

Office of Education Performance Audits

*A Process for
Improving
Education:*



*Performance
Based
Accreditation
System*

Annual Report

September 2003

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

Ms. Sandra Chapman
President, West Virginia Board of Education

Members, Process for Improving Education Council

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

The Office of Education Performance Audits respectfully submits its 2003 Annual Report pursuant to West Virginia Code §18-2E-5 and State Board Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, which established the office.

A statewide accountability system through the Office of Education Performance Audits measures the quality of education and preparation of students based on the standards and measures of student, school, and school system performance, progress, and processes and holds schools responsible for results. Educators and students in West Virginia vigorously approached the current challenges and have demonstrated progress with standards and assessment.

As West Virginia fully implements the *No Child Left Behind Act of 2001* (NCLB), specific education trends are emerging. This report shows the many positive statewide trends in education. It also includes a section on statewide system deficiencies. I trust that this report will be a resource on which to base decisions regarding West Virginia's education system.

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 provided through a system described in *A Process for Improving Education: Performance Based Accreditation System*, that includes standards, assessment, accountability, and capacity building. The Office of Education Performance Audits assists the West Virginia Board of Education in 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 *2003 Annual Report* compiles West Virginia's accountability activities for the 2002-2003 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, process, and progress 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 revised Policy 2320 to incorporate the new provisions that included: 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.

The Agreed Order Tomblin v. Gainer signed September 12, 2000 called for significant changes in the accountability system. Resource evaluation constituted a new element of accreditation. Additionally, the achievement standard incorporated a value-added approach with the goal to remove any adverse impact upon schools related to demographics. The Order also called for Education Performance Teams to be primarily professional personnel employed by the state who routinely perform the same functions in the audit process.

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 did not correct its impairments by a date certain set by the State Board. House Bill 2934 also allowed 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 required the State Board to conduct a review of the system of education performance audits to 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 and establishes experts in specific areas to serve as team leaders. The Bill called for school intervention for chronically low performing schools. It also provided for schools and school systems to remain on full accreditation and approval status for six months following an on-site review. 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 and progress.
2. The review of school and school system Unified Improvement Plans.
3. The periodic, announced on-site review of school and school system performance, progress and compliance with the standards.
4. Determining school accreditation and school system approval status.
5. Holding schools and school systems accountable for the efficient use of existing resources to meet or exceed the standards.
6. Targeting additional resources when necessary to improve performance and progress.
7. Making accreditation information available to the Legislature; the Governor; to the general public and to any individuals who request such information subject to the provisions of any act, rule, or regulation restricting the release of information.
8. Establishing 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.
9. Assisting the West Virginia Board of Education in making determinations regarding the accreditation status of schools and the approval status of school systems.
10. Assuring that all statewide assessments of student performance are secure.
11. Establishing processes which focus on those measurable criteria related to student performance and progress and to the delivery of instruction which will enable student performance and progress.
12. Administering all accountability measures.
13. Determining what capacity may be needed by schools and school systems to meet the standards established by the Legislature and the West Virginia Board of Education, and recommend to the school, school system, and West Virginia

Board of Education, and the Process for Improving Education Council, and plans to establish those needed capacities.

14. Determining 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 West Virginia Board of Education and the Process for Improving Education Council.
15. Determining staff development needs of schools and school systems to meet the standards established by the Legislature and the West Virginia Board of Education, and make recommendations to the West Virginia Board of Education and the Process for Improving Education Council, the Center for Professional Development, Regional Educational Service Agencies, Higher Education Policy Commission, and county boards.
16. Identifying exemplary schools and school systems and best practices that improve student, school, and school system performance, and make recommendations to the West Virginia Board of Education and the Process for Improving Education Council for recognizing and rewarding exemplary schools and school systems and promoting the use of best practices.

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
- Statewide Trends
- General Recommendations
- Targeted Assistance Recommendations

Section 2

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings December 2002

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 2002 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, progress, and processes adopted by the West Virginia Board of Education and whose schools have all been issued full, conditional, or temporary accreditation status. A school system may remain on full approval status for six months following an on-site review providing there are no safety or health deficiencies which would endanger students, the school system meets or exceeds student performance and progress, no extraordinary circumstances exist, and a plan is approved to correct all process standard deficiencies within six months.

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 meets the following criteria: (i) the plan has been revised to achieve full approval status by a date certain, (ii) the plan has been approved by the West Virginia Board of Education, and (iii) 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 and progress of the school system to a full approval status level.

Nonapproval. A school system shall be designated as on Nonapproval status when one or more of the following conditions exist.

- The county board fails to submit and gain approval of 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 West Virginia Board of Education may issue nonapproval status when 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:

Exemplary Accreditation. Exemplary accreditation is issued to a school when the measure of the school's student and school performance and progress substantially exceeds the minimal level of performance on the standards adopted by the West Virginia Board of Education.

Full Accreditation. Full accreditation status is issued when the measure of the school's student and school performance and progress is at a level that meets the annual performance measures and the high quality standards. A school may remain on full accreditation status for six months following an on-site review providing all annual performance measures are met, there are no safety or health deficiencies that would endanger students, or extraordinary circumstances as defined by the West Virginia Board of Education.

Conditional Accreditation. Conditional accreditation status is issued to a school when the measure of the school's performance and progress is below established standards and performance measures, but the school's Unified Improvement Plan has been revised to achieve full accreditation status by a date certain, the plan has been approved by the West Virginia Board of Education, 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 and progress 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 a 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 percentage of the school's students in grades 3 through 11 perform at or above the 3rd quartile in total basic skills is thirty percent (30%); and thirty percent (30%) of the students perform within the 1st quartile, unless the percentage of students performing within the 1st quartile is decreased based on two (2) of the most recent three (3) years. This performance measure will be applied until the new statewide assessment instrument is implemented. The value-added performance measures will be phased in as baseline data are available on the new statewide assessment.
- 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 West Virginia Board of Education 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 Process for Improving Education Council, 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, the Process for Improving Education Council, 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 provides a synopsis of the December 2002 Report of Ratings.

SUMMARY OF SCHOOL DISTRICT APPROVAL STATUS
December 2002

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

School Accreditation Status

77 or 9.94% of schools issued Exemplary Accreditation status
 596 or 76.90% of schools issued Full Accreditation status
 82 or 10.58% of schools issued Conditional Accreditation status
 11 or 1.42% of schools issued Temporary Accreditation status
 9 or 1.16% 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
 3 or 5.45% of school districts issued Temporary Approval status
 2 or 3.64% of school districts issued Nonapproval status

Table 1
SUMMARY OF SCHOOL ACCREDITATION STATUS
December 2002

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	27	2	21	2	2	0	7.41%	77.78%	7.41%	7.41%	0.00%
BOONE	19	0	18	0	1	0	0.00%	94.74%	0.00%	5.26%	0.00%
BRAXTON	8	0	8	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
BROOKE	12	3	8	1	0	0	25.00%	66.67%	8.33%	0.00%	0.00%
CABELL	30	4	24	0	0	2	13.33%	80.00%	0.00%	0.00%	6.67%
CALHOUN	4	0	3	1	0	0	0.00%	75.00%	25.00%	0.00%	0.00%
CLAY	7	2	5	0	0	0	28.57%	71.43%	0.00%	0.00%	0.00%
DODDRIDGE	3	0	3	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
FAYETTE	27	1	18	7	0	1	3.70%	66.67%	25.93%	0.00%	3.70%
GILMER	5	2	3	0	0	0	40.00%	60.00%	0.00%	0.00%	0.00%
GRANT	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
GREENBRIER	14	1	13	0	0	0	7.14%	92.86%	0.00%	0.00%	0.00%
HAMPSHIRE	10	0	8	1	0	1	0.00%	80.00%	10.00%	0.00%	10.00%
HANCOCK	11	2	8	0	1	0	18.18%	72.73%	0.00%	9.09%	0.00%
HARDY	5	0	4	1	0	0	0.00%	80.00%	20.00%	0.00%	0.00%
HARRISON	26	6	19	0	1	0	23.08%	73.08%	0.00%	3.85%	0.00%
JACKSON	12	1	11	0	0	0	8.33%	91.67%	0.00%	0.00%	0.00%
JEFFERSON	13	1	11	1	0	0	7.69%	84.62%	7.69%	0.00%	0.00%
KANAWHA	70	8	51	10	1	0	11.43%	72.86%	14.29%	1.43%	0.00%
LEWIS	7	0	7	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
LINCOLN	13	0	0	13	0	0	0.00%	0.00%	100.00%	0.00%	0.00%
LOGAN	19	2	16	0	1	0	10.53%	84.21%	0.00%	5.26%	0.00%
MARION	23	1	19	2	0	1	4.35%	82.61%	8.70%	0.00%	4.35%
MARSHALL	16	3	12	1	0	0	18.75%	75.00%	6.25%	0.00%	0.00%
MASON	14	0	14	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MERCER	26	0	24	2	0	0	0.00%	92.31%	7.69%	0.00%	0.00%
MINERAL	14	1	11	2	0	0	7.14%	78.57%	14.29%	0.00%	0.00%
MINGO	17	1	12	3	0	1	5.88%	70.59%	17.65%	0.00%	5.88%

SUMMARY OF SCHOOL ACCREDITATION STATUS

COUNTY	Number of Schools						Percentage of Schools				
	TOTAL	EA	FA	CA	TA	SI	EA	FA	CA	TA	SI
MONONGALIA	24	4	17	2	0	1	16.67%	70.83%	8.33%	0.00%	4.17%
MONROE	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MORGAN	8	2	6	0	0	0	25.00%	75.00%	0.00%	0.00%	0.00%
MCDOWELL	18	0	1	16	0	1	0.00%	5.56%	88.89%	0.00%	5.56%
NICHOLAS	16	2	14	0	0	0	12.50%	87.50%	0.00%	0.00%	0.00%
OHIO	13	4	9	0	0	0	30.77%	69.23%	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	3	1	0	0	0.00%	75.00%	25.00%	0.00%	0.00%
POCAHONTAS	5	0	4	0	0	1	0.00%	80.00%	0.00%	0.00%	20.00%
PRESTON	12	1	11	0	0	0	8.33%	91.67%	0.00%	0.00%	0.00%
PUTNAM	22	4	18	0	0	0	18.18%	81.82%	0.00%	0.00%	0.00%
RALEIGH	33	5	23	5	0	0	15.15%	69.70%	15.15%	0.00%	0.00%
RANDOLPH	16	1	9	5	1	0	6.25%	56.25%	31.25%	6.25%	0.00%
RITCHIE	6	1	5	0	0	0	16.67%	83.33%	0.00%	0.00%	0.00%
ROANE	6	0	5	0	1	0	0.00%	83.33%	0.00%	16.67%	0.00%
SUMMERS	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TAYLOR	7	1	6	0	0	0	14.29%	85.71%	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	2	2	0	0	0	50.00%	50.00%	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	4	17	0	0	0	19.05%	80.95%	0.00%	0.00%	0.00%
WEBSTER	5	0	4	1	0	0	0.00%	80.00%	20.00%	0.00%	0.00%
WETZEL	9	1	7	0	1	0	11.11%	77.78%	0.00%	11.11%	0.00%
WIRT	3	0	2	1	0	0	0.00%	66.67%	33.33%	0.00%	0.00%
WOOD	28	3	23	2	0	0	10.71%	82.14%	7.14%	0.00%	0.00%
WYOMING	14	1	13	0	0	0	7.14%	92.86%	0.00%	0.00%	0.00%
MULTI-COUNTY	7	0	6	0	1	0	0.00%	85.71%	0.00%	14.29%	0.00%
TOTAL	775	77	596	82	11	9	9.94%	76.90%	10.58%	1.42%	1.16%

Section 3

UNIFIED SCHOOL IMPROVEMENT PLANS

Each school is required to develop a Unified School Improvement Plan 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 standards and performance measures not met. The plan shall include a safe and productive school plan, a technology plan, the integration of special needs students plan, and the Elementary and Secondary Education Act school based improvement plan. The plan is established, implemented, and reviewed annually. The plan must specify how the school intends to increase student achievements. It must be developed through a strategic planning process and must be based on all available data regarding student achievement.

