follow-up Review)	October 29, 2001
Mercer	October 25-26, 2001
Ohio	November 5-6, 2001
Pocahontas	September 25-26, 2001
Roane	October 4, 2001
Roane Jackson Technical Center	October 19, 2001
Wayne (2 nd Follow-up Review)	April 10-12, 2002

Note: Reports may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us/>

Data analyses were performed on the 2001-2002 education performance audits for each standard and results are illustrated in Tables 5 and 6. Table 5 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 6 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 178 schools visited, a total of 1003 Noncompliances, 290 Recommendations, 430 Commendations, and 41 Exemplary Programs were identified.

Of the 8 school districts visited, a total of 42 Noncompliances, 23 Recommendations, 43 Commendations, and 4 Exemplary Programs were identified.

Guide for Interpreting

N *denotes* Noncompliance

R *denotes* Recommendation

C *denotes* Commendation

E *denotes* Exemplary Program

✓ denotes the Most Frequently Identified Standards.

Table 5
SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS

MOST		TOTAL	# SCHOOLS				PERCENTAGES				
CITED	STANDARD	SCHOOLS	N	R	C	E		N	R	C	E
	4.1	178	16	8	5	1		8.99%	4.49%	2.81%	0.56%
	4.2	178	7	2	12	1		3.93%	1.12%	6.74%	0.56%
	4.3	178	0	2	0	0		0.00%	1.12%	0.00%	0.00%
	4.4	178	0	3	4	0		0.00%	1.69%	2.25%	0.00%
	4.5	178	1	0	0	0		0.56%	0.00%	0.00%	0.00%
	4.6	178	5	1	0	1		2.81%	0.56%	0.00%	0.56%
	4.7	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.8	178	1	0	0	0		0.56%	0.00%	0.00%	0.00%
	4.9	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.10	178	0	1	1	0		0.00%	0.56%	0.56%	0.00%
✓	4.11	178	27	5	16	4		15.17%	2.81%	8.99%	2.25%
	4.12	178	6	1	3	1		3.37%	0.56%	1.69%	0.56%
	4.13	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	4.14	178	0	0	1	0		0.00%	0.00%	0.56%	0.00%
	4.15	178	2	1	1	0		1.12%	0.56%	0.56%	0.00%
✓	4.16	178	27	4	1	0		15.17%	2.25%	0.56%	0.00%
	5.1.1	178	8	4	1	0		4.49%	2.25%	0.56%	0.00%
	5.1.2	178	7	5	8	2		3.93%	2.81%	4.49%	1.12%
✓	5.1.3	178	26	4	32	2		14.61%	2.25%	17.98%	1.12%
	5.1.4	178	17	15	24	1		9.55%	8.43%	13.48%	0.56%
	5.1.5	178	19	4	1	0		10.67%	2.25%	0.56%	0.00%
	5.1.6	178	7	2	1	1		3.93%	1.12%	0.56%	0.56%
	5.1.7	178	11	2	4	1		6.18%	1.12%	2.25%	0.56%
✓	5.1.8	178	24	3	15	1		13.48%	1.69%	8.43%	0.56%
✓	5.1.9	178	22	3	14	1		12.36%	1.69%	7.87%	0.56%
	5.1.10	178	12	5	12	0		6.74%	2.81%	6.74%	0.00%
✓	5.1.11	178	26	10	19	3		14.61%	5.62%	10.67%	1.69%
	5.1.12	178	16	2	1	1		8.99%	1.12%	0.56%	0.56%

SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS

MOST CITED	STANDARD	TOTAL SCHOOLS	# SCHOOLS CITED				PERCENTAGES				
		VISITED	N	R	C	E	N	R	C	E	
	5.1.13	178	6	6	6	1		3.37%	3.37%	3.37%	0.56%
✓	5.1.14	178	35	5	8	0		19.66%	2.81%	4.49%	0.00%
	5.1.15	178	5	2	15	4		2.81%	1.12%	8.43%	2.25%
	5.1.16	178	1	0	2	0		0.56%	0.00%	1.12%	0.00%
	5.1.17	178	3	0	0	0		1.69%	0.00%	0.00%	0.00%
	5.1.18	178	2	3	6	0		1.12%	1.69%	3.37%	0.00%
	5.1.19	178	0	0	2	0		0.00%	0.00%	1.12%	0.00%
	5.1.20	178	21	13	12	3		11.80%	7.30%	6.74%	1.69%
	5.1.21	178	11	5	1	1		6.18%	2.81%	0.56%	0.56%
	5.2.1	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.2.2	178	20	4	0	0		11.24%	2.25%	0.00%	0.00%
✓	5.2.3	178	71	26	3	0		39.89%	14.61%	1.69%	0.00%
✓	5.2.4	178	42	16	2	0		23.60%	8.99%	1.12%	0.00%
	5.3.1	178	2	0	0	0		1.12%	0.00%	0.00%	0.00%
	5.3.2	178	10	0	0	0		5.62%	0.00%	0.00%	0.00%
	5.4.1	178	19	3	1	0		10.67%	1.69%	0.56%	0.00%
	5.4.2	178	4	0	0	0		2.25%	0.00%	0.00%	0.00%
	5.4.3	178	5	0	0	0		2.81%	0.00%	0.00%	0.00%
✓	5.5.1	178	26	2	1	0		14.61%	1.12%	0.56%	0.00%
✓	5.5.2	178	119	39	15	1		66.85%	21.91%	8.43%	0.56%
	5.5.3	178	18	3	2	0		10.11%	1.69%	1.12%	0.00%
	5.6.1	178	1	2	6	2		0.56%	1.12%	3.37%	1.12%
	5.6.2	178	12	5	6	0		6.74%	2.81%	3.37%	0.00%
	5.6.3	178	1	3	6	1		0.56%	1.69%	3.37%	0.56%
	5.6.4	178	14	1	0	0		7.87%	0.56%	0.00%	0.00%
	5.6.5	178	0	0	1	0		0.00%	0.00%	0.56%	0.00%
	5.6.6	178	5	4	10	0		2.81%	2.25%	5.62%	0.00%
	5.6.7	178	9	2	13	2		5.06%	1.12%	7.30%	1.12%
	5.6.8	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%

SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS

MOST CITED	STANDARD	TOTAL SCHOOLS	# SCHOOLS CITED					PERCENTAGES			
		VISITED	N	R	C	E		N	R	C	E
	5.6.9	178	3	3	0	0		1.69%	1.69%	0.00%	0.00%
	5.6.10	178	16	3	1	0		8.99%	1.69%	0.56%	0.00%
	5.6.11	178	8	2	1	0		4.49%	1.12%	0.56%	0.00%
	5.6.12	178	6	3	0	0		3.37%	1.69%	0.00%	0.00%
	5.6.13	178	1	0	0	0		0.56%	0.00%	0.00%	0.00%
	5.6.14	178	11	2	1	0		6.18%	1.12%	0.56%	0.00%
	5.6.15	178	2	2	3	0		1.12%	1.12%	1.69%	0.00%
	5.6.16	178	2	0	0	0		1.12%	0.00%	0.00%	0.00%
	5.6.17	178	1	0	0	0		0.56%	0.00%	0.00%	0.00%
	5.7.1	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.8.1	178	3	1	0	0		1.69%	0.56%	0.00%	0.00%
✓	5.8.2	178	22	1	0	0		12.36%	0.56%	0.00%	0.00%
	5.8.3	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.9.1	178	21	0	5	0		11.80%	0.00%	2.81%	0.00%
	5.9.2	178	0	3	4	0		0.00%	1.69%	2.25%	0.00%
	5.9.3	178	0	1	1	0		0.00%	0.56%	0.56%	0.00%
	5.9.4	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	5.9.5	178	4	2	0	0		2.25%	1.12%	0.00%	0.00%
	5.10.1	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%
✓	5.10.2	178	29	5	3	1		16.29%	2.81%	1.69%	0.56%
	5.10.3	178	14	2	5	1		7.87%	1.12%	2.81%	0.56%
	5.10.4	178	0	1	1	0		0.00%	0.56%	0.56%	0.00%
	5.10.5	178	4	0	2	0		2.25%	0.00%	1.12%	0.00%
✓	5.10.6	178	25	7	12	0		14.04%	3.93%	6.74%	0.00%
	5.10.7	178	9	2	3	0		5.06%	1.12%	1.69%	0.00%
	5.10.8	178	3	3	4	0		1.69%	1.69%	2.25%	0.00%
	5.10.9	178	1	0	0	0		0.56%	0.00%	0.00%	0.00%
	5.10.10	178	19	1	5	0		10.67%	0.56%	2.81%	0.00%
	5.10.11	178	0	0	0	0		0.00%	0.00%	0.00%	0.00%

SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS

MOST		TOTAL	# SCHOOLS				PERCENTAGES				
CITED	STANDARD	SCHOOLS	VISITED	N	R	C	E	N	R	C	E
	5.10.12	178	1	1	0	0		0.56%	0.56%	0.00%	0.00%
	5.11.1	178	3	0	5	0		1.69%	0.00%	2.81%	0.00%
	5.11.2	178	1	0	9	0		0.56%	0.00%	5.06%	0.00%
	5.11.3	178	4	1	10	2		2.25%	0.56%	5.62%	1.12%
	5.11.4	178	1	1	5	0		0.56%	0.56%	2.81%	0.00%
	5.11.5	178	4	0	2	0		2.25%	0.00%	1.12%	0.00%
	5.12.1	178	6	3	15	1		3.37%	1.69%	8.43%	0.56%
	5.12.2	178	4	3	15	0		2.25%	1.69%	8.43%	0.00%
✓	5.12.3	178	22	4	14	0		12.36%	2.25%	7.87%	0.00%
	5.12.4	178	1	1	10	0		0.56%	0.56%	5.62%	0.00%
	5.12.5	178	1	1	0	0		0.56%	0.56%	0.00%	0.00%
	10.5	178	2	0	0	0		1.12%	0.00%	0.00%	0.00%
TOTAL			1003	290	430	41					

Table 6

**SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS**

STANDARD	TOTAL DISTRICTS	# DISTRICTS CITED FOR				PERCENTAGES			
	VISITED	N	R	C	E	N	R	C	E
4.1	8	6	4	2	1	75.00%	50.00%	25.00%	12.50%
4.2	8	2	2	2	1	25.00%	25.00%	25.00%	12.50%
4.3	8	0	2	0	0	0.00%	25.00%	0.00%	0.00%
4.4	8	0	3	2	0	0.00%	37.50%	25.00%	0.00%
4.5	8	1	0	0	0	12.50%	0.00%	0.00%	0.00%
4.6	8	3	1	0	1	37.50%	12.50%	0.00%	12.50%
4.7	8	0	0	0	0	0.00%	0.00%	0.00%	0.00%
4.8	8	1	0	0	0	12.50%	0.00%	0.00%	0.00%
4.9	8	0	0	0	0	0.00%	0.00%	0.00%	0.00%
4.10	8	0	1	1	0	0.00%	12.50%	12.50%	0.00%
4.11	8	5	2	5	2	62.50%	25.00%	62.50%	25.00%
4.12	8	3	1	1	1	37.50%	12.50%	12.50%	12.50%
4.13	8	0	0	0	0	0.00%	0.00%	0.00%	0.00%
4.14	8	0	0	1	0	0.00%	0.00%	12.50%	0.00%
4.15	8	1	1	2	0	12.50%	12.50%	25.00%	0.00%
4.16	8	5	2	1	0	62.50%	25.00%	12.50%	0.00%
5.1.1	8	4	2	1	0	50.00%	25.00%	12.50%	0.00%
5.1.2	8	3	4	2	1	37.50%	50.00%	25.00%	12.50%
5.1.3	8	6	4	7	1	75.00%	50.00%	87.50%	12.50%
5.1.4	8	4	4	5	1	50.00%	50.00%	62.50%	12.50%
5.1.5	8	7	3	1	0	87.50%	37.50%	12.50%	0.00%
5.1.6	8	3	1	1	1	37.50%	12.50%	12.50%	12.50%
5.1.7	8	4	1	3	1	50.00%	12.50%	37.50%	12.50%
5.1.8	8	6	3	6	1	75.00%	37.50%	75.00%	12.50%
5.1.9	8	6	3	3	1	75.00%	37.50%	37.50%	12.50%
5.1.10	8	5	5	6	0	62.50%	62.50%	75.00%	0.00%
5.1.11	8	6	3	5	2	75.00%	37.50%	62.50%	25.00%
5.1.12	8	4	2	1	1	50.00%	25.00%	12.50%	12.50%

SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS

STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	N	R	C	E		N	R	C	E
5.1.13	8	3	4	4	1		37.50%	50.00%	50.00%	12.50%
5.1.14	8	6	2	4	0		75.00%	25.00%	50.00%	0.00%
5.1.15	8	2	2	5	3		25.00%	25.00%	62.50%	37.50%
5.1.16	8	1	0	2	0		12.50%	0.00%	25.00%	0.00%
5.1.17	8	2	0	0	0		25.00%	0.00%	0.00%	0.00%
5.1.18	8	2	2	4	0		25.00%	25.00%	50.00%	0.00%
5.1.19	8	0	0	1	0		0.00%	0.00%	12.50%	0.00%
5.1.20	8	4	5	2	2		50.00%	62.50%	25.00%	25.00%
5.1.21	8	4	3	1	1		50.00%	37.50%	12.50%	12.50%
5.2.1	8	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.2.2	8	4	2	3	0		50.00%	25.00%	37.50%	0.00%
5.2.3	8	5	4	3	0		62.50%	50.00%	37.50%	0.00%
5.2.4	8	6	5	1	0		75.00%	62.50%	12.50%	0.00%
5.3.1	8	2	0	1	0		25.00%	0.00%	12.50%	0.00%
5.3.2	8	3	0	0	0		37.50%	0.00%	0.00%	0.00%
5.4.1	8	4	2	2	0		50.00%	25.00%	25.00%	0.00%
5.4.2	8	3	0	1	0		37.50%	0.00%	12.50%	0.00%
5.4.3	8	2	0	0	0		25.00%	0.00%	0.00%	0.00%
5.5.1	8	4	1	1	0		50.00%	12.50%	12.50%	0.00%
5.5.2	8	6	7	6	1		75.00%	87.50%	75.00%	12.50%
5.5.3	8	6	1	1	0		75.00%	12.50%	12.50%	0.00%
5.6.1	8	1	3	3	1		12.50%	37.50%	37.50%	12.50%
5.6.2	8	4	2	4	0		50.00%	25.00%	50.00%	0.00%
5.6.3	8	1	3	5	1		12.50%	37.50%	62.50%	12.50%
5.6.4	8	4	2	1	0		50.00%	25.00%	12.50%	0.00%
5.6.5	8	0	0	1	0		0.00%	0.00%	12.50%	0.00%
5.6.6	8	2	3	4	0		25.00%	37.50%	50.00%	0.00%
5.6.7	8	2	1	7	2		25.00%	12.50%	87.50%	25.00%
5.6.8	8	0	0	0	0		0.00%	0.00%	0.00%	0.00%

SCHOOL DISTRICT SUMMARY
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STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	N	R	C	E		N	R	C	E
5.6.9	8	1	2	0	0		12.50%	25.00%	0.00%	0.00%
5.6.10	8	5	2	1	0		62.50%	25.00%	12.50%	0.00%
5.6.11	8	3	2	1	0		37.50%	25.00%	12.50%	0.00%
5.6.12	8	2	2	0	0		25.00%	25.00%	0.00%	0.00%
5.6.13	8	1	0	0	0		12.50%	0.00%	0.00%	0.00%
5.6.14	8	4	1	1	0		50.00%	12.50%	12.50%	0.00%
5.6.15	8	1	2	3	0		12.50%	25.00%	37.50%	0.00%
5.6.16	8	1	0	0	0		12.50%	0.00%	0.00%	0.00%
5.6.17	8	1	0	0	0		12.50%	0.00%	0.00%	0.00%
5.7.1	8	1	0	0	0		12.50%	0.00%	0.00%	0.00%
5.8.1	8	2	2	2	0		25.00%	25.00%	25.00%	0.00%
5.8.2	8	4	2	0	0		50.00%	25.00%	0.00%	0.00%
5.8.3	8	0	1	0	0		0.00%	12.50%	0.00%	0.00%
5.9.1	8	7	5	3	0		87.50%	62.50%	37.50%	0.00%
5.9.2	8	0	2	5	0		0.00%	25.00%	62.50%	0.00%
5.9.3	8	1	1	4	0		12.50%	12.50%	50.00%	0.00%
5.9.4	8	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.9.5	8	3	3	1	0		37.50%	37.50%	12.50%	0.00%
5.10.1	8	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.10.2	8	5	3	3	1		62.50%	37.50%	37.50%	12.50%
5.10.3	8	4	2	4	1		50.00%	25.00%	50.00%	12.50%
5.10.4	8	0	1	1	0		0.00%	12.50%	12.50%	0.00%
5.10.5	8	3	0	2	0		37.50%	0.00%	25.00%	0.00%
5.10.6	8	5	3	5	0		62.50%	37.50%	62.50%	0.00%
5.10.7	8	4	1	3	0		50.00%	12.50%	37.50%	0.00%
5.10.8	8	2	3	2	0		25.00%	37.50%	25.00%	0.00%
5.10.9	8	1	0	0	0		12.50%	0.00%	0.00%	0.00%
5.10.10	8	6	1	3	0		75.00%	12.50%	37.50%	0.00%
5.10.11	8	0	1	0	0		0.00%	12.50%	0.00%	0.00%

**SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2001-2002 EDUCATION PERFORMANCE AUDITS**

STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	N	R	C	E		N	R	C	E
5.10.12	8	1	1	0	0		12.50%	12.50%	0.00%	0.00%
5.11.1	8	2	0	3	0		25.00%	0.00%	37.50%	0.00%
5.11.2	8	1	0	4	0		12.50%	0.00%	50.00%	0.00%
5.11.3	8	2	1	4	2		25.00%	12.50%	50.00%	25.00%
5.11.4	8	1	1	4	0		12.50%	12.50%	50.00%	0.00%
5.11.5	8	2	0	2	0		25.00%	0.00%	25.00%	0.00%
5.12.1	8	3	2	5	1		37.50%	25.00%	62.50%	12.50%
5.12.2	8	2	3	4	0		25.00%	37.50%	50.00%	0.00%
5.12.3	8	4	4	5	0		50.00%	50.00%	62.50%	0.00%
5.12.4	8	2	1	5	2		25.00%	12.50%	62.50%	25.00%
5.12.5	8	2	1	0	0		25.00%	12.50%	0.00%	0.00%
10.5	8	2	0	0	0		25.00%	0.00%	0.00%	0.00%

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 evaluate exemplary programs and/or practices, consideration is given to the success of the program or practice. Data must be evident that demonstrate program effectiveness. Performance in terms of measurable results 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. A detailed description of the programs and a contact may be found at the Office of Education Performance Audits website: <http://oepa.state.wv.us>.

MONONGALIA COUNTY SCHOOLS

Cheat Lake Middle School

Functional Academics

The Functional Academics program was designed to meet and exceed the West Virginia Content Standards and Objectives for Grade 7 students. Topics include: Human anatomy, the Civil War, nutrition, sexually transmitted diseases, training in drug and alcohol awareness, life skills, principals of economics, multicultural novels, the writing process, leadership, team-building, and current events. Some activities include: Guest speakers, research projects, career explorations, simulations, mini-health fairs, debates, panel discussions, and advanced use of technology.

Suncrest Middle School

1. Learning Strategies

Learning Strategies is a class designed to assist Grades 7 and 8 students in practical instruction that students can readily understand and apply to succeed academically. Strategies for learning include: Essential tools, techniques, hints, ideas, examples, methods, resources, procedures, suggestions, and practical application. Concepts are presented in unit format and followed by a unit test to assess student content mastery.

2. Grade 8 Multimedia Class

Multimedia is an elective course for Grade 8 students that focuses on acquiring and building skills in webpage development, multimedia presentation, software, digital/video capture, and communications. The class involves two projects: Production of a CD ROM on *Historic Morgantown* and creating and maintaining the school website. Students practice word processing, digital and video editing, and communications. Last year's class produced one of a three CD series on natural resources and their impact on the culture, economy, and history of West Virginia. This was in conjunction with the Tied to the Land II Project (An NEH funded grant.)

3. Artistic Links With The Community

Artistic Links With The Community is a program to give students and community members a sense of school ownership. Each year since 1996 a quilt, using traditional and non-traditional materials, is permanently placed in the school for students, parents, and the community to view. Quilts, a traditional West Virginia art form, serve as a connection to our past, our community, and each other. *Artistic Links With The Community* permanently extends artistic expression beyond the art classroom and into the overall school environment and surrounding community.

Artistic Links With The Community correlates with the West Virginia Visual Art Content Standards and Objectives and National Content and Achievement Standards for the Visual Arts through curriculum integration of artistic perception, creative expression, cultural context, and aesthetic valuing. *Artistic Links* also correlates with the school's vision of being a "People-Building Environment."

4. Peas In A Pond - Aquaponics

Grade 8 students test a student-developed hypothesis that aquaponics could be a viable new industry for West Virginia. This program combines mathematics, science, and technology. Students determine if fish waste products can be used to nourish vegetables and herbs. The experiment is set up in both the science and the mathematics classrooms. Three 20-gallon tanks, a hydroponics tank, and two different aquaponics tanks are in each classroom. The hydroponics tank is a float system containing a solution of tap water and Miracle Grow. The aquaponics tanks contain fish, aquatic plants, and snails. One of the aquaponics tanks is a float system and the other is a nutrient flow system. Plant height measurements are taken weekly and students track the results of their experimental design in data journals and through written observations. The project concentrates on the student as researcher according to scientific research procedures.

5. Linking The World

Linking The World is a yearlong cross-disciplinary elective class team taught by the visual arts and world geography educators. The goal of this class is to broaden students' understanding of their placement in a global environment and enhance the school goal of tolerance by exposing students to other cultures. Students learn about artistic expression in many cultures through integrating art history and studio production and using media to explore national and international current events. Within a framework, *Linking The World*, students focus their study on regions or countries in a specific area of the world each nine weeks and students trade teachers as curriculum needs dictate.

This cross-disciplinary class is significant given the school's diverse ethnic student population of 14 cultures. Teachers collaborated to design instructional goals for *Linking The World* that address state and national content and achievement standards that make a connection between the visual arts and social studies disciplines. International guests and artists frequent the class.

6. Student Advisers/Clowning Around Gang

Student Advisers assist in acclimating new students by acting as a buddy for the first week at Suncrest. The Advisers serve as teacher helpers, tour guides, and mediators outside the classroom. The formation of the Clowning Around Gang within the Student Adviser Group has been successful in dealing with topics such as Bullying, Waiting your Turn, Gossip, New Kid in School, and Being Different. A skit has been presented at orientation for the past six or seven years to introduce the Student Advisers and their services. Presentations occur in classrooms or

the commons for larger groups, depending on the topic and how much time is needed for processing the group after the presentation. The whole process of deciding on the needed topic, writing the script, presenting and processing the group is an awareness activity. Accompanying lessons include interpersonal relationships, decision making, and self understanding. Costumes were donated and the make up was provided by a grant.

7. A Benedum Professional Development School

Suncrest Middle School has been a partner school with West Virginia University and the Benedum Collaborative Model of Teacher Education since 1994. A vital part of being a Professional Development School (PDS) is strategic planning with the original strategic plan drafted in 1995 and revised annually. This document and staff commitment have been the guiding force behind the school's success. Suncrest Middle strives to be a People-Building Environment for students, staff, families and the community. Four themes encompass the project: 1. Interactive, 2. inviting, 3. involved, and 4. innovative. Since becoming a Professional Development School (PDS) staff focused site improvement efforts on key themes and projects.

MONROE COUNTY SCHOOLS

James Monroe High School

War On Tobacco

Clearly defined procedures were communicated to parents and students to eliminate the use of tobacco on campus. Teachers and staff monitor rest rooms throughout the day. Students who possess or use tobacco products are subject to legal and disciplinary action. Students who use tobacco are required to sit in a supervised area during the lunch period and can only go to rest rooms accompanied by a teacher. Students who possess or use tobacco are suspended from all extra-curricular activities for two weeks. Progressive disciplinary action is taken for repeat offenses. As a result, tobacco use has been virtually eliminated from James Monroe High School.

Monroe County School District

1. Rural Community Resource Center (RCRC)

The Rural Community Resource Center (RCRC) was developed in 1996-97 as a governing board for Education First grants and as a countywide governing board/think tank for the generation of additional funding to support the county's plan developed by the Family Resource Network (FRN) and the school system's goals. Its mission is: To serve as a sounding board, clearing house, Board of

Directors, think tank, facilitator, grant incubator, generator of ideas related to economic development and the like for the purpose of linking businesses, schools, students, parents, and funding to each other in order to continuously improve the school system and its graduates and the community in which they live.

2. Grants/Partnership Development

Monroe County employs an individual through grant sources who develops partnerships with businesses, agencies, community members, and solicits their ownership and involvement in student education, promotes local businesses, and develops resources. This partnership has extended beyond the county to similar rural districts in West Virginia and Virginia. It has resulted in significant grant allocations to the partnerships that promote tourism and economic development and connect classrooms with the community. Such an awareness of the school system community partnership resulted in five individuals from the central office appointed to governing boards of the Family Resource Network; the Fayette, Monroe, Raleigh and Summers (FMRS) Mental Health Agency; Community Action of South East West Virginia; Family Crisis Oversight Committee (FCOC); Lightstone Foundation, Inc.; and the Workforce Investment Act (WIA) Regional Governing Board. Grant development, support and procurement are enhanced by the relationships developed through these partnerships.