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 (USIPs) 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.

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
UNIFIED SCHOOL IMPROVEMENT PLAN REVISIONS
Upgraded From Temporary Accreditation to Conditional Accreditation Status**

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Barbour	Philippi Elementary	02-204	Approved as submitted	CA	June 30, 2004	4.1b
Berkeley	Valley View Elementary	04-213	Approved with stipulations	CA	June 30, 2003	4.1a/b
	Martinsburg High	04-502		CA	October 1, 2004	4.3
	Musselman High	04-503	Approved as submitted	CA	June 30, 2004	4.3
Boone	Sherman High	06-502	Approved as submitted	CA	October 31, 2003	4.3
Brooke	Bethany Primary	10-101	Approved as submitted	CA	June 30, 2005	4.1b
Cabell	Enslow Middle	12-305	Approved as submitted	SI Monitor	June 30, 2003	10.5 (4.2)
	Huntington High	12-560	Approved as submitted	SI	October 31, 2004 (Seriously Impaired Status for Not Meeting June 30, 2002 Date Certain).	10.5 (4.3)
Calhoun	Arnoldsburg Elementary	14-201	Approved as submitted	CA	June 30, 2003	4.1b
					June 30, 2003	4.2
Fayette	Ansted Elementary	20-201	Approved with stipulations	CA	June 30, 2003	4.1b
	Danese Elementary	20-204	Approved with stipulations	CA	June 30, 2004	4.1b
	Oak Hill East End Elementary	20-219	Approved with stipulations	CA	June 30, 2005	4.1b
	Montgomery Middle	20-305	Approved with stipulations	CA	June 30, 2003	4.1a
	Gauley Bridge High	20-502	Approved as submitted	CA	June 30, 2004	4.1a
	Meadow Bridge High	20-503	Approved with stipulations	CA	June 30, 2005	4.1a/b
	Mount Hope High	20-505	Approved with stipulations	CA	June 30, 2005	4.1a
	Oak Hill High	20-506	Approved as submitted	SI	October 31, 2004 (Seriously Impaired Status for Not Meeting October 30, 2002 Date Certain).	10.5 (4.3)

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Hampshire	Romney Middle	28-402	Approved as submitted	CA	June 30, 2003	4.1b
	Hampshire Senior High	28-501	Approved as submitted	SI	June 30, 2004 (Seriously Impaired Status for Not Meeting June 30, 2002 Date Certain).	10.5 (4.2)
Hardy	East Hardy Early/Middle	31-204	Approved as submitted	CA	June 30, 2003	4.1b
Harrison	Big Elm Elementary	33-231	Approved as submitted	CA	June 30, 2003	4.1b
Jefferson	Charles Town Middle	37-401	Approved as submitted	CA	June 30, 2003	4.1b
Kanawha	Anne Bailey Elementary	39-204		CA	June 30, 2003	4.1b
	Chandler Elementary	39-216		CA	June 30, 2004	4.1a
	Malden Elementary	39-241	Approved as submitted	CA	June 30, 2004	4.1a
	Pratt Elementary	39-255	Approved as submitted	CA	June 30, 2004	4.1a/b
	Piedmont Elementary	39-282	Approved as submitted	CA	June 30, 2003	4.1b
	Sissonville Elementary	39-264		CA	June 30, 2004	4.1b
	East Bank Middle	39-407	Approved as submitted	CA	June 30, 2004	4.1a/b
					June 30, 2003	4.2
	McKinley Junior High	39-413	Approved as submitted	CA	June 30, 2003	4.2
	Sissonville Middle	39-417	Approved as submitted	CA	June 30, 2003	4.1b
	Stonewall Jackson Middle	39-421		CA	June 30, 2004	4.1b
Sissonville High	39-510	Approved as submitted	CA	June 30, 2003	4.3	
Lincoln	Ranger Elementary	43-214	Approved as submitted	CA	June 30, 2003	4.1b
	Duval High	43-501	Approved as submitted	CA	June 30, 2003	4.1a
	Guyan Valley High	43-502	Approved as submitted	CA	June 30, 2003	4.1b
	Hamlin High	43-503	Approved as submitted	CA	June 30, 2003	4.1b
Logan	Logan Senior High	45-502	Approved as submitted	CA	October 31, 2004	4.3
Marion	Barnes Elementary	47-201		SI		10.5 (4.1a)
	Dunbar Middle	47-301	Approved as submitted	CA	June 30, 2005	4.1b
	Monongah Middle	47-304	Approved with stipulations	CA	June 30, 2004	4.1b
Marshall	Central Elementary	48-203	Approved as submitted	CA	June 30, 2003	4.1a/b

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Mercer	Spanishburg School	51-220	Approved as submitted	CA	June 30, 2003	4.1a
	Montcalm High	51-505	Approved as submitted	CA	June 30, 2004	4.1b
Mineral	Elk Garden School	53-101	Approved as submitted	CA	June 30, 2003	4.1b
	Keyser High	53-503	Approved as submitted	CA	June 30, 2003	4.1b
Mingo	Matewan Elementary	54-222	Approved as submitted	CA	June 30, 2004	4.1b
	Burch High	54-501	Approved as submitted	CA	June 30, 2003	4.2
	Gilbert High	54-502	Approved as submitted	SI	October 31, 2004 (Seriously Impaired Status for Not Meeting June 30, 2002 Date Certain).	10.5 (4.3)
	Williamson High	54-506	Approved as submitted	CA	June 30, 2003 June 30, 2003	4.1b 4.2
Monongalia	Waitman Barbe Elementary	56-234	Approved as submitted	SI	June 30, 2005 (Seriously Impaired Status for Not Meeting June 30, 2002 Date Certain).	10.5 (4.1a/b)
	Cass Elementary	56-235	Approved as submitted	CA	June 30, 2005	4.1b
	Clay-Battelle High	56-501	Approved as submitted	CA	June 30, 2003	4.1b
McDowell	Kimball Elementary	60-217	Approved as submitted	CA	June 30, 2003	4.1b
	Sandy River Middle	60-301		CA	June 30, 2004	4.1a/b
	Mount View High	60-527	Approved as submitted	SI Monitor	June 30, 2003	10.5 (4.2)
Pleasants	St. Marys High	67-501	Approved as submitted	CA	June 30, 2003	4.2
Pocahontas	Pocahontas County High	69-501	Approved as submitted	SI	June 30, 2003 (Seriously Impaired Status for Not Meeting June 30, 2002 Date Certain for 4.1b).	10.5 (4.1b)
					June 30, 2003	4.2
Raleigh	Central Elementary	74-203	Approved as submitted	CA	June 30, 2003	4.2
	Clear Fork District Elementary	74-204	Approved as submitted	CA	June 30, 2003	4.2

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Raleigh (Continued)	Fairdale Elementary	74-211	Approved as submitted	CA	June 30, 2003	4.2
	Stratton Elementary	74-233	Approved as submitted	CA	June 30, 2003	4.2
	Beckley-Stratton Junior High	74-409	Approved as submitted	CA	June 30, 2003	4.2
Randolph	Beverly Elementary	75-201		CA	June 30, 2003	4.1a/b
	George Ward Elementary	75-204	Approved as submitted	CA	June 30, 2004	4.1b
	Tygarts Valley Middle/High	75-503	Approved as submitted	CA	June 30, 2003	4.1b
Roane	Roane County High	79-503	Approved as submitted	CA	June 30, 2003	4.2
					October 31, 2004	4.3
Upshur	Buckhannon-Upshur Intermediate	87-203	Approved as submitted	CA	June 30, 2003	4.1b
Webster	Glade Elementary	91-202	Approved as submitted	CA	June 30, 2003	4.1b
Wetzel	Hundred High	92-501	Approved as submitted	CA	October 31, 2003	4.3
Wirt	Wirt County Middle	94-301	Approved as submitted	CA	June 30, 2003	4.1b
Wood	Martin Elementary	96-238	Approved as submitted	CA	June 30, 2004	4.1b
	VanDevender Junior High	96-406	Approved as submitted	CA	June 30, 2004	4.1b
					June 30, 2004	4.2

Section 4

UNIFIED COUNTY IMPROVEMENT PLANS

Each county board is required to develop and submit an update to the Unified County Improvement Plan (UCIP) to the West Virginia Office of Education Performance Audits by December 31. This plan specifies how the county school system intends to strengthen the county education program in order to increase student achievement. The plan must be developed through a strategic planning process and incorporate data from the Unified School Improvement Plans of the system's schools.

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**

COUNTY	APPROVAL STATUS	COUNTY	APPROVAL STATUS
Barbour	Approved	Mineral	Approved
Berkeley	Approved	Mingo	Approved
Boone	Approved	Monongalia	Approved with stipulations
Braxton	Approved	Monroe	Approved with stipulations
Brooke	Approved	Morgan	Approved
Cabell	Approved with stipulations	Nicholas	Approved with stipulations
Calhoun	Approved	Ohio	Approved
Clay	Approved	Pendleton	Approved with stipulations
Doddridge	Approved with stipulations	Pleasants	Approved
Fayette	Approved	Pocahontas	Approved with stipulations
Gilmer	Approved	Preston	Approved with stipulations
Grant	Approved	Putnam	Approved
Greenbrier	Approved	Raleigh	Approved
Hampshire	Approved	Randolph	Approved
Hancock	Approved	Ritchie	Approved
Hardy	Approved	Roane	Approved
Harrison	Approved	Summers	Approved with stipulations
Jackson	Approved	Taylor	Approved with stipulations
Jefferson	Approved	Tucker	Approved
Kanawha	Approved	Tyler	Approved
Lewis	Approved with stipulations	Upshur	Approved with stipulations
Lincoln	Approved	Wayne	Approved
Logan	Approved	Webster	Approved
Marion	Approved	Wetzel	Approved
Marshall	Approved	Wirt	Approved with stipulations
Mason	Approved	Wood	Approved
McDowell	Approved with stipulations	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 West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, states:

An unannounced on-site review may be conducted at the direction of the West Virginia Board of Education or by weighted selection by the Office of Education Performance Audits, an announced (five days in advance) on-site review shall be conducted. . . .

The purposes for conducting an education performance audit include the following:

1. Verifying the data reported by the school or county board.
2. Documenting compliance with policies and laws.
3. Evaluating the effectiveness and implementation status of school and school system Unified Improvement Plans.
4. Investigating official complaints submitted to the West Virginia Board of Education that allege serious impairments in the quality of education in schools or school systems.
5. Investigating official complaints submitted to the West Virginia Board of Education that allege that a school or county board is in violation of policies or laws under which schools and county boards operate.
6. Determining and reporting whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the state Fire Marshal, the Health Department, the School Building Authority and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures.

Selection of schools and school systems for an on-site review shall use a weighted sample so that those with lower performance and progress indicators and those that have not had a recent on-site review have a greater likelihood of being selected. The Office of Education Performance Audits may conduct on-site reviews which are limited in scope to specific areas in addition to full reviews which cover all areas.

The Teams are led by a member of the Office of Education Performance Audits staff and a person or persons who has expert knowledge and experience in the area or areas to be reviewed from the West Virginia Department of Education who shall be the team leaders. Team leaders are responsible for completing the report on the findings and recommendations of the on-site review in their area of expertise.

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. The reports are required to be submitted to the West Virginia Board of Education within 30 days of the review and to the county superintendent and principals within 45 days of the review.

During the 2002-03 school year, 32 individual school audits were conducted and three (3) whole county school district education performance audits were conducted. Follow-up Education Performance Audits were conducted in eight county school districts and three Second Follow-up Education Performance Audits were conducted, including one multi-county vocational-technical center. Table 4 depicts school districts and schools reviewed.

Table 4

EDUCATION PERFORMANCE AUDITS 2002-2003		
COUNTY/SCHOOL		EPA DATE
Individual School Audits		
Barbour	Philippi Elementary	December 17, 2002
Berkeley	Valley View Elementary	April 25, 2003
Brooke	Bethany Primary	November 15, 2002
Calhoun	Arnoldsburg School	October 22, 2002
Clay	H.E. White Elementary	December 11, 2002
	Lizemore Elementary	December 10, 2002
Hampshire	John J. Cornwell School	November 13, 2002
	Romney Middle	November 12, 2002
Hardy	East Hardy Early/Middle	May 1, 2003
Harrison	Big Elm Elementary	January 9-10, 2003
Logan	Buffalo Elementary	March 5, 2003
Marion	Dunbar Middle	April 15, 2003
	Monongah Middle	April 16, 2003
Marshall	Central Elementary	November 13, 2002
	Moundsville Jr. High	November 14, 2002
Mercer	Spanishburg School	March 26, 2003
	Montcalm High	March 25, 2003
Mineral	Elk Garden School	May 2, 2003
	Keyser High	December 6, 2002
Monongalia	Cass Elementary	November 6-8, 2002
	Daybrook Elementary	November 6-8, 2002
	Clay-Battelle High	November 6-8, 2002
Nicholas	Birch River Elementary	October 22-23, 2002
Pocahontas	Marlinton Middle	April 23, 2003
Raleigh	Stratton Elementary	March 27, 2003

Upshur	Buckhannon-Upshur Intermediate	January 8, 2003
Wayne	Crum Middle	April 28, 2003
	Tolsia High	April 28, 2003
Webster	Glade Elementary	April 24, 2003
Wirt	Wirt County Middle	May 2, 2003
Wood	Martin Elementary	November 18, 2002
	Van Devender Junior High	November 19, 2002
County Education Performance Audits		
Doddridge County Schools		May 20-21, 2003
Fayette County Schools		October 28-30, 2002
Jefferson County Schools		April 22-24, 2003
Follow-up Education Performance Audits		
Cabell County Schools		September 23, 2002
Calhoun County – Arnoldsburg School		June 2, 2003
Greenbrier County Schools		October 7-9, 2002
Harrison County Schools		May 19-23, 2003
James Rumsey Technical (2 nd Follow-up Review)		January 2003
Mingo County Schools (2 nd Follow-up Review)		November 27, 2002
Monongalia County Schools		November 17-19, 2002
Monroe County Schools		October 15-16, 2002
Nicholas County – Birch River Elementary		June 2, 2003
Pikeside Learning Center (2 nd Follow-up Review)		April 28, 2003
Randolph County Schools		November 12-14, 2002
Tucker County Schools		September 9-10, 2002
Wetzel County Schools		October 30-31, 2002

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

Data analyses were performed on the 2002-2003 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 76 schools visited, 345 Noncompliances, 217 Recommendations, 218 Commendations, and 25 Exemplary Programs were identified.

Of the 3 school districts visited, 24 Noncompliances, 13 Recommendations, 7 Commendations, and 1 Exemplary Program were identified.

Guide for Interpreting

N *denotes* Noncompliance

R *denotes* Recommendation

C *denotes* Commendation

E *denotes* Exemplary Program

✓ *denotes* the Most Frequently Identified Standards.

Refer to the Quick Reference Guide on page 30 for a description of each standard.

Table 5

**SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL SCHOOLS	# SCHOOLS CITED FOR				PERCENTAGES			
		VISITED	N	R	C	E	N	R	C	E
✓	4.1	76	29	6	4	0	38.16%	7.89%	5.26%	0.00%
	4.2	76	4	1	1	0	5.26%	1.32%	1.32%	0.00%
	4.3	76	1	0	0	0	1.32%	0.00%	0.00%	0.00%
	4.4	76	4	4	3	1	5.26%	5.26%	3.95%	1.32%
	4.5	76	0	1	0	0	0.00%	1.32%	0.00%	0.00%
	4.6	76	3	3	0	1	3.95%	3.95%	0.00%	1.32%
✓	4.7	76	11	5	2	0	14.47%	6.58%	2.63%	0.00%
	5.1.1	76	2	6	1	0	2.63%	7.89%	1.32%	0.00%
	5.1.2	76	7	3	4	0	9.21%	3.95%	5.26%	0.00%
✓	5.1.3	76	18	9	26	5	23.68%	11.84%	34.21%	6.58%
	5.1.4	76	5	11	21	1	6.58%	14.47%	27.63%	1.32%
	5.1.5	76	5	2	7	0	6.58%	2.63%	9.21%	0.00%
✓	5.1.6	76	11	10	18	5	14.47%	13.16%	23.68%	6.58%
	5.1.7	76	2	7	10	2	2.63%	9.21%	13.16%	2.63%
✓	5.1.8	76	20	24	14	0	26.32%	31.58%	18.42%	0.00%
	5.1.9	76	8	2	1	0	10.53%	2.63%	1.32%	0.00%
✓	5.1.10	76	23	6	0	1	30.26%	7.89%	0.00%	1.32%
	5.1.11	76	6	0	0	0	7.89%	0.00%	0.00%	0.00%
	5.1.12	76	3	0	2	1	3.95%	0.00%	2.63%	1.32%
	5.1.13	76	0	1	1	0	0.00%	1.32%	1.32%	0.00%
✓	5.1.14	76	21	10	1	0	27.63%	13.16%	1.32%	0.00%
	5.1.15	76	6	3	0	0	7.89%	3.95%	0.00%	0.00%
	5.1.16	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.1.17	76	0	0	1	1	0.00%	0.00%	1.32%	1.32%
	5.1.18	76	0	0	1	0	0.00%	0.00%	1.32%	0.00%
	5.2.1	76	9	7	2	0	11.84%	9.21%	2.63%	0.00%
	5.2.2	76	4	1	2	0	5.26%	1.32%	2.63%	0.00%
	5.2.3	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%

SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS

MOST CITED	STANDARD	TOTAL SCHOOLS	# SCHOOLS CITED FOR				PERCENTAGES			
		VISITED	N	R	C	E	N	R	C	E
	5.2.4	76	9	13	14	0	11.84%	17.11%	18.42%	0.00%
	5.2.5	76	7	3	8	0	9.21%	3.95%	10.53%	0.00%
	5.2.6	76	8	9	5	0	10.53%	11.84%	6.58%	0.00%
	5.2.7	76	1	1	0	0	1.32%	1.32%	0.00%	0.00%
	5.3.1	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
✓	5.3.2	76	21	3	5	0	27.63%	3.95%	6.58%	0.00%
	5.4.1	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.5.1	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.6.1	76	1	18	0	0	1.32%	23.68%	0.00%	0.00%
✓	5.6.2	76	15	3	1	0	19.74%	3.95%	1.32%	0.00%
	5.7.1	76	3	0	1	1	3.95%	0.00%	1.32%	1.32%
	5.7.2	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.7.3	76	0	0	6	2	0.00%	0.00%	7.89%	2.63%
	5.7.4	76	4	0	0	0	5.26%	0.00%	0.00%	0.00%
	5.7.5	76	1	4	16	1	1.32%	5.26%	21.05%	1.32%
✓	5.7.6	76	12	4	3	0	15.79%	5.26%	3.95%	0.00%
	5.7.7	76	2	0	0	0	2.63%	0.00%	0.00%	0.00%
	5.7.8	76	1	1	1	0	1.32%	1.32%	1.32%	0.00%
	5.7.9	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.7.10	76	2	0	3	0	2.63%	0.00%	3.95%	0.00%
	5.7.11	76	1	0	0	0	1.32%	0.00%	0.00%	0.00%
	5.8.1	76	0	0	1	0	0.00%	0.00%	1.32%	0.00%
	5.9.1	76	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	5.9.2	76	10	13	0	0	13.16%	17.11%	0.00%	0.00%
✓	5.10.1	76	18	4	1	0	23.68%	5.26%	1.32%	0.00%
	5.10.2	76	0	4	2	0	0.00%	5.26%	2.63%	0.00%
	5.10.3	76	1	3	3	1	1.32%	3.95%	3.95%	1.32%
	5.10.4	76	1	0	0	0	1.32%	0.00%	0.00%	0.00%
	5.11.1	76	3	2	5	0	3.95%	2.63%	6.58%	0.00%

**SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS**

MOST		TOTAL	# SCHOOLS					PERCENTAGES			
CITED	STANDARD	SCHOOLS	VISITED	N	R	C	E	N	R	C	E
	5.11.2	76	76	7	3	4	2	9.21%	3.95%	5.26%	2.63%
	5.11.3	76	76	7	0	0	0	9.21%	0.00%	0.00%	0.00%
	5.12.1	76	76	7	7	17	0	9.21%	9.21%	22.37%	0.00%
	10.5	76	76	1	0	0	0	1.32%	0.00%	0.00%	0.00%
	TOTAL			345	217	218	25				

Table 6

**SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS**

STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	CITED FOR					N	R	C	E
	VISITED	N	R	C	E		N	R	C	E
4.1	3	2	2	3	0		66.67%	66.67%	100.00%	0.00%
4.2	3	1	1	0	0		33.33%	33.33%	0.00%	0.00%
4.3	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%
4.4	3	1	1	0	1		33.33%	33.33%	0.00%	33.33%
4.5	3	0	1	0	0		0.00%	33.33%	0.00%	0.00%
4.6	3	1	1	0	1		33.33%	33.33%	0.00%	33.33%
4.7	3	3	2	1	0		100.00%	66.67%	33.33%	0.00%
5.1.1	3	1	1	0	0		33.33%	33.33%	0.00%	0.00%
5.1.2	3	2	1	1	0		66.67%	33.33%	33.33%	0.00%
5.1.3	3	2	3	3	3		66.67%	100.00%	100.00%	100.00%
5.1.4	3	1	2	3	1		33.33%	66.67%	100.00%	33.33%
5.1.5	3	1	0	1	0		33.33%	0.00%	33.33%	0.00%
5.1.6	3	2	2	3	3		66.67%	66.67%	100.00%	100.00%
5.1.7	3	1	1	3	2		33.33%	33.33%	100.00%	66.67%
5.1.8	3	3	2	3	0		100.00%	66.67%	100.00%	0.00%
5.1.9	3	1	1	1	0		33.33%	33.33%	33.33%	0.00%
5.1.10	3	2	3	0	1		66.67%	100.00%	0.00%	33.33%
5.1.11	3	2	0	0	0		66.67%	0.00%	0.00%	0.00%
5.1.12	3	1	0	0	1		33.33%	0.00%	0.00%	33.33%
5.1.13	3	0	1	1	0		0.00%	33.33%	33.33%	0.00%
5.1.14	3	3	2	1	0		100.00%	66.67%	33.33%	0.00%
5.1.15	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%
5.1.16	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.1.17	3	0	0	1	1		0.00%	0.00%	33.33%	33.33%
5.1.18	3	0	0	1	0		0.00%	0.00%	33.33%	0.00%
5.2.1	3	3	0	1	0		100.00%	0.00%	33.33%	0.00%
5.2.2	3	2	1	1	0		66.67%	33.33%	33.33%	0.00%
5.2.3	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%

**SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS**

STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	CITED FOR	N	R	C		E	N	R	C
5.2.4	3	2	2	2	0		66.67%	66.67%	66.67%	0.00%
5.2.5	3	2	1	1	0		66.67%	33.33%	33.33%	0.00%
5.2.6	3	2	1	0	0		66.67%	33.33%	0.00%	0.00%
5.2.7	3	1	1	0	0		33.33%	33.33%	0.00%	0.00%
5.3.1	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.3.2	3	3	1	2	0		100.00%	33.33%	66.67%	0.00%
5.4.1	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.5.1	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.6.1	3	1	1	1	0		33.33%	33.33%	33.33%	0.00%
5.6.2	3	2	2	2	0		66.67%	66.67%	66.67%	0.00%
5.7.1	3	2	0	0	1		66.67%	0.00%	0.00%	33.33%
5.7.2	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.7.3	3	0	0	1	2		0.00%	0.00%	33.33%	66.67%
5.7.4	3	3	0	0	0		100.00%	0.00%	0.00%	0.00%
5.7.5	3	1	1	2	1		33.33%	33.33%	66.67%	33.33%
5.7.6	3	3	1	0	0		100.00%	33.33%	0.00%	0.00%
5.7.7	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%
5.7.8	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%
5.7.9	3	0	0	0	0		0.00%	0.00%	0.00%	0.00%
5.7.10	3	1	0	1	0		33.33%	0.00%	33.33%	0.00%
5.7.11	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%
5.8.1	3	0	0	1	0		0.00%	0.00%	33.33%	0.00%
5.9.1	3	2	3	1	0		66.67%	100.00%	33.33%	0.00%
5.9.2	3	3	3	0	0		100.00%	100.00%	0.00%	0.00%
5.10.1	3	2	2	0	0		66.67%	66.67%	0.00%	0.00%
5.10.2	3	0	1	1	0		0.00%	33.33%	33.33%	0.00%
5.10.3	3	1	2	0	0		33.33%	66.67%	0.00%	0.00%
5.10.4	3	1	0	0	1		33.33%	0.00%	0.00%	33.33%
5.11.1	3	1	1	2	0		33.33%	33.33%	66.67%	0.00%

**SCHOOL DISTRICT SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2002-2003 EDUCATION PERFORMANCE AUDITS**

STANDARD	TOTAL	# DISTRICTS					PERCENTAGES			
	DISTRICTS	CITED FOR					N	R	C	E
	VISITED	N	R	C	E		N	R	C	E
5.11.2	3	2	0	2	1		66.67%	0.00%	66.67%	33.33%
5.11.3	3	2	0	0	0		66.67%	0.00%	0.00%	0.00%
5.12.1	3	1	1	3	0		33.33%	33.33%	100.00%	0.00%
10.5	3	1	0	0	0		33.33%	0.00%	0.00%	0.00%

Policy 2320 Quick Reference Guide

Annual Performance Measures.

- 4.1. Achievement.
- 4.2. Attendance rate.
- 4.3. Dropout rate and Graduation rate.
- 4.4. Writing Assessment.
- 4.5. Graduates enrolled in college or other post-secondary education.
- 4.6. Enrollment in Advanced Placement and/or honors classes.
- 4.7. Presidential Physical Fitness Test.

High Quality Standards.

5.1. Curriculum.

- 5.1.1. Mission and goals.
- 5.1.2. Curriculum based on content standards and objectives.
- 5.1.3. High expectations.
- 5.1.4. Learning environment.
- 5.1.5. Instruction.
- 5.1.6. Instructional strategies.
- 5.1.7. Instruction in writing.
- 5.1.8. Library/educational technology access and technology application.
- 5.1.9. Instructional materials.
- 5.1.10. Programs of study.
- 5.1.11. Approved elective offerings.
- 5.1.12. Guidance and advisement.
- 5.1.13. Work-based learning.
- 5.1.14. Multicultural education.
- 5.1.15. Instructional day.
- 5.1.16. Alignment with job market opportunities.
- 5.1.17. Use of Advisory Councils.
- 5.1.18. Program accreditation and student credentials.

5.2. Student and School Performance.

- 5.2.1. Unified School Improvement Plan.
- 5.2.2. Counseling services.
- 5.2.3. Student transition plans.
- 5.2.4. Lesson plans and principal feedback.
- 5.2.5. Data analysis.
- 5.2.6. Student Assistance Team.
- 5.2.7. Graduate assessment form.

5.3. Finance.

- 5.3.1. Casual deficit.
- 5.3.2. Accounting practices.

5.4. Transportation.

- 5.4.1. Transportation services.

5.5. Special Education Services and Alternative Education.

- 5.5.1. Alternative education.

5.6. Facilities.

- 5.6.1. Regulatory agency reviews.
- 5.6.2. Safe, healthy, and accessible facilities.

5.7. Administrative Practices and School-Community Relations.

- 5.7.1. Health services.
- 5.7.2. Attendance director.
- 5.7.3. Business/Community Partnerships.
- 5.7.4. Pupil-teacher ratio and split-grade classrooms.
- 5.7.5. Parents and the community are provided information and opportunities for involvement.
- 5.7.6. Local school improvement council, faculty senate, and curriculum team.
- 5.7.7. Codes of conduct.
- 5.7.8. Planning and lunch periods.
- 5.7.9. Statewide assessment.
- 5.7.10. Skill improvement program.
- 5.7.11. Certificate of proficiency.

5.8. Training County Board Members.

- 5.8.1. Annual training.

5.9. Personnel.

- 5.9.1. Hiring.
- 5.9.2. Licensure.

5.10. Professional Development and Evaluation.

- 5.10.1. Evaluation.
- 5.10.2. Excellence in job performance.
- 5.10.3. Staff development.
- 5.10.4. Teacher and principal internship.

5.11. Safe, Drug Free, Violence Free, and Disciplined Schools.

- 5.11.1. School rules, procedures, and expectations.
- 5.11.2. Preventive discipline, student involvement, and character education.
- 5.11.3. Policy implementation.

5.12. Leadership.

- 5.12.1. Leadership.

6.1. Indicators of Efficiency.

- 6.1.1. Curriculum.
- 6.1.2. Transportation.
- 6.1.3. Facilities.
- 6.1.4. Administrative practices.
- 6.1.5. Personnel.
- 6.1.6. Regional Educational Service Agency.

10.5 The West Virginia Board of Education may determine a school to be seriously impaired when extraordinary circumstances exist.

Section 6

EXEMPLARY PROGRAMS

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 is the essential factor in acknowledging a program or practice as exemplary.

After observation, interviews, data collection, and research, the various Education Performance Audit Teams recognized the following school systems and schools for exemplary programs and/or practices. School systems and schools are presented alphabetically followed by a brief description of the program and/or practice. A detailed description of the programs may be viewed at the Office of Education Performance Audits website: <http://oepa.state.wv.us>.

BUSINESS/COMMUNITY PARTNERSHIPS

Fayette County

Fayette Plateau Center

TITLE: Night School Program

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

ENROLLMENT IN ADVANCED PLACEMENT AND/OR HONOR CLASSES

Fayette County

Fayette Plateau Center

TITLE: College Credit

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

GUIDANCE AND ADVISEMENT

Fayette County

Nuttall Middle School

TITLE: Exploratory Program

Contact: Barry Crist Phone: (304) 574-0429 Email: bcrist@access.k12.wv.us

HEALTH SERVICES

Fayette County

Collins Middle School

TITLE: Collins Middle School Wellness Center

HIGH EXPECTATIONS

Fayette County

Collins Middle School

TITLE: Targeting At Risk Adolescents (TARA)

Nuttall Middle School

TITLE: Combined Football Team and Combined Band and Chorus Concert

Contact: Barry Crist Phone: (304) 574-0429 Email: bcrist@access.k12.wv.us

Fayette Plateau Center

TITLE: Student Recognition

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

INSTRUCTION IN WRITING

Fayette County

Scarbro Elementary School

TITLE: Balanced Literacy

Contact: Patricia Smith Phone: (304) 469-4511 Email: psmith@access.k12.wv.us

INSTRUCTIONAL STRATEGIES

Fayette County

Fayette Plateau Center

TITLE: Integrated Vocational Opportunities

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

LEARNING ENVIRONMENT

Fayette County

Fayette Plateau Center

TITLE: Student Leadership and Organizational Opportunities

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

**PREVENTIVE DISCIPLINE, STUDENT INVOLVEMENT,
AND CHARACTER EDUCATION**

Fayette County

Ansted Middle School

TITLE: SATURN (A Responsible Student Program)

Contact: Jo Ann Blackburn Phone: (304) 658-5170 Email: Blackburnjoann@aol.com

Collins Middle School

TITLE: K.I.S.S.

STAFF DEVELOPMENT

Clay County

H. E. White Elementary

TITLE: H. E. White Masters Degree Program

Contact: Jerry Linkinoggor, Superintendent Phone: (304) 548-7101

USE OF ADVISORY COUNCILS

Fayette County

Fayette Plateau Center

TITLE: Program Advisory Councils

Contact: Donald D. Lockett Phone: (304) 469-2911 Email: kdl@inetone.net

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.

BARBOUR COUNTY SCHOOLS

Philippi Elementary School

The Team was concerned that some teachers did not believe that all children can learn at a high level. Teachers were asked during interviews to identify factors contributing to the low student performance on the Stanford-9 Achievement Test (SAT-9). A few teachers told the Team that the major reasons for having a high percentage of students in the bottom quartile were: 1. Living in a poverty area; 2. high unemployment; 3. socio-economic status of the parents; and 4. the home situations of some students.

The Team realized this was not the belief of the majority of the faculty; however, it was the consensus of the Team that the mission of the school be reviewed to ensure that all students have equal educational opportunities and that teachers guide students to achieve at high levels. The Team further recommended that professional development be developed, presented, and monitored to provide teachers the skills to use a variety of instructional strategies suited to the students' individual learning styles.

BERKELEY COUNTY SCHOOLS

Valley View Elementary School

The Team urges Berkeley County and Valley View Elementary School to establish a system to provide increased support and monitoring for teachers new to the school and/or open classroom. Teachers reported that there had been a large turnover in staff the previous school year and believed that contributed to the decrease in student performance. New teachers were not familiar with administration of the achievement test and made reporting

errors. Also, the Team observed that the teacher with the least experience had the most inefficient classroom space with open views to five other classrooms. Another teacher, new to the system, had lesson plans that lacked information that a substitute teacher would need to conduct the class.

DODDRIDGE COUNTY SCHOOLS

Doddridge County Elementary School

Doddridge County Elementary School was a new school and consolidated four schools. The audit presented several findings of noncompliance as well as achievement performance issues at two of the four combined schools. According to the Team's observations, the school needed to review assessment results and apply curriculum and instructional strategies to accommodate individual student needs. Student sub-groups must also be considered in instruction. Given the deficiencies noted, the Doddridge County Elementary School is in "danger" of falling below the achievement standard.