3. Teaming for Learning with the Community

Project TLC (Teaming for Learning with the Community) brings together each agency and community group serving children and families in Monroe County. The group meets monthly and shares agency/community needs, announcements, and engages in large group problem solving about family and children issues. Over 20 community groups participate with one to three representatives participating in discussions and assuring that concerns from their agencies are discussed. It provides a vehicle for the ongoing development of a seamless service delivery to families and children. Project TLC also attacks the barriers that prevent agencies and the school system from working together. Frank discussions of gaps in services and opportunities for developing additional services to the county generate action plans that further develop and enhance locally available resources. Shared training, an increased awareness of activities, and the development of relationships with those who serve families make it possible to assist clients who need a web of services.

RANDOLPH COUNTY SCHOOLS

Randolph County Vocational Technical Center

M-PACT (Mathematics with Purpose, Application, Context, and Technology)

M-PACT is a mathematics program that provides:

- A curriculum that meets the National Council of Teachers of Mathematics standards;
- A state-of-the-art computer laboratory with Internet access;
- Connections to the real world of work; and
- Varied technology applications including: Calculator-based ranglers, graphic calculators, a computerized engine analyzer, and a programmable logic control device.

The first important component of the M-PACT program is the email mentors in the career major of the students. The second component is a pact between parents, administrators, community members, and teachers.

TUCKER COUNTY SCHOOLS

Davis-Thomas Elementary/Middle School and Tucker Valley Elementary/Middle School

Back to School – Opening Session

Using staggered starting times over an eight-hour period of time, the principal and staff of each school met with 98 percent of students and their parents. School specialists, support staff, aides, and volunteers interacted with children and their parents, thereby, fostering a “community of learners” philosophy. The school staffed information booths and conducted parent interviews.

Tucker County School District

Preschool Program

Tucker County's Preschool Program provides instructional services to preschool children with disabilities and developmental delays. Services for these children are delivered in a fully integrated environment with students in the regular preschool setting. Services for all families are coordinated through collaboration with the Family Resource Network and the Parent Educator Resource Center. Tucker County Schools has dedicated financial support and personnel to this initiative and has increased its service delivery to include sites at both elementary schools. Additionally, high school students taking early childhood courses receive credit for assisting teachers.

WETZEL COUNTY SCHOOLS

Long Drain School

Parents As Teachers (PAT)

Parents As Teachers has four components; Home visits, group meetings, development screening, and referrals to other agencies. The PAT program in the Long Drain area has expanded to focus on literacy. PAT sponsors literacy activities with kindergarten classes and a summer camp for preschoolers in collaboration with the Headstart and West Virginia Reads programs. Parents enrolled in PAT serve as language models and play buddies to special needs preschoolers throughout the year.

Family Fun Night is a fun filled evening of activities and games that promotes reading for students Pre-kindergarten – Grade 8 and their families. Families participated together and each student selected a complimentary book. Door prizes, refreshments, and child care services were also available.

Paden City Elementary School

Family Fun Nights

Family Fun Nights for each grade level have been held on separate evenings for three consecutive years. Title I and the grade level classroom teachers decide on a theme, plan activities, and send invitations to families. Students, siblings, and parents rotate among a variety of teacher-directed stations. Stations include mathematics games, word games, theme-based quizzes, and art activities. A Family Chat for parents is conducted while students attend a story time. Theme related prizes were awarded throughout the evening. Refreshments complement the theme with foods such as Brontosaurus Burgers and Butterfly sandwiches. The final activity is an old-fashioned cakewalk with appropriately decorated cakes.

Valley High School

Stanford-9 Achievement Test (SAT-9) Mini-sessions and Student Recognition

Students were administered a practice Stanford-9 Achievement Test (SAT-9) in December to improve achievement results. Data were analyzed to identify special weaknesses. During second semester students participated in mini-sessions of reading, language, and mathematics as indicated by the practice tests. A follow-up analysis of SAT-9 data was used to honor students who had improved or maintained high scores. All students who performed above the 50th percentile or improved five percentage points in total basic skills received a certificate. All students who received a certificate were eligible for a prize drawing donated by the Partner in Education.

Wetzel County Center For Children And Families

Wetzel County Schools Early Intervention Program

Wetzel County Schools created a collaborative early intervention program to provide a seamless delivery of family services. School representatives worked with community agencies to write and ultimately receive a grant to provide better access to coordinated community services and programs for children and their families in a one-stop location.

The educational component of the center operates as a school with the high quality standards adopted by the West Virginia Board of Education. In addition, Wetzel County holds the education program accountable for positive collaborative results. Monthly interagency meetings help to determine activities.

The following agencies and programs are currently housed in the Wetzel County Center for Children and Families (WCCCF): Wetzel County Schools' Early Start, Preschool Special Needs, Parents As Teachers, Home and Learning Partnership Center, Speech Therapy, Occupational Therapy, Physical Therapy, and Vision/Mobility Training; Northern Panhandle Head Start and Early Head Start; Easter Seals' Learning Educational Activities through Play (LEAP), Child Restraint Opportunities Program (CROP), Birth to Three program, and Health Clinic; West Virginia University Extension Office's 4-H and Community Educational Outreach Services; Wetzel County Family Resource Network's Let's Read; AmeriCorp*Vista; and AmeriCorp*West Virginia's Promise Fellow.

Section 7

EARLY DETECTION AND INTERVENTION BASED ON EDUCATION PERFORMANCE AUDIT REPORTS

One of the critical components of the Education Performance Audit process involves monitoring student and school progress through early detection and intervention programs. The purpose of this component is to detect potential problem areas and recommend interventions before conditions become so grave as to warrant more substantive intervention. During school system and school on-site reviews, the Education Performance Audit 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.

MONONGALIA COUNTY SCHOOLS

University High School

University High School is vulnerable to unidentified intrusion because of the nature of its facility layout and outside temporary structures. It is suggested that the county follow their 10-year Comprehensive Educational Facilities Plan (CEFP) that identifies the need for the construction of a new University High School.

RANDOLPH COUNTY SCHOOLS

Science and Social Studies

Six schools did not provide daily instruction in science and social studies as required by West Virginia Board of Education Policies 2510 and 2520. These included: Coalton Elementary, Beverly Elementary, Third Ward Elkins Elementary, George Ward Elementary, Homestead Elementary, and North Elementary. Randolph County must intervene in establishing the schools' instructional schedules and seek assistance from the Department of Education in delivery and student mastery of the Content Standards in science and social studies before conditions become so severe as to warrant more substantive interventions.

Tygarts Valley High School

The student achievement standard was barely met at Tygarts Valley High School. The percentage of students performing in the top two quartiles was 49.58 percent for the 2001-02 school year. While the three-year trend data indicated some improvement, 20.22 percent of students performed in the first quartile. Furthermore, student achievement at specific grade levels require skill development. Tygarts Valley High School and Randolph County District must address this problem and allocate the resources necessary to reverse the trend.

WETZEL COUNTY SCHOOLS

Presidential Physical Fitness Test

Three schools in Wetzel County: Long Drain Elementary, Short Line Elementary, and Hundred High School must implement strategies to increase their student passage rate on the Presidential Physical Fitness Test. The increasing trend has been minimal during the most recent three years and remains well below the acceptable forty percent passage rate. For technical assistance contact the Office of Healthy Schools, West Virginia Department of Education at 304-558-8830.

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.

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Harrison County Schools in achieving capacity, the following resources are recommended.

HARRISON COUNTY SCHOOLS

NONCOMPLIANCES	RECOMMENDED RESOURCES
5.3.2. Full instructional day.	Office of Special Education, WVDE (304) 558-2696 Office of School Transportation, WVDE (304) 558-2969
5.9.1. Evaluation.	Human Resources, WVDE (304) 558-2702 Center for Professional Development (304) 558-0539
5.10.2. Unified School Improvement Plan.	Office of Instructional Materials, WVDE (304) 558-2691
5.10.3. Counseling services.	Office of Student Services & Assessment (304) 558-2546

At the time of the on-site review, the heating, ventilation, and air conditioning (HVAC) systems were not providing optimal ventilation in all sections of the schools. Johnson Elementary School – most classrooms had elevated carbon dioxide levels that indicated a lack of outside air ventilation, West Milford Elementary School – several classrooms had elevated levels of carbon dioxide levels that indicated inadequate outside air ventilation, Wilsonburg Elementary School – most classrooms had elevated levels of carbon dioxide indicating a lack of outside air ventilation, Gore Middle School – most classrooms had elevated levels of carbon dioxide indicating inadequate outside air ventilation, South Harrison Middle School – several rooms had elevated carbon dioxide levels indicating a lack of outside air ventilation, Liberty High School – most classrooms had elevated carbon dioxide levels that indicated a lack of outside air ventilation. If the HVAC systems do not have sufficient capacity to provide the requisite amount of ventilation, a plan of correction must be incorporated into the county board’s ten-year countywide major improvement plan. For technical assistance in assessing air quality or developing a plan of correction, contact the West Virginia Department of Education, Office of School Facilities at (304) 558-2969.