Doddridge County High School

In spite of the instability of leadership with the changes in administrators, the students and school have performed well. The Team felt strongly, however, that performance could be jeopardized if stable and strong school leadership is not maintained. To ensure the continued success, the administration and faculty of the school must be supported by appropriate staff development, including but not limited to, curriculum development, planning, and team building. The school and county administrators must continuously monitor implementation of the Unified School Improvement Plan (USIP) to ensure that goals and objectives are appropriate and met.

FAYETTE COUNTY SCHOOLS

The Team reported that many of the secondary schools offered a limited curriculum and opportunities for students to participate in advanced classes. Fayette County needs to examine its resources and students' educational needs. The following recommendations are presented to enable Fayette County to develop its capacity from within and adhere to West Virginia Code and West Virginia Board of Education policies in planning and development.

1. Review the Comprehensive Educational Facilities Plan and ascertain whether changes are required based upon the county board of education's goals and objectives.
2. Review the operations and maintenance plans to determine that current practices are effective and are contemporary maintenance activities.
3. Develop a prioritized plan of action to eliminate any items identified in the Fire Marshal and Board of Risk Management reports.
4. 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. More evaluation will be needed to determine remedies for these conditions. For technical assistance in assessing air quality, contact the West Virginia Department of Education, Office of School Facilities at (304) 558-2969.

HARRISON COUNTY SCHOOLS

Big Elm Elementary School

The analysis of assessment findings at Big Elm Elementary School was not consistently connected to reteaching strategies. Teachers knew which students performed in the first quartile, but did not have a method to monitor student mastery of specific skills. The Team urges county and school administrators and the Curriculum Team to implement a process to connect reteaching strategies to individual student's skill deficiencies and to develop monitoring strategies to ensure that the strategies are incorporated in all classrooms.

The Team recommends that the Center for Professional Development provide staff development in the analysis of assessment results and the implementation of processes to ensure student mastery of skills.

JEFFERSON COUNTY SCHOOLS

The following schools contained several classrooms that did not meet the acceptable health/ventilation standards of Policy 6200, as stated in Section 1301.022.

North Jefferson Elementary, Page Jackson Elementary, Ranson Elementary, Shepherdstown Elementary, Shipley Elementary, South Jefferson Elementary, Wright Denny Elementary, T. A. Lowery Elementary, Charles Town Middle, Harpers Ferry Middle, and Shepherdstown Middle. Further evaluation will be needed to determine remedies for these conditions. For technical assistance in assessing air quality, contact the West Virginia Department of Education, Office of School Facilities at (304) 558-2969.

LOGAN COUNTY SCHOOLS

Buffalo Elementary School

The Team was concerned about the number of programs the school is trying to implement in order to improve student performance. The staff has demonstrated the commitment and ability necessary for continuous improvement. Teachers have the capacity to provide the curriculum and instruction the students need and may be hampered rather than helped by implementing so many initiatives. The task of integrating several programs may distract from the school's goals. The Team urges county and school administrators and the Curriculum Team to monitor and evaluate the adopted programs to ensure that they are providing the desired results. Programs that do not accomplish the desired results should be discontinued.

MARSHALL COUNTY SCHOOLS

Central Elementary School

The Team urges county and school administrators and the Curriculum Team to examine the implementation of programs adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum.

Moundsville Junior High School

Given the marginal Presidential Physical Fitness Test (PPFT) results and the number of students who did not take the test, health and physical education must be addressed in a comprehensive manner.

MERCER COUNTY SCHOOLS

Spanishburg School

The Team urges Spanishburg School to establish a functioning Curriculum Team that coordinates a sequenced curriculum. A major function of a Curriculum Team is to work cooperatively with all teachers to align the school's curriculum from its beginning grade to its highest grade and beyond. An example of a project for the Curriculum Team that would advance Spanishburg School students is to align and strengthen the science curriculum. Students would then acquire the academic skills necessary for success in advanced science courses when they reach high school.

Montcalm High School

The analysis of assessment findings at Montcalm High School was not consistently connected to reteaching strategies. Teachers knew which students performed in the first quartile but did not monitor student mastery of specific skills. The Team urges county and school administrators and the Curriculum Team to implement a process to connect reteaching strategies to individual student's skill deficiencies and to develop monitoring strategies to ensure that the strategies are incorporated in all classrooms.

NICHOLAS COUNTY SCHOOLS

Birch River Elementary School

The Team urges the Curriculum Team to examine the programs of study not being taught and incorporate them into the curriculum with the same vigor as basic skills instruction. Developmental counseling needs to be a prominent component of the program. Given the low Presidential Physical Fitness Test (PPFT) results, health and physical education must be addressed in a comprehensive manner.

RALEIGH COUNTY SCHOOLS

Stratton Elementary School

Stratton Elementary School has provided comprehensive and systematic instruction in the basic skills. However, the Team observed that instruction in science, social studies, health, and art were not as structured and monitored for student mastery as required by Policy 2510. The Team urges the Stratton Elementary School faculty to provide interesting and challenging instruction in all subjects. Students would then acquire the knowledge and skills necessary for success in advanced courses when they reach high school.

UPSHUR COUNTY SCHOOLS

Buckhannon-Upshur Intermediate School

The analysis of assessment results at Buckhannon-Upshur Intermediate School was not consistently connected to reteaching strategies. Teachers knew which students performed in the first quartile but did not have a method to monitor student mastery of specific skills. The Team urges county and school administrators and the Curriculum Team to implement a process to connect reteaching strategies to individual student skill deficiencies and to develop monitoring strategies that ensure the strategies are incorporated in all classrooms.

WIRT COUNTY SCHOOLS

Wirt County Middle School

The Team was concerned about the Grade 7 and 8 students eating lunch during the fourth lunch period. Classes begin at 8:15 a.m. and the fourth lunch period begins at 12:55 p.m. Students reported being hungry and, when asked if they could change one thing about their school, said that it would be to have an earlier lunch. Reteach classes are provided immediately preceding lunch for those students and the Team realized that students who felt hungry might have difficulty concentrating. The Wirt County Middle School staff should explore options in providing an earlier lunch.

WOOD COUNTY SCHOOLS

Martin Elementary School

The analysis of assessment findings at Martin Elementary School was not consistently connected to reteaching strategies. Teachers knew which students performed in the first quartile, but did not have a method to monitor student mastery of specific skills. The Team urges county and school administrators and the Curriculum Team to implement a process to connect reteaching strategies to individual student's skill deficiencies and to develop monitoring strategies to ensure that the strategies are incorporated in all classrooms.

Van Devender Junior School

The student attendance rate at Van Devender Junior High School was 90.9 percent for the first two months of school. This level of student attendance indicates a critical need for Van Devender Junior High School and Wood County Schools to aggressively implement strategies and programs to increase the attendance rate.

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

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

BERKELEY COUNTY SCHOOLS

Valley View Elementary School

14.3.5. Recommending priority funding from the School Building Authority based on identified needs.

The Heating Ventilation and Air Conditioning (HVAC) system at Valley View Elementary School was extremely loud. All areas of the school building are involved, but the fan is especially noisy in the Grade 2 areas. The rattle would have a negative effect on the learning of all students, particularly those with hearing disabilities or attention deficits. Staff reported that the fans seldom stopped and the Team noted that they ran the entire day of the review. Valley View Elementary School needs major Heating Ventilation and Air Conditioning (HVAC) system repair or replacement to provide an environment conducive to learning.

14.3.9. Ensuring that the need for facilities in counties with increased enrollment is appropriately reflected and recommended for funding.

Valley View Elementary School was built in an open design to accommodate half as many students as it now serves. The additional enrollment in a school with few walls between classrooms has resulted in several obstacles to teaching and learning. Classroom areas were not of adequate size for the number of students served and were divided by standing partitions, cabinets, and tables. Several classrooms were only accessible by passing through other classroom areas. Storage was limited to the shelves that were used as partitions. Space for learning centers appropriate for primary grade instruction and the displaying of student work was inadequate. Teachers reported that they had to limit instructional strategies to those that would not cause noise or movement distracting to other classes. Lighting could not be adjusted to accommodate individual classroom instructional strategies.

Berkeley County has a plan to renovate an open-classroom school building each summer; however, Valley View is not scheduled for renovation until Summer 2004. The loud Heating Ventilation and Air Conditioning (HVAC) system, inadequate space, and lack of walls limit the capacity of the school to provide a thorough and efficient education. The negative impact on student learning should not be continued for another school year. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority. Due to the increased enrollment, Berkeley County does not have the immediate capacity to improve the facility for the number of students being served.

BROOKE COUNTY SCHOOLS

Bethany Primary School

The Team observed that while teachers and tutors provided quality instruction, they had not developed a system to ensure that individual students mastered the skills they were deficient in on the Stanford Achievement Test (SAT-9). Considering the small class sizes and the

valuable assistance of the Bethany College student volunteers, the school has the opportunity to provide individualized reteaching.

CLAY COUNTY SCHOOLS

H. E. White Elementary School

The Clay County School System and H.E. White Elementary School staff have maximized scarce resources and procured a grant to successfully develop internal capacity that successfully improved student achievement.

- 6.1.5. Personnel.** The school had no secretary. The principal reported that the Americorp staff helped answer the telephone. However, the responsibilities of a school administrator are great and there are many interruptions when that person has to fulfill the duties normally performed by a school secretary.

Lizemore Elementary School

While student performance has steadily improved in most areas for four years, student performance on the writing assessment decreased last school year.

DODDRIDGE COUNTY SCHOOLS

The Team determined that the Doddridge County School District and the schools have the capacity to correct the identified noncompliances. However, the county needs technical assistance provided by the West Virginia Department of Education (WVDE) and RESA VII to attain its potential. An excessive number of deficiencies were identified which are easily correctable, but require leadership and monitoring to ensure sustained correction.

At Doddridge County High School the Team determined through the data identified in Resource Evaluation 15.1.5; 15.1.8; 15.1.9; and 15.1.10 that the facility deficiencies adversely impact and impair the delivery of a high quality educational program. Facilities are below the West Virginia Board of Education standards due to inadequacies specified in the Doddridge County High School Facility Resource Evaluation.

HARDY COUNTY SCHOOLS

East Hardy Early/Middle School

- 14.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

The Team determined that Hardy County Schools and East Hardy Early/Middle School have the capacity to increase student achievement and correct the identified noncompliances. However, the Team recommended that the county staff provide support and regular monitoring to ensure that appropriate corrective plans are developed and implemented. Previous Education Performance Audit reports have noted similar issues as presented in this report. The Team urges the Hardy

County central office to assume a systematic and active role in school improvement. The Team further recommends that RESA VIII and the West Virginia Department of Education provide technical assistance to foster school improvement in the areas identified in this report.

East Hardy Early/Middle School has potential within the school to excel; however, long-standing issues have impeded whole school success. Assistance from RESA VIII and the West Virginia Department of Education will provide the much needed guidance for the school. However, East Hardy Early/Middle School must develop the capacity from within to continue and sustain success.

JEFFERSON COUNTY SCHOOLS

Jefferson County School System is experiencing rapid growth and increased student enrollment. The school system is exceeding its capacity to provide adequate space and programs to accommodate the burgeoning and diverse student enrollment. All existing structures are currently overcapacity. Twelve modular classrooms are being added countywide to provide space for the increasing student population. Enrollment has already increased by 231.16 students; above the projection of 200. Projected enrollment is expected to increase three percent each year. Complicating this issue is 100 Kindergarten students have already enrolled over the number enrolled for the school year 2002-03. The county anticipates that this number will increase by the beginning of the 2003-04 school year.

Jefferson County received \$713,386 for the 2002-03 increased enrollment, which was budgeted to cover the increased cost of personnel, instructional supplies, and equipment. This funding covered essential expenses, but the facility problems worsened. The county has implemented the following strategies to temporarily manage the overcrowding situation for the 2003-04 school year.

1. School areas have been redistricted to equalize student population.
2. Modular classrooms are being placed in four locations: Jefferson High, Charles Town Middle, Blue Ridge Elementary, and Harpers Ferry Middle schools.
3. Staffing has been increased (12 professionals and eight service positions).
4. A short term plan to construct an elementary school will provide temporary facility relief.

Facility Issues

1. Jefferson High School was constructed in 1972 for 900 to 1,200 student capacity. Over 2,000 students were enrolled during the 2002-03 school year. The county and school have provided alternatives to maximize limited space. Five teachers travel to vacant classrooms while teachers have planning/preparation periods. Advanced Placement classes have very high enrollments. Four lunches are served with the first lunch beginning around 10:30 a.m. and six feeding lines are used to expedite service. Bag lunches are provided to students who leave for work-based learning and dual credit classes to minimize the number of students in the cafeteria. Inadequate space in the science classrooms, laboratory work space, and equipment impedes teaching and learning. Some science laboratories are taught in meeting

rooms with no lab tables, water, or equipment. Band students are separated into two groups with part of the band on stage and part in the Band Room. The Fine Arts classes are overcrowded. A storage area has been converted to a classroom and the financial secretary is situated in a closet for privacy in handling school funds. The choral room contains 90 students in a classroom designed for 40 students. The Grades 10-12 facility has 400 graduating students and 600 Grade 9 students entering Grade 10. This translates into 200 additional students in a building that already exceeds capacity. Core facilities (library, auditorium, cafeteria, hallways, and commons area) are strained for space. The library cannot accommodate the needs of a school with this enrollment. Four trailers are being located at Jefferson High School to provide classroom space for the additional students.

2. Charles Town Middle School lacks the space to keep up with increasing student enrollment. The school was constructed to accommodate 400 students, but currently exceeds this capacity at 845 students and will have over 900 students enrolled in the fall (2003-04). A universal crowding situation exists with very little personal space for middle school students. These students, in particular, need their individual areas of space. All classrooms are overcrowded, common areas exceed capacity, lockers do not have room for winter coats, back packs, school supplies, and books.
3. Harpers Ferry Middle School has a serious space problem. Classrooms are not sound proof and simple adjacent classroom activities are disruptive to the next room. Science rooms do not have adequate laboratory work stations making it difficult for teachers to deliver the requirements of the science content standards and objectives.
4. Shepherdstown Middle School has a shortage of classroom facilities for Grade 7. Vocal music is held in the cafeteria with no place to store instructional materials. Music classes are held in other areas during the lunch period.

English as a Second Language (ESL)

During the 2002-03 school year, Jefferson County had 150 English as a Second Language (ESL) students and is predicting a significant growth in this enrollment for 2003-04 due to the influx of Washington, D.C. residents and the rapid housing market developments. The purchase of five businesses by international individuals (Iran, Pakistan, and Afghanistan) will also likely result in additional ESL students. At the time of the review 14 languages (Spanish, Urdu, Russian, Indonesian, Tagalog, Chinese, Italian, Farsi, Hungarian, Portuguese, Cambodian, Vietnamese, Korean, and German) were recognized. Jefferson County is meeting the needs of ESL students as best as possible under present constraints. Currently the county lacks the capacity to provide for the diverse needs of the ESL students.

Personnel

The continued projected growth in student enrollment and increase in specialized areas such as special education and ESL will necessitate additional staffing and specialized staff.

SUMMARY

The school system lacks the capacity to provide the educational structure including facilities, personnel, curriculum, materials and equipment, etc., for long-term solutions to the diverse needs of an influx of students.

The Office of Education Performance Audits (OEPA) recommends that Jefferson County vigorously pursue funding from multiple sources: the School Board Authority, local bonds, grants, federal programs, etc., for long-range solutions to the student population growth. It is further recommended that Jefferson County receive consideration from appropriate agencies, including the School Board Authority, in dealing with the growth issues.

LOGAN COUNTY SCHOOLS

Buffalo Elementary School

The analysis of assessment findings at Buffalo Elementary School was not consistently connected to reteaching strategies. Not all teachers had a method to monitor student mastery of specific skills. The Team urges county and school administrators and the Curriculum Team to implement a process to connect reteaching strategies to individual student skill deficiencies and to develop monitoring strategies to ensure that the strategies are incorporated in all classrooms.

Additionally, the Team observed that grade level teachers and support teachers (Title I and Special Education) did not collaborate effectively in focusing on skill deficiencies of all students. The staff should explore methods of support services in the classrooms instead of pulling students out. Buffalo Elementary is a schoolwide Title I school and staff could reach more students if they were utilized within the total educational program rather than serving a few students who were being pulled from the general education program.

14.3.6. Requesting special staff development programs from the Center for Professional Development, the principals' academy, higher education, Regional Education Service Agencies, and county boards based on identified needs.

The Team recommends that the Center for Professional Development provide staff development in the analysis of assessment results and regular technical assistance be provided by county and RESA staff in the implementation of processes to ensure student mastery of skills.

MARSHALL COUNTY SCHOOLS

Central Elementary School

14.3.8 Directing county boards to target their funds strategically toward alleviating deficiencies.

The Team observed that classroom computers were very outdated. Teachers reported that Central Elementary was one of the last schools in the county to have computers updated. Also, teachers reported that they did not know how to

download skill mastery reports on students using the computer laboratory. The Team determined that Marshall County must target resources to ensure that the students at Central Elementary have access to the same technology available to other students in the county. Additionally, Central Elementary teachers must be provided the training necessary to access information pertaining to the specific skill levels of individual students.

MERCER COUNTY SCHOOLS

Montcalm High School

14.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system.

This is the second year the principal has been at Montcalm High School. The school now has its third guidance counselor, a substitute, for the year. The school secretary has been there less than a year. Several teachers reported that the assistant principal, who was absent due to illness during the on-site visit, had not been a consistent support for the new principal. The school has Title I teachers for the first time, but they may not have been utilized as efficiently as possible. The principal has not had the support team necessary for systemic change.

The Team observed a lack of reading materials for students. A school with eighty-five percent (85%) of the students on free or reduced meals must provide a wide variety of literary works. Reading comprehension is developed through reading novels, drama, short stories, poetry, and nonfiction works by national and international authors. When asked what they would change about their school, students said they wished they had more books in the library.

MONONGALIA COUNTY SCHOOLS

Cass Elementary School

14.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

The Team determined that Monongalia County has the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances. It was noted that a change in leadership at the school was enacted immediately after the Education Performance Audit. The Team recommended that Monongalia County Schools aggressively recruit a principal who will be a strong instructional leader with good communication skills. The Team further recommended that team-building activities be conducted with the staff to alleviate the apathy and divisiveness of the staff. Teachers must also take responsibility for leadership within the school through active participation with the Local School Improvement Council (LSIC), Curriculum Team, and Faculty Senate. The principal and the school management teams must cooperate if school improvement is to occur. The Team recommended that the staff work with the

West Virginia Department of Education liaison to develop and implement school improvement activities. In addition the Team recommended that the Monongalia County administrative and curriculum staff monitor the administrative practices and instructional program to ensure that the school is focused on student achievement and school improvement.

WOOD COUNTY SCHOOLS

Martin Elementary School

14.3.2. Determining areas of weakness and ineffectiveness that appear to have contributed to the substandard performance of students.

The school has had three principals in two years. The new principal and teachers reported that divisiveness had existed among the staff for several years. Teachers were reluctant to serve on school management teams and splinter groups developed. Reports indicated that teachers did not display student work for fear the instructional strategy might be stolen. The principal had restructured planning times to enable grade level planning and established a committee to improve morale. The Team recommended that team-building activities be conducted to alleviate staff divisiveness and create a common mission of success for all students. Gestures of appreciation from the school and district administrators and/or parent groups may boost teacher morale and foster higher levels of job satisfaction. Teachers must also take responsibility for leadership within the school through active participation with the Local School Improvement Council (LSIC), Curriculum Team, and Faculty Senate.

BARBOUR COUNTY SCHOOLS

14.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

Philippi Elementary School

The Team determined that Barbour County Schools and Philippi Elementary School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

CALHOUN COUNTY SCHOOLS

Arnoldsburg School

The Team determined that Calhoun County and Arnoldsburg Elementary School have the capacity to implement the strategies needed to improve the attendance rate and student achievement.

HAMPSHIRE COUNTY SCHOOLS

John J. Cornwell Elementary School and Romney Middle School

The Team determined that Hampshire County Schools and John J. Cornwell Elementary School and Romney Middle School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

MARION COUNTY SCHOOLS

Dunbar Middle School and Monongah Middle School

The Team determined that Marion County and Dunbar Middle School and Monongah Middle School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

MARSHALL COUNTY SCHOOLS

Central Elementary School

The Team determined that Marshall County and Central Elementary School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

MERCER COUNTY SCHOOLS

Spanishburg School and Montcalm High School

The Team determined that Mercer County Schools and Spanishburg School and Montcalm High School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

MINERAL COUNTY SCHOOLS

Elk Garden School and Keyser High School

The Team determined that Mineral County and Elk Garden School and Keyser High School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

MONONGALIA COUNTY SCHOOLS

Daybrook Elementary School and Clay-Battelle Middle/High School

The Team determined that Monongalia County and Daybrook Elementary School and Clay-Battelle Middle/High School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

The Team determined that Monongalia County and Clay-Battelle High School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

NICHOLAS COUNTY SCHOOLS

Birch River Elementary School

The Team observed that the students performing in the 1st quartile have shown a steady decrease during the past three years: 35.48 percent in 1999-2000, 30.16 percent in 2000-2001, and 19.23 percent in 2001-2002. With the current leadership and focus, the Team determined that Birch River Elementary School has the capacity to continue to improve the achievement of students in the 1st quartile and maintain the achievement of students (67.31 percent) at or above the 3rd quartile.

POCAHONTAS COUNTY SCHOOLS

Marlinton Middle School

The Team determined that Pocahontas County and Marlinton Middle School have the capacity to implement the strategies needed to correct the identified noncompliances.

RALEIGH COUNTY SCHOOLS

Stratton Elementary School

The Team determined that Raleigh County Schools and Stratton Elementary School have the capacity to implement the strategies needed to improve student attendance and correct the identified noncompliances.

UPSHUR COUNTY SCHOOLS

Buckhannon-Upshur Intermediate School

The Team determined that Upshur County Schools and Buckhannon-Upshur Intermediate School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances. However, the county Title I Director and the school Title I staff must aggressively pursue improvement strategies.

WAYNE COUNTY SCHOOLS

Crum Middle School and Tolsia High School

The Team determined that Wayne County and Crum Middle School and Tolsia High School have the capacity to implement the strategies needed to correct the identified noncompliances.

WEBSTER COUNTY SCHOOLS

Glade Elementary School

The Team determined that Webster County and Glade Elementary School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliances.

WIRT COUNTY SCHOOLS

Wirt County Middle School

The Team determined that Wirt County Schools and Wirt County Middle School have the capacity to implement the strategies needed to improve student achievement and correct the identified noncompliance.