MONONGALIA COUNTY SCHOOLS

NONCOMPLIANCES	RECOMMENDED RESOURCES
5.2.4 Faculty Senate funds	Office of School Finance, WVDE (304) 558-6300
5.3.1 Transportation	Office of School Transportation, WVDE (304) 558-2969
5.9.1 Evaluation	Human Resources, WVDE (304) 558-2702 Center for Professional Development (304) 558-0539

At the time of the on-site review, the heating, ventilation, and air conditioning (HVAC) systems were not providing optimal ventilation in all sections of the schools. Daybrook Elementary School – high levels of carbon dioxide; North Elementary – carbon monoxide level in the Boiler Room was above the recommended level; Mason Dixon Elementary – carbon dioxide levels were at 1890 in several classrooms, Clay-Battelle Middle/High School – carbon dioxide levels were unacceptable (2056 in the Art Room), and Morgantown High School – inadequate ventilation in most classrooms. If the HVAC systems do not have sufficient capacity to provide the requisite amount of ventilation, a plan of correction must be incorporated into the county board’s ten-year countywide major improvement plan. For technical assistance in assessing air quality or developing a plan of correction, contact the West Virginia Department of Education, Office of School Facilities at (304) 558-2969.

MONROE COUNTY SCHOOLS

NONCOMPLIANCE	RECOMMENDED RESOURCES
5.9.1. Evaluation.	Human Resources – Personnel, WVDE, 558-3401

RANDOLPH COUNTY SCHOOLS

NONCOMPLIANCES	RECOMMENDED RESOURCES
5.1.14 Programs of Study	Office of Instructional Services, WVDE, 558-7805
5.2 Finance (5.2.2; 5.2.3; 5.2.4)	Office of School Finance, WVDE, 558-7880
5.5.2 Facilities	Office of School Facilities, WVDE, 558-2711
5.6.4 Health Services	Office of Healthy Schools, WVDE, 558-8830
5.7.1 Annual Training	West Virginia School Board Association, 346-0571
5.8.2 Licensure	Office of Professional Preparation, WVDE, 558-7826
5.9.1 Evaluation	Human Resources – Personnel, WVDE, 558-3401 Center for Professional Development, 558-0539

Randolph County struggles to provide a thorough and efficient system of education in all schools. Students are being limited in opportunities for a diverse curriculum and specialized services. Contents of this report indicate some deficiencies in Randolph County’s capacity to provide an instructional program that meets standards for all schools.

The Office of Education Performance Audits recommends that Randolph County examine available resources and educational needs and concentrate the resources according to student and schools’ needs. It is further recommended that the county pursue funding from all potential sources that include an excess levy and the School Building Authority (SBA) to improve facilities. Economics of scale must be a primary consideration to maximize fiscal and personnel resources and reach more children. Randolph County must maintain what has already been provided to ensure the efficiency and effectiveness of facilities for long-term use.

TUCKER COUNTY SCHOOLS

NONCOMPLIANCE	RECOMMENDED RESOURCES
5.8.2. Licensure	Office of Professional Preparation, WVDE 558-7826

UNITED TECHNICAL CENTER

NONCOMPLIANCES	RECOMMENDED RESOURCES
5.10.3. Counseling services.	Office of Student Services and Assessment WVDE, 558-2546

WETZEL COUNTY SCHOOLS

NONCOMPLIANCES	RECOMMENDED RESOURCES
5.1.21. Instructional Day	Office of Instructional Services, WVDE 558-7805
5.9.1. Evaluation	Office of Human Resources, WVDE 558-2702 WV Center for Professional Development, 558-0539

Section 9

EFFECTIVENESS AND EFFICIENCY

Indicators of efficiency for student and school system performance and progress were reviewed in: Curriculum delivery, facilities, administrative practices, personnel, and utilization of regional education service agency. This section contains indicators of efficiency that Education Performance Audit assessed as requiring more efficient and effective applications.

HARRISON COUNTY SCHOOLS

Gore Middle

Transportation. The Team observed that a bus arrived with students at 6:45 a.m.

Robert C. Byrd High

Programs of study. The Team observed that the master schedule of courses included 14 periods when teachers were used for hall duty and parking lot duty, thereby, increasing the number of students enrolled in certain core classes and limiting the number of courses that could be offered.

Harrison County School District

Personnel. The Team observed that there were inequities in the assignment of staff to some schools. The Team recommended that the county review the assignment of staff at schools, especially cooks with the number of meals served and counselors with the enrollment. The Team also recommended that the county review the assignment of specialist, i.e., music, art, and physical education teachers to ensure equity among the schools.

MCDOWELL COUNTY SCHOOLS

Curriculum. Curriculum throughout all programmatic levels and most schools failed to be delivered effectively and efficiently. Courses not being taught in the majority of schools show ineffective and inefficient planning.

Transportation. Due to a lack of bus drivers, school buses frequently do not run when the driver is absent resulting in students missing critical instructional time. This affects every school in McDowell County and causes an ineffective and inefficient operation of the transportation system required by W.Va. Code. A county policy/practice (reportedly) to only call substitutes after the third consecutive absence exacerbates the problem. McDowell County's students are deprived of a thorough and efficient education because of the county's transportation inefficient operation.

Facilities. McDowell County has more schools and buildings than can be operated efficiently given their financial resources and student population. Several schools have vacant rooms and spaces that are underutilized. School closings and consolidations have not kept pace with declines in enrollment. Given the serious facility needs in the county the local board has not provided the leadership to improve the facilities adequately, allowing two School Building Authority grants to slip from their grasp.

Administrative practices. Based on the certified personnel reports for the 2000-01 school year, McDowell County Schools employed 26.02 professional educators and 30.97 service personnel, eligible for funding under the Public School Support Program (PSSP), in excess of the number allowed for funding. In addition, 35.465 cooks were reported as being employed with federal funds. The employment of this number of personnel in excess of the number allowed for funding demonstrates an inefficient use of resources, which results in a reduction of funds for other needs. According to the board's annual financial statements for the year ended June 30, 2001, expenditures exceeded revenues by \$1.6 million. The board's unreserved fund balance has decreased from \$1.9 million at June 30, 2000 to \$388,000 at June 30, 2001. Continued expenditures at this level will result in the board incurring a deficit at June 30, 2002.

It is strongly recommended that the board review its staffing levels and take the necessary steps to reduce the number of professional and service personnel employed to a number that will not produce such a financial drain on the school system. The board should employ only the number of personnel that are allowed to be funded under the Public School Support Program plus the number that can be employed with excess levy funds.

Mount View High School

There were very few, and often no substitutes available for employee absences. Teachers are assigned (for which they are compensated) to cover classes. Classes are 90 minutes with one teacher covering for 45 minutes and another teacher covering for the other 45 minutes. Therefore, the students have two substitute teachers for the class period. If teachers do not cover the students are sent to other classrooms. The principal and monitor say that the teachers do not teach during that time, "They are in the class for pay only." One mathematics teacher (math is a basic skill evaluated on SAT-9) has high absenteeism. There was no substitute for that teacher on Monday, October 22. There was a substitute, a retired county office administrator, on Tuesday. He stated that he had no lesson plans for the classes. The Team shared this with the principal who responded, "What am I to do? The teacher is absent . . . and we haven't been getting substitutes." The principal and other teachers are concerned about students in the class getting sufficient instruction.

Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education of Education policies to determine the degree to which instructional and support services provided to the schools establishes and supports high quality curriculum and instructional services.