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.

BERKELEY COUNTY SCHOOLS

Valley View Elementary School

- 6.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serves the student population. (W.Va. Code §§18-9D-15 and 18-9D-16d)**

Berkeley County has experienced a rapid increase in student enrollment that has adversely affected Valley View Elementary School. The school building was constructed to accommodate half as many students in an open classroom arrangement. If the school building had been designed with classroom walls, the same number of students could not have been assigned there. Without walls, teachers have been able to move the portable partitions, bookshelves, and other dividers closer together in order to decrease classroom size and make room for additional classrooms. The cramped space discourages such teaching strategies as hands-on science, learning stations, and cooperative grouping.

To further weaken the school staff's ability to provide the most effective education, the Heating Ventilation and Air Conditioning (HVAC) system is loud and operates continually.

CALHOUN COUNTY SCHOOLS

Arnoldsburg School

- 6.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.** Arnoldsburg Elementary School must compare its programs to Charts I and II in West Virginia Board of Education Policy 2510. 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, including art.

CLAY COUNTY SCHOOLS

H. E. White Elementary School

- 6.1.5 Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board 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.** The school had no secretary. The principal reported that the Americorp staff helped answer the telephone. However, the responsibilities of a school administrator are great and there are many interruptions when that person has to fulfill the duties normally performed by a school secretary.

Lizemore Elementary School

- 6.1.5 **Personnel.** The school did not have a secretary. When a volunteer was not available the principal had to perform duties normally performed by a secretary, such as answering the telephone.

DODDRIDGE COUNTY SCHOOLS

Doddridge County Middle School

- 6.1.5 **Personnel.** The Team observed that the building was not as clean as expected for a relatively new facility. Areas of the building needed to be painted, rest rooms were not clean and offensive odors were present. Hallways showed neglect in mopping and buffing. The Team recommended that the custodian staff participate in staff development regarding cleaning and housekeeping techniques to ensure that students and staff are provided a healthy place to teach and learn. Furthermore, the principal must monitor custodian staff and evaluate them according to job duties to ensure a clean, safe, and pleasant facility.

Doddridge County High School

- 6.1.5 **Personnel.** The Team determined through interviews with the county and school staff that the administration has not been stable for the past few years and that an interim principal was assigned to the school. The Team recommended that the county recruit and employ a qualified candidate as soon as possible to ensure stability in the school's leadership and maintain the high level of student and school performance.

FAYETTE COUNTY SCHOOLS

- 6.1.1 **Curriculum.** The Fayette County School System is deficient in their efficiency and effectiveness and ability to provide an instructional program that meets standards.
1. Nineteen (19) of 26 schools (73 percent) had a performance problem on one or more performance measures during the last five years.
 2. Seven (7) of 26 schools failed to meet the achievement standard for 2001-2002.
 3. One school is seriously impaired for failure to meet the Date Certain for full accreditation for 4.3 – student dropout rate.
 4. Six of the seven high schools have had performance problems on one or more of the annual performance measures since the last Education Performance Audit in 1999.

FAYETTE COUNTY SCHOOLS

- 6.1.3. **Facilities.** Fayette County has too many schools to adequately staff to deliver a high quality curriculum. Equal access issues for students who must be transported to other schools for some course offerings have also been addressed as a

deficiency. The lack or limited Advanced Placement, dual credit, and/or honors courses was identified in five high schools. Fire Marshal findings had not been corrected and many buildings had resource needs identified. Given these conditions, Fayette County must thoroughly examine and develop a long range Comprehensive Educational Facilities Plan that addresses the educational needs of the students in terms of curricular offerings, staffing patterns, and providing safe and accessible facilities that are conducive to learning. The plan must also address the number of buildings that can and should be maintained given the student population and fiscal realities. The central focus of the plan should address curriculum requirements to improve student performance. Four of the seven high schools currently have a student performance problem.

FAYETTE COUNTY SCHOOLS

- 6.1.4. Administrative practices.** The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services. Administrative practices show many deficiencies in Fayette County. A need for more effective leadership was identified in six schools. Individual school accounting practices were identified in several schools. Policy implementation was noted in several schools and at the county level.

FAYETTE COUNTY SCHOOLS

- 6.1.5 Personnel.** Personnel practices show many deficiencies in Fayette County. Evaluation of personnel, assignment of certified personnel, postings, and hiring practices have all been identified as not meeting standards. Furthermore, Fayette County has employed about 50 teachers and about 55 service personnel above what the State school formula pays. Even with this number of employees over the State formula, Fayette County is not offering a strong instructional program as evidenced by the historic number of schools failing to meet the performance standards as noted in 6.1.1.

SUMMARY

It is observed that Fayette County School District is not strategically targeting their resources in terms of curricular offerings, facilities, personnel, and the distribution of other resources. Inherent in the process of strategically targeting resources is the development of a facilities plan that provides efficiency and economy of scale through a more realistic number of schools in providing a thorough and efficient education for Fayette County. Technical assistance is available from the West Virginia Department of Education.

HAMPSHIRE COUNTY SCHOOLS

John J. Cornwell School

- 6.1.5 Personnel.** The principal is a full-time teaching principal. The county provides a substitute teacher one day per week so the principal can work on administrative

duties. The Team determined that the principal does not have sufficient time to monitor the instructional program, complete teacher observations and evaluations, conduct Curriculum Team and Student Assistance Team meetings, participate in Individualized Education Program (IEP) meetings, conduct parent conferences, and other administrative duties that arise. The Team recommended that the principal be provided more time to carry out the necessary administrative duties.

HARDY COUNTY SCHOOLS

East Hardy Early/Middle School

- 6.1.4. Administrative practices.** The Team determined that West Virginia Board of Education Policy 2510, *Assuring Quality Education*; Policy 4373, *Student Code of Conduct*; and Policy 5310, *Performance Evaluation of School Personnel*, were not being fully implemented. Lesson plans were not being reviewed, the Student Assistance Team (SAT) was not functioning effectively, student discipline referrals required much of the principal's time, and evaluations were not being completed. West Virginia Board of Education policies must be fully implemented to ensure that a thorough and efficient education is being provided at East Hardy Early/Middle School.

HARRISON COUNTY SCHOOLS

Big Elm Elementary School

- 6.1.5 Personnel.** Big Elm Elementary School has a large population of transient students. In addition, the staff reported a high incidence of students living with someone other than a parent. Sixty-two percent (62%) of the students participate in the free or reduced meals program. The staff expressed a need for additional counseling services. At the time of the review the school had counseling services three days per week.

JEFFERSON COUNTY SCHOOLS

- 6.1.1 Curriculum.** The Team commended the Local Board of Education, county superintendent, central office staff, principals, teachers, and support staff for providing students abundant curriculum opportunities. In spite of limitations imposed by the number of students, educators effectively and efficiently compensated for the infrastructure deficiencies. The schools and school system effectively maximize limited space for curriculum resource efficiency.

JEFFERSON COUNTY SCHOOLS

- 6.1.3. Facilities.** Jefferson County staff at all levels operate schools efficiently, economically, and without waste or duplication. This is particularly significant since the county is already over capacity and continuing to experience a three percent enrollment growth. The number of existing schools is problematic in the very near future as Jefferson County continues to serve an increasing and diverse student

population. The county is becoming metropolitan with the specialized educational needs associated with the complexities of a changing student population.

Jefferson High School

6.1.3. Facilities. The Grade 9 students at Jefferson High School are housed in a facility across a highway from the facility containing Grades 10-12. During the instructional day school buses shuttle the students between buildings. However, the Team noted that there is no lighting between the facilities. The Team recommended that a flood light be installed between schools and a flood light also be installed for student and staff safety.

For an enrollment of 2,095 students and cramped conditions, students' behavior was excellent. The school's leadership was strong and teachers' closely supervised students and monitored crowded hallways during class change. Student movement was orderly and students were respectful and friendly. It was apparent that expectations for orderly conduct and courtesy had been established by the administration and teachers. The school was impeccably clean and well maintained and staff were compensating for the limitations imposed by a lack of classrooms and having to travel to different classrooms for instruction.

JEFFERSON COUNTY SCHOOLS

6.1.4. Administrative practices. The Team recognized the Local Board of Education and county superintendent for the assignment of personnel that most efficiently provided managerial/ administrative staff that supported high quality and curriculum services. Administrative staff were assigned to maximize effectiveness and efficiency.

- Schools operated efficiently.
- Student conduct in overcrowded facilities was exemplary.
- Leadership was noteworthy throughout the school district.
- School programs, activities, and student movement were highly organized and orderly.
- School staff demonstrated positive relationships with students, parents, and each other.

JEFFERSON COUNTY SCHOOLS

6.1.5 Personnel. The Team commended the Jefferson County Board of Education, Superintendent, and the voters of Jefferson County for the presentation and approval of an excess school levy that will provide additional personnel for Jefferson County Schools.

LOGAN COUNTY SCHOOLS

Buffalo Elementary School

- 6.1.5 **Personnel.** The school and school district staff should evaluate the system used to provide Title I services.

MARSHALL COUNTY SCHOOLS

Moundsville Junior High School

- 6.1.4. **Administrative practices.** The principal was appointed to Moundsville Junior High School shortly before the beginning of the school year. The school does not have an assistant principal. The administrative duties and responsibilities in leading a junior high school are overwhelming. Teachers spoke positively of the leadership and reported that much had been accomplished in three short months. However, noncompliances indicate that support was needed from central office staff for an administrator with little time to prepare for new responsibilities. Note the following noncompliances cited:

- Data analysis results had not been completed and distributed to teachers in a timely manner.
- Evaluations were not completed in a timely manner.
- Teacher mentors had not met with new teachers.

The gaps in administrative needs impeded curriculum and instructional services.

MERCER COUNTY SCHOOLS

Montcalm High School

- 6.1.5 **Personnel.** The school and school district staff should evaluate the Title I teachers' responsibilities and duties to improve efficiency. The Team observed a Title I teacher providing instruction to a group of targeted students while other students simply watched and waited. The Team also observed a classroom teacher sitting in the back of the classroom at a computer while the Title I teacher provided a review lesson. Another Title I teacher's lesson plans stated "SAT-9 practice" across the top of the plan book with ditto marks for the rest of the week. The most efficient utilization of these key support staff members should become a goal of school improvement efforts.

NICHOLAS COUNTY SCHOOLS

Birch River Elementary School

- 6.1.1 **Curriculum.** The Team recommended that the Curriculum Team conduct a needs assessment to assure delivery of all programs of study.

UPSHUR COUNTY SCHOOLS

Buckhannon- Upshur Intermediate School

- 6.1.5 Personnel.** The school and school district staff should evaluate the Title I program's effectiveness and efficiency and research other models of service delivery. Title I teachers removed students from the regular classrooms for instruction, but did not have a classroom. Title I services are delivered in the library in the morning and in a Conference Room in the afternoon.

WIRT COUNTY SCHOOLS

Wirt County Middle School

- 6.1.5 Personnel.** The school and school district staff should evaluate the benefits of providing fulltime Title I services to Wirt County Middle School. A Title I teacher assigned to the Wirt County Primary Center provided limited tutoring services for low performing students. However, with more than fifty percent (50%) of the students on free or reduced meals and more than sixteen percent (16%) performing in the first quartile, students may benefit from increased Title I services.