1. Due to economic conditions, the county as a whole has lost population for more than three decades and the trend appears to be ongoing. The superintendent indicated that he, the person responsible for personnel, principals and the special education coordinator review the projected enrollment as well as course offerings, personnel allocations in the formula and other funding sources. The personnel official makes recommendations to the superintendent regarding those positions that need to be eliminated in addition to those that should be maintained. Because of a significant reduction in the student population, school administrators are faced with a problem of reducing staff and ensuring that the pool of employees contains personnel who possess the qualifications to deliver the required programs of study. The severe flood during the summer of 2001 caused more than the usual number of residents to move from the county. As a result, the county's student population was reduced by 202 students from the previous year. The board minutes from early spring and summer revealed that positions were eliminated, selected personnel were placed on the preferred recall list, and a few others retired and/or resigned from the system. Because the county has several elementary schools with a configuration of K-6, 7-8 or other grade level patterns, some of these schools still function as primarily self-contained classrooms in Grades 5-8. The approved program of study requires that the core subjects (English, Language Arts, Mathematics, Science and Social Studies) be taught daily. The approved program also specifies that Art, Music, Physical Education and Health may be taught as separate or integrated program but need not be taught daily. The superintendent and the assistant superintendent both indicated that there is an effort to deliver the Music and Physical Education program by a roaming teacher; however, no specialized Art teachers have been employed except at Sandy River Middle School which currently has a vacancy in the Music position. The assistant superintendent reported that Counseling services for the elementary schools are generally delivered to elementary schools on an itinerant basis. Counselors and their services are under the supervision of the superintendent. There are currently personnel issues at Northfork Middle School, which has an enrollment of approximately 80 students. Many of these problems can be traced to not following State policies to improve support services and expanded curriculum offerings. The State funding formula does not support the number of positions required to deliver a diverse curriculum and the necessary support staff for a school of 80 students. Serious consideration should be given to integrating these students into a school that is of adequate size to deliver the required services. This would also be true for other schools with low student enrollment. The current personnel allocation for Northfork reflects: one secretary, one and one-half custodians, one cook, one administrator, four regular staff, two special education teachers, and one remedial reading teacher. During the interview with the superintendent, he indicated that if the Northfork students had been transferred to Welch Middle School, five positions (one principal, one secretary, and three teachers) could have been eliminated.

The superintendent reported that the county is only slightly over (two) the number of professional allocated in the formula and less than six in the service personnel category, the county has been able to secure limited extra staff for specialized programs through funds from state and federal sources. All persons interviewed reported serious shortages in foreign language, science-particularly chemistry and physics, and higher-level mathematics teachers. The superintendent indicated that the three county districts could be served if each one had one high school and one middle school. The number of elementary schools would go from five to two depending primarily on the distance and the terrain.

Two school nurses provide health services. Team members reported that the school schedule may be modified due to emergencies at other schools. The county contracts for physical and occupational therapy services. Because the need for speech/language services exceeds the number of available personnel these five therapists have entered into a recent agreement to relinquish their conference and planning period for extra pay in order to provide the students with services during the day. Prior efforts to accommodate students by making these services available after the regular school day were not successful.

2. Choral and/or instrumental music are not offered at Sandy River Middle School due to the lack of an instructor. The District Office must continue to post a music position and develop a temporary plan to provide music instruction until a teacher is hired.
3. A beginning teacher mentor has not been provided for a new teacher at Fall River Elementary School. A special education aide has not been provided for a classroom at Gary Elementary School. The number of students and the varied exceptionalities require an aide.

War Elementary School

The Team observed that using a certified teacher during the Success For All instruction time to call absentee students and/or their parents was an inefficient use of the professional educator. Success For All requires 90 minutes of reading. The Team recommended that the principal review personnel assignments and realign assignments to ensure effectiveness and efficiency.

MONONGALIA COUNTY SCHOOLS

North Elementary School

Facilities. The heating, ventilation, and air conditioning (HVAC) system did not provide the proper ventilation in Room 203 and in the Music Room.

Cheat Lake Elementary

Facilities. Air handlers had not been activated. Thermostats were set at auto instead of on; therefore, not providing proper ventilation.

Monongalia County School District

Administrative practices. This indicator was based on information obtained at the board of education office, interviews with central office and school personnel, and on-site observations.

Interviews revealed that the assignment of administrative personnel often created vacancies in positions for extended periods of time. Documentation needed to verify particular standards, (for example, evaluations) was unavailable because current personnel assigned in that area lacked knowledge of where the information was archived. Researching this indicator was difficult because data were stored on three different information sources. Time lines for particular activities were missed or ignored because personnel lacked knowledge of required completion dates.

Interviews also revealed that newly hired personnel were not made aware of learning or reviewing necessary information that would be considered crucial in the operation of their jobs, i.e., school funding information, how many personnel the system was over the formula, when to do observations or evaluations, requirements regarding lesson plans, and other administrative functions.

Newly hired administrative personnel at any level seemed to lack direction from their superiors or coworkers that would assist them in their basic tasks. This also occurred for personnel hired for positions whose prior job experience did not involve any of their current responsibilities.

The Team recommended that the process used to determine assignment of administrative personnel in a manner that would most efficiently provide managerial/administrative services that support high quality curriculum and instruction be reviewed. The Team also recommended that the process used to post vacant positions to increase the number of qualified applicants be reviewed to increase efficiency.

MONROE COUNTY SCHOOLS

Personnel. The Team determined that adequate staff was provided at each school to deliver the programs of study and the services required by West Virginia Code and West Virginia Board of Education policies. However, only four central office professionals perform the administrative functions to lead Monroe County. The staff includes:

1. Superintendent
2. Finance Director
3. Special Education Administrator
4. Title I Director

Central office personnel perform multiple functions and are utilized to the maximum extent possible. The abilities, knowledge, and expertise of these professionals are responsible for an effective system of schools. Efficiency and effectiveness could be enhanced if at least one more professional staff member were available at the central office.

RANDOLPH COUNTY SCHOOLS

Curriculum. Middle and elementary schools must compare their programs to Charts I - III in West Virginia Board of Education Policy 2510. Chart I specifies that Science and Social studies must be taught as separate or integrated programs in Kindergarten – Grade 2. Chart II specifies that while Science and Social Studies may be taught as separate or integrated programs, they are core programs. Core programs must be taught daily with a reteach component ensuring mastery of the instructional objectives. Reteaching is to occur daily for those students needing more help. Chart III outlines requirements for Grades 5 – 8.

The school and school district administrators must implement a monitoring system to ensure that curriculum needs are being met across all schools and subject areas.

While Randolph County high schools informally analyzed curricular needs, an organized system should be developed to appraise future student requests. The master schedules must be reviewed annually according to Chart IV in West Virginia Board of Education Policy 2510 and the Programs of Study. In addition, the high schools need to review the clusters that students have chosen at the end of the 8th grade to predict courses that will need to be taught. At the end of the 10th grade, the school needs to compile the majors students have chosen to determine how many sections and which courses need to be offered to these students in the junior and senior years.

TUCKER COUNTY SCHOOLS

Tucker County School System

Personnel. Tucker County School System provides students a quality education in spite of fiscal constraints. Adequate administrative, instructional, and service personnel are provided at the schools to deliver the programs of study and services that meet West Virginia Code and West Virginia Board of Education policies.

The superintendent has maintained staffing within the formula on personnel. However, only four central office professionals perform the administrative functions to lead Tucker County. The central office administrators and their duties are listed.

1. Superintendent - Vocational Director, Personnel Director.
2. Director of Transportation and Facilities - Maintenance Director, Textbooks, Home Schooling, Attendance, Special Projects.
3. Director of Special Education - Technology, Staff Development, 504 Plans, Test Coordinator, West Virginia Education Information System (WVEIS) Contact, Secondary Curriculum – School To Work, Tech Prep, Coordinator College Courses.
4. Director of Title I - Elementary Curriculum, Safe and Drug Free Schools, Kindergarten Screening, Title IX, Special Projects.

Central office personnel are utilized to the maximum extent possible. The abilities, knowledge, and expertise of these professionals are responsible for an effective system of schools. The school system could be more efficient with at least one more professional staff member.

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 August State Board meeting.

Recommendations for professional development based on Education Performance Audits synthesize measures of student and school performance for accreditation as well as on-site reviews. Data were derived from the 2001-2002 Education Performance Audits and the *School District Approval Status and School Accreditation Status December 2001 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: Student achievement, student attendance, finance, facilities, professional licensure and evaluation, county and school Unified Improvement Plans. 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 2001-2002 school year, Education Performance Audit teams reviewed 178 schools and conducted 8 Education Performance Audits and reviewed one multi-county vocational technical center. At the time of this report, seven (7) Education Performance Audit reports are complete and two (2) are in process.

The Office of Education Performance Audits also conducted Follow-up Education Performance Audits in 9 county school districts. Additionally, two Second Follow-up Education Performance Audits and three multi-county vocational technical centers were reviewed involving 139 schools. In total, 317 schools in 19 school districts were reviewed. Data and reports provide a statewide analysis of professional development needs.

The Office of Education Performance Audits analyzed the 2001-2002 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) This performance measure will be applied until the new statewide assessment instrument is adopted and implemented. The value-added performance measures will be included and phased in as baseline data are available on the new statewide assessment. (Effective 2003-2004)**

Finding: According to the *2001 Report of Ratings*, 67 schools or 8.5% were issued Temporary Accreditation status, Conditional Accreditation status, or Seriously Impaired status among 31 or 56.36% of the 55 county school districts.

Trend: The number of schools below the achievement requirement has increased from the previous year: 1998 – 98 schools; 1999 – 64 schools; 2000 – 49 schools; and 2001 – 67 schools.

- 4.2. **The student attendance rate is at or above 92.5% for the 2000-2001 and 2001-2002 school years; and 93% for subsequent years. The student attendance rate will be adjusted for students excluded as a result of the Productive and Safe Schools Act (W.Va. Code §18A-5-1a) and school bus transportation interruptions for the 2001-2002 and subsequent school years. (Policy 4110)**

Finding: According to the *2001 Report of Ratings*, 26 schools or 3.30% were issued Temporary Accreditation or Conditional Accreditation status among 12 or 21% of the 55 county school districts.

Trend: The number of schools that exceeded the attendance rate demonstrated a decreasing trend: 7 schools in 1998; 43 schools in 1999; 41 schools in 2000; and 26 schools in 2001.

4.11 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: Twenty-seven or 15.17% of the 178 schools reviewed were cited in 5 or 62.50% of the 8 county school districts.

Trend: The number of schools that failed to meet the parent involvement performance measure was 15 schools in 1998; 35 schools in 1999; 16 schools in 2000; and 27 schools in 2001.

4.16. The percentage of students in grades K-9 passing the Presidential Physical Fitness Test at one of the following levels: Presidential, National, or Fitness is forty percent (40%) or above or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)

Finding: Twenty-seven or 15.17% of the 178 schools reviewed were cited in 5 or 62.50% of the 8 county school districts.

Trend: This is the first year in which schools were held accountable for the percentage of students passing the Presidential Physical Fitness Test.

5.1.3. Through curricular offerings, instructional practices, and administrative practices, staff demonstrate high expectations for the learning and achieving of all students. (Policy 2510)

Finding: Twenty-six or 14.61% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Fourteen schools were cited in 1999; seven schools were cited in 2000; and 26 schools were cited in 2001.

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

Finding: Twenty-four or 13.48% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Use of various instructional strategies continues to be identified as a problem in schools. Fourteen schools were cited in 1999; 10 schools in 2000; and increased to 24 schools in 2001.

5.1.9. Instruction in writing shall be a part of every child's weekly educational curriculum in grades 1 through 12 in every appropriate class. (Policy 2510; Policy 2520; Tomblin v. Gainer)

Finding: Twenty-two or 12.36% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Nineteen schools were cited in 1999; 14 schools were cited in 2000; and 22 schools were cited in 2001.

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

Finding: Twenty-six or 14.61% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: The application of technology was not cited in a high number of schools in 1998. Sixteen schools were cited in 1999; 24 schools were cited in 2000; and 26 schools were cited in 2001.

5.1.14. Programs of study are provided in grades K-12 as listed in Policy 2510 for early, middle, and adolescent levels, including career clusters and majors. Note: Any changes approved by the West Virginia Board of Education pursuant to the agreed order in Tomblin v. Gainer dealing with vocational programs will also be included. (Policy 2510; Policy 2520)

Finding: Thirty-five or 19.66% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Twenty-four schools were cited in 1999; 8 schools were cited in 2000; and 35 schools were cited in 2001.

5.2.3. The county board's and individual school's accounting practices are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11; and 18-4-10; Policy 1224.1; Policy 8100)

Finding: Seventy-one or 39.89% of the 178 schools reviewed were cited in 5 or 62.50% of the 8 county school districts.

Trend: Twenty-six schools were cited in 1999; 26 schools cited in 2000; and 71 schools were cited in 2001.

5.2.4. 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: Forty-two or 23.60% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Seventeen schools were cited in 1999; 16 schools were cited in 2000; and 42 schools were cited in 2001.

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

Finding: Twenty-six or 14.61% of the 178 schools reviewed were cited in 4 or 50.00% of the 8 county school districts.

Trend: Seventeen schools were cited in 1999; 16 schools were cited in 2000; and 26 schools were cited in 2001.

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

Finding: One hundred nineteen or 66.85% of the 178 schools reviewed were cited in 6 or 75.00% of the 8 county school districts.

Trend: Fifty-two schools were cited in 1999; 51 schools were cited in 2000; and 119 schools were cited in 2001.

5.8.2. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

Finding: Twenty-two or 12.36% of the 178 schools reviewed were cited in 4 or 50.00% of the 8 county school districts.

Trend: Professional educator licensure decreased from 53 schools in 1998 to 29 schools in 1999; remained stable at 28 schools in 2000, and decreased to 22 schools in 2001.

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

Finding: Twenty-nine or 16.29% of the 178 schools reviewed were cited in 5 or 62.50% of the 8 county school districts.

Trend: Nine schools were cited in 1999; 5 schools were cited in 2000; and 29 schools were cited in 2001.

5.10.6. Lesson plans that are based on approved Instructional Goals and Objectives are prepared in advance and the principal reviews and comments on them a minimum of once each quarter. (Policy 2510; Policy 5310)

Finding: Twenty-five or 14.04% of the 178 schools reviewed were cited in 5 or 62.50% of the 8 county school districts.

Trend: Five schools were cited in 1999; four schools were cited in 2000; and 25 schools were cited in 2001.

5.12.3. The education leaders that include the principal, assistant principal, and teachers ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (Policy 5500.03)

Finding: Twenty-two or 12.36% of the 178 schools reviewed were cited in 4 or 50.00% of the 8 county school districts.

Trend: This is the first year that leadership has been a standard reviewed.

SUMMARY

The data analysis derived from the education performance audits conducted during the 2001-2002 school year and the *December 2001 Report of Ratings* provides implications for statewide professional development. The West Virginia Office of Education Performance Audits presents the following recommendations for the West Virginia State Board of Education's 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 High expectations for student learning and achievement.
- 1.2 Parent Involvement.
- 1.3 Instruction in writing.
- 1.4 Application of technology.
- 1.5 Instructional strategies.
- 1.6 Programs of study.
- 1.7 Unified School Improvement Plans.
- 1.8 Lesson plans.
- 1.9 Leadership.

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.

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 Fire Marshal and health department citations.
- 4.2 Health and safety hazards.

5. **Presidential Physical Fitness Test (PPFT)**

Data indicate that physical fitness and health are considerations for professional development. Areas identified in the analysis directly related to the Presidential Physical Fitness Test include:

- 5.1 Programs of study.
- 5.2 Presidential Physical Fitness Test.

6. **Professional Licensure**

Data indicate that the number of schools with professional educator licensure has steadily decreased, professional development in this area should continue to sustain statewide progress in licensure issues.

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

Table 7

OFFICE OF EDUCATION PERFORMANCE AUDITS				
PRESENTATIONS				
DR. KENNA SEAL				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
7/9-11/01	Canaan, WV	Policy 2320 Revision	School Administrators	50
7/27/01	Flatwoods, WV	Policy 2320 Revision	Jackson County Personnel	35
8/1/01	Charleston, WV	Policy 2320 Revision	New Superintendents	15
8/10/01	Charleston, WV	Policy 2320 Revision	County Test Coordinators	75
8/30/01	Huntington, WV	Policy 2320 Revision	Elementary and Secondary Principals	80
9/18/01	Lewisburg, WV	Policy 2320 Revision	RESA IV Teachers, Principals, and Administrators	43
9/19/01	Summersville, WV	Policy 2320 Revision	RESA IV Teachers, Principals, and Administrators	43
9/24/01	Beckley, WV	Policy 2320 Revision	Special Education Directors	50
12/5/01	Charleston, WV	Policy 2320 Revision	Elementary, Middle/Junior High, and High School Principals and Assistant Principals Throughout the State	180
3/19/02	Bluefield, WV	Policy 2320 Revisions	Bluefield Rotary Members	50
4/2/02	Charleston, WV	Policy 2320 Revision	Principals at Center for Professional Development	75

DR. KENNA SEAL (continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
6/11/02	Charleston, WV	Policy 2320 Revision	LOCEA	17
6/19/02	Morgantown, WV	Policy 2320 Revision	Superintendents & County Board Personnel	60
DR. DONNA DAVIS				
8/7/01	Oak Hill, WV	Policy 2320 - Attendance	Attendance Directors	50
8/8/01	Canaan Valley, WV	Policy 2320 - Leadership	Barbour County Administrators and Personnel	25
9/28/01	Collins Middle School, Oak Hill, WV	Policy 2320 Revision	Collins Middle School Teachers and Administrators	70
10/5/01	Moundsville, WV	Policy 2320 Revision	Marshall County Principals, Assistant Principals, and Central Office Staff	75
TEDDI COX				
7/30-8/1	Charleston Civic Center	UCIP's	Educators Throughout the State	250
8/14/01	Clarksburg, WV	New Standards and Ways to Keep From Getting Noncompliances	Harrison County Personnel	50
11/14/01	Fayetteville, WV	New Standards and Ways to Keep From Getting Noncompliances	Fayette County Principals and Administrators	100
11/15/01	Winfield, WV	Panel: Characteristics of Exemplary Schools	Putnam County Principals and Administrators	100

TEDDI COX (continued)				
DATE	LOCATION	TOPIC	PARTICIPANTS	NUMBER
11/15/01	Winfield, WV	Panel: Characteristics of Exemplary Schools	Putnam County Principals and Administrators	100
6/19/02	Canaan, WV	How WVEIS is used on an Education Performance Audit	WVEIS Contact and Personnel Directors from each county	30
DENNIS KENNEDY				
8/14/01	Clarksburg, WV	New Standards and Ways to Keep From Getting Noncompliances	Harrison County Personnel	50
9/14/01	Charleston, WV	Policy 2320 Revision	Bridgeview Elementary School Teachers and Principal	15
9/17/01	Charles Town, WV	Policy 2320 Revision	Jefferson County Teachers and Administrators	50
MICHAEL KESSINGER				
7/30/01	Charleston, WV	LOL	Educators Throughout the State	250
8/1-3/01	Charleston, WV	Adult and Technical Education	Educators Throughout the State	250
8/17/01	Elkins, WV	Accreditation	Randolph County Principals and Central Office Personnel	40
8/21/01	Glennville, WV	Accreditation	Gilmer County Teachers, Principals, and Central Office Personnel	100

MICHAEL KESSINGER (continued)				
9/4/01	Elkins, WV	USIP	Randolph County Principals and Administrators	45
10/1/01	Charleston, WV	Accreditation	Teachers and County Personnel Throughout the State	100
10/3/01	Clarksburg, WV	Accreditation	Harrison County Teachers and County Personnel Throughout the State	90
10/15/01	Pineville, WV	USIP	Wyoming County Administrators	20
10/18/01	Union, WV	USIP	Monroe County Administrators	15
1/24/02	Welch, WV	USIP	McDowell County Principals	25
3/20/02	Summersville, WV	USIP	Nicholas County Principals and Central Office Staff	40
5/22/02	Logan, WV	USIP	Logan County Principals and Central Office Staff	50
OFFICE OF EDUCATION PERFORMANCE AUDIT STAFF				
10/1/01	Charleston, WV	Statewide Information Update	Central Office Staff, Principals, and LSIC Chairs	150
10/3/01	Clarksburg, WV	Statewide Information Update	Central Office Staff, Principals, and LSIC Chairs	150

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.

Statewide trends are listed in Section 10 Recommendations for Professional Development in Schools.

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.

1. Achievement data analysis and Education Performance Audit Reports indicate a positive trend in student performance. Fifty-one schools were recognized for Exemplary Accreditation status. Table 8 lists the Exemplary status schools.

Table 8

EXEMPLARY SCHOOLS	
December 2001	
Boone	Nellis Elementary
Brooke	Bethany Primary
Cabell	Culloden Elementary
	Pea Ridge Elementary
Fayette	Nuttall Middle
Gilmer	Normantown Elementary
	Sand Fork Elementary
	Troy Elementary
Grant	Maysville Elementary
Harrison	Johnson Elementary
	Norwood Elementary
	Simpson Elementary
	Bridgeport High
Jackson	Evans Elementary
Jefferson	Shepherdstown Elementary
Kanawha	Chamberlain Elementary
	High Lawn Elementary
	Holz Elementary
	Overbrook Elementary
	Shoals Elementary
	Weberwood Elementary
Lewis	Polk Creek Elementary
Marion	Fairmont High
Marshall	Glen Dale Elementary
	Center McMechen Elementary
	Sherrard Elementary
	Union Junior High
Mercer	Bluewell Elementary

Monongalia	North Elementary
	Cheat Lake Elementary
	Cheat Lake Middle
	Suncrest Middle
	University High
Nicholas	Mt. Nebo Elementary
Ohio	Bethlehem Elementary
	Steenrod Elementary
	Woodsdale Elementary
Putnam	Confidence Elementary
	Conner Street Elementary
	Winfield High
Raleigh	Bradley Elementary
	Maxwell Hill Elementary
Randolph	Pickens Elementary/High
Ritchie	Cairo Elementary
Webster	Diana Elementary
	Hacker Valley Elementary
Wetzel	Paden City Elementary
Wood	Emerson Elementary
	Greenmont Elementary
	Vienna Elementary
	Jackson Junior High

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.
- 5.12 Effective leadership at the school and classroom levels.

3. School Improvement efforts provided by improvement consultant teams monitors/distinguished educators, High Schools That Work technical assistance teams, and Title I have provided sustained assistance to schools.
4. The School Building Authority continues to further facility improvements throughout West Virginia's schools.
5. Instruction in basic skills is being emphasized throughout West Virginia's schools.
6. Pre-school programs are more prominent in West Virginia's schools.
7. A greater quality and quantity of Advanced Placement and honors classes are being offered in schools.
8. Character education initiatives and programs fostering safe and productive schools are being implemented throughout the state.
9. West Virginia is rapidly progressing toward the statewide assessment program in which annual yearly progress will be used to determine school accreditation status.
10. Preliminary achievement data indicate fewer Seriously Impaired schools (5 in 2002 compared to 9 in 2001).
11. Policies at the state and local levels have been revised to address national and state education issues.
12. Resource evaluation has brought attention to the needs for facilities, personnel, curriculum, equipment and materials in schools and how those impact program and student performance.

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. 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 criterion referenced tests that assess all adopted instructional goals and objectives.
- 1.5 The writing assessment that is administered in grades 4, 7, and 10 should be reported in school report cards since it is now part of the accountability system.
- 1.6 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 has been revised to reflect realistic and achievable rates for schools given the Safe Schools Act that requires certain suspensions of students. Additionally, school bus interruptions no longer will cause schools to be penalized. In order to implement these new measures, statewide staff development for principals in properly reporting attendance data is needed.

Table 9 shows the number of schools on Temporary/Probationary accreditation status due to attendance.

Table 9

TEMPORARY/PROBATIONARY SCHOOLS BY ATTENDANCE		
YEAR	ATTENDANCE RATE	NUMBER OF T/PA SCHOOLS
December 2001	92.5%	26
December 2000	92.5%	41
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 has been made more stringent. To assist schools and school systems in meeting this higher performance measure, extensive staff development needs to be offered.

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. Standards for school leadership have been devised. 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, science, and other teacher shortage areas 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 McDowell County has more schools and buildings than can operated efficiently given their financial resources and student population. Several schools have vacant rooms and spaces that are underutilized. School closings and consolidations have not kept pace with declines in enrollment. Given the serious facility needs in the county the local board has not provided the leadership to improve the facilities adequately, allowing two School Building Authority grants to slip from their grasp.
- 6.2 Monongalia County received five million dollars from the School Building Authority to replace the following schools: Arnettville Elementary, Riverside Elementary, Suncrest Elementary, Waitman Barbe Elementary, and Westover Elementary. The county has developed a ten year Comprehensive Education Facilities Plan (CEFP) that addresses the needs of other older and outdated facilities. The Team concurs with the recommendations contained in the CEFP.
- 6.3 The Education Performance Audit Team found that the Randolph County School System's facilities need upgrades to provide space for programs, but the county lacks the fiscal capacity to upgrade facilities. Therefore, the Office of Education Performance Audits recommends that additional funding from the School Building Authority (SBA) or other funding be pursued to support the upgrades necessary to meet the educational needs of students. It is noted that Randolph County must make every effort to target resources strategically to improve student performance. Facility planning should consider the economics of scale established in Policy 6200 to maximize scarce resources.
- 6.4 The Education Performance Audit Team found that the Tucker County School System provides a quality education for students even though the budget is severely limited. An attempt to provide additional funding through a school bond levy failed in 1995. Both elementary/middle school facilities need upgrades to provide space for programs. Therefore, the Office of Education Performance Audits recommends that additional funding from the School Building Authority or other appropriations be pursued to support the upgrades necessary to meet the educational needs of students. Tucker County lacks the fiscal capacity to hire more personnel or upgrade facilities.

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 need to be provided for the schools that did not meet the student achievement standard on the SAT-9 in 2001.
2. County, regional and state level training needs to be conducted on developing and revising unified school and 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 is needed to assist schools and staff in providing weekly instruction in writing across the curriculum.
6. County, regional, and state level training is needed to assist local schools in improving financial accounting practices.
7. 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.
8. School level training is needed to familiarize schools with strategies and practices to encourage and report parental involvement.
9. School level training needs to be continued to encourage a greater utilization of technology in instruction.
10. School level training is needed in physical education to improve the student passage rate on the Presidential Physical Fitness Test.
11. County, regional, and state level training needs to be provided on all aspects of alternative schools and programs.

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 2003 need assistance this school year to assist in improving their performance.
2. The three 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, McDowell County and Lincoln County are the only counties currently on nonapproval status).
3. The lowest performing schools should receive an Education Performance Audit to guide technical assistance for school improvement.