WOOD COUNTY SCHOOLS

Van Devender Junior High School

- 6.1.4. Administrative practices.** The principal was newly appointed to Van Devender Junior High School. The administrative duties and responsibilities in leading a junior high school that does not meet two performance measures are overwhelming. Teachers spoke positively of the new leadership and reported that much had been accomplished in three months. However, the seriousness of not meeting the achievement and attendance measures indicates that increased support is needed from central office staff to assist an administrator with little experience. The following areas show a compelling need for assistance and leadership from central office curriculum staff to guide sustained school improvement.

- Decisions regarding data analysis results had not been completed at the time of the Education Performance Audit in late November.
- The computer component of the reading program adopted to improve achievement was not operational at the time of the Education Performance Audit in late November.
- The school was awarded a grant to hire a truancy officer, but that person was not in place at the time of the Education Performance Audit in late November.

The gaps in administrative needs impeded curriculum and instructional services and student learning.

WOOD COUNTY SCHOOLS

Martin Elementary School

- 6.1.5 Personnel.** The school and school district staff should evaluate the Title I teachers' responsibilities and duties. The current practice of providing one-on-one instruction is effective for the students served, but may not be the most efficient utilization of these key support staff members. The school should also examine ways to minimize disruptions when students are removed from class for Title I services. Title I central office staff need to be directly involved in this school to assure effectiveness and efficiency of Title I student services.

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 2002-2003 Education Performance Audits and the *School District Approval Status and School Accreditation Status December 2002 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.

Seven professional development areas are identified in the report. These areas include: Student achievement; multicultural education; finance; facilities; Presidential Physical Fitness Test; personnel evaluation; and Local School Improvement Councils, Faculty Senates, and Curriculum Teams. The following recommendations were presented for the West Virginia Board of Education’s consideration in establishing statewide professional development goals.



Recommendations for Professional Development Office of Education Performance Audits

Introduction

During the 2002-2003 school year, individual school Education Performance Audits were conducted at 32 schools. These audits were limited in scope to the following areas: Curriculum and Instruction, Student and School Performance, Administrative Practices and School-Community Relations, Personnel Qualifications, Professional Development, Evaluation, and Resource Evaluation. Additionally, whole county Education Performance Audits were conducted in three county school districts. Teams reviewed a total of 76 schools.

The Office of Education Performance Audits also conducted Follow-up Education Performance Audits in eight county school districts. Three Second Follow-up Education Performance Audits involving seven schools were also conducted that included one multi-county vocational technical center. In total, 193 schools in 32 school districts were reviewed. Data and reports provide a statewide analysis of implications for professional development.

The Office of Education Performance Audits analyzed the 2002-2003 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 are listed in descending order according to the number of schools that failed to meet the standard. School findings are presented under each identified performance measure and standard by number and percentages of schools.

SUMMARY

The data analysis derived from the Education Performance Audits conducted during the 2002-2003 school year and the *December 2002 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 Application of technology.
- 1.3 Instructional strategies.
- 1.4 Programs of study.
- 1.5 Curriculum Teams.

2. Finance

Data indicate implications for professional development in the finance area for principals, faculty senate officers, and school personnel responsible for school accounting.

3. Multicultural Education

Data indicate that multicultural education is a consideration for professional development. Education Performance Audit (EPA) reports consistently show that school staff attempt to deliver components of the various elements required by the West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*, but lack the overall understanding of a comprehensive multicultural program. Content standards and objections developed for multicultural education combined with statewide professional development are consistent recommendations presented in EPA reports.

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.

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 results.

6. Personnel Evaluation

Data indicate that the percentage of schools that fail to follow the West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*, on evaluations is significant at 26 percent of the schools reviewed during the 2002-03 school year. This is particularly relevant as low performing schools were primarily the ones reviewed by Education Performance Audit Teams.

7. Local School Improvement Councils, Faculty Senates, and Curriculum Teams

Data indicate that the site-based school teams in low performing schools need direction in functioning according to the duties and responsibilities in W.Va. Code §18-5A-2 and West Virginia Board of Education policies. Code and policy empower these teams to develop the USIP, request waiver to State Board and county policies, and develop curriculum. These teams possess great potential for leadership in school improvement and professional development. Effective strategies applied by successfully functioning site-based teams would provide the stimulus to inspire these teams to assume a leadership role in school improvement. Education Performance Audit reports consistently indicate that school improvement must come from within the school.

Section 11

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 West Virginia Board of Education. 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 14.3 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 progress and promote their emulation throughout the system.

1. Achievement data analysis and Education Performance Audit Reports indicate a positive trend in student performance. Seventy-seven schools were recognized for Exemplary Accreditation status. The number increased by 26 schools above the 51 identified in 2001. Table 7 lists the Exemplary status schools.

Table 7

EXEMPLARY SCHOOLS December 2002	
Berkeley	Rosemont Elementary
	Tomahawk Elementary
Brooke	Franklin Primary
	Lauretta B. Millsop Primary
	Wellsburg Primary
Cabell	Cammack Elementary
	Davis Creek Elementary
	Geneva Kent Elementary
	Meadows Elementary
Clay	H. E. White Elementary
	Valley Fork Elementary
Fayette	Divide Elementary
Gilmer	Glenville Elementary
	Troy Elementary
Greenbrier	Lewisburg Elementary
Hancock	Broadview Elementary
	Weirton Heights Elementary
Harrison	Johnson Elementary
	Norwood Elementary
	Simpson Elementary
	Van Horn Elementary
	Bridgeport Middle
	Bridgeport High
Jackson	Evans Elementary
Jefferson	Shepherdstown Elementary
Kanawha	Holz Elementary
	Lakewood Elementary
	Montrose Elementary
	Overbrook Elementary
	Shoals Elementary
	Weberwood Elementary

	John Adams Middle
	George Washington High
Logan	Omar Elementary
	Justice Elementary
Marion	Fairmont Senior High
Marshall	Cameron Elementary
	Sand Hill Elementary
	Washington Lands Elementary
Mineral	New Creek Primary
Mingo	Riverside Elementary
Monongalia	Cheat Lake Elementary
	North Elementary
	Westover Elementary
	Suncrest Middle
Morgan	Greenwood Elementary
	Pleasant View Elementary
Nicholas	Glade Creek Elementary
	Mt. Nebo Elementary
Ohio	Bethlehem Elementary
	Steenrod Elementary
	Woodsdale Elementary
	Warwood School
Preston	Fellowsville Elementary
Putnam	Hometown Elementary
	Scott Teays Elementary
	Winfield Middle
	Winfield High
Raleigh	Crab Orchard Elementary
	Crescent Elementary
	Daniels Elementary
	Hollywood Elementary
	Maxwell Hill Elementary
Randolph	Pickens Elementary/High
Ritchie	Ellenboro Elementary
Taylor	Flemington Elementary
Tyler	Arthur I. Boreman Elementary
	Sistersville Elementary
Wayne	Kellogg Elementary
	Kenova Elementary
	Wayne Elementary
	Ceredo-Kenova Middle
Wetzel	Paden City Elementary
Wood	Blennerhasset Elementary
	Greenmont Elementary
	Neale Elementary
Wyoming	Pineville Grade

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.
 - 5.1.3 High expectations.
 - 5.1.4 Learning environment.
 - 5.1.4 Instructional strategies.
 - 5.12.1 Leadership.
 - 5.7.5 Parents and the community are provided information and opportunities for involvement.
 - 5.1.8 Library/educational technology access and technology application.
 - 5.2.4 Lesson plans and principal feedback.
3. The West Virginia Board of Education, through the Office of Education Performance Audits, identifies schools needing assistance and has an education performance audit system that holds schools and school systems responsible for results.
4. School improvement efforts provided by improvement consultant teams monitors/distinguished educators, school improvement teams, High Schools That Work technical assistance teams, and Title I have provided sustained assistance to schools.
5. West Virginia is rapidly progressing toward the statewide assessment program in which annual yearly progress will be used to determine school accreditation status.
6. Policies at the state and local levels have been revised to address national and state education requirements.
7. The requirements of the *No Child Left Behind Act of 2001* are identified in statute or policy and the West Virginia Board of Education applied these requirements in issuing an accreditation status for schools and an approval status for school districts for West Virginia's public education system.

Section 12

GENERAL RECOMMENDATIONS

1. Student Performance.

Based on an analysis of the data, performance audits, and requirements of *No Child Left Behind Act of 2001*, several schools have been identified that are failing to meet Adequate Yearly Progress (AYP). Should this trend continue approximately 40 percent of West Virginia's public schools will not meet state accreditation requirements. Therefore, the following recommendations are presented.

- 1.1 Intensive and sustained staff development and technical assistance need to be provided to schools not meeting AYP.
- 1.2 Early detection and intervention. Findings from the Education Performance Audits need to be prominent in the Local Education Agency (LEA) and school's Unified Improvement Plans. The West Virginia Department of Education, Center for Professional Development, and the Local Regional Education Service Agency (RESA) need to become actively involved with interventions before conditions become so serious as to warrant more substantive intervention.

2. School Level Leadership.

- 2.1 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. Furthermore, strategies need to be developed to provide stable leadership at the school.

3. Teacher Shortages.

- 3.1 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.

4. School Building Authority.

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

- 4.1 Valley View Elementary School – Berkeley County. The Heating Ventilation and Air Conditioning (HVAC) system at Valley View Elementary School was extremely loud. All areas of the school building

are involved, but the fan is especially noisy in the Grade 2 areas. The rattle would have a negative effect on the learning of all students, particularly those with hearing disabilities or attention deficits. Staff reported that the fans seldom stopped and the Team noted that they ran the entire day of the review. Valley View Elementary School needs major Heating Ventilation and Air Conditioning (HVAC) system repair or replacement to provide an environment conducive to learning.

Valley View Elementary School was built in an open design to accommodate half as many students as it now serves. The additional enrollment in a school with few walls between classrooms has resulted in several obstacles to teaching and learning. Classroom areas were not of adequate size for the number of students served and were divided by standing partitions, cabinets, and tables. Several classrooms were only accessible by passing through other classroom areas. Storage was limited to the shelves that were used as partitions. Space for learning centers appropriate for primary grade instruction and the displaying of student work was inadequate. Teachers reported that they had to limit instructional strategies to those that would not cause noise or movement distracting to other classes. Lighting could not be adjusted to accommodate individual classroom instructional strategies.

Berkeley County has a plan to renovate an open-classroom school building each summer; however, Valley View is not scheduled for renovation until the summer of 2004. The loud Heating Ventilation and Air Conditioning (HVAC) system, inadequate space, and lack of walls limit the capacity of the school to provide a thorough and efficient education. The negative impact on student learning should not be continued for another school year. Additional resources need to be obtained from an excess levy, a bond issue, or funding from the School Building Authority. Due to the increased enrollment, Berkeley County does not have the immediate capacity to improve the facility for the number of students being served.

- 4.2 Fayette County Schools. Fayette County has too many schools to adequately staff to deliver a high quality curriculum. Equal access issues for students who must be transported to other schools for some course offerings have also been addressed as a deficiency. The lack or limited Advanced Placement, dual credit, and/or honors courses was identified in five high schools. Fire Marshal findings had not been corrected and many buildings had resource needs identified. Given these conditions, Fayette County must thoroughly examine and develop a long range Comprehensive Educational Facilities Plan that addresses the educational needs of the students in terms of curricular offerings, staffing patterns, and providing safe and accessible facilities that are conducive to learning. The plan must also address the number of buildings that can and should be maintained given the student population and fiscal realities. The central focus of the plan should address curriculum

requirements to improve student performance. Four of the seven high schools currently have a student performance problem.

- 4.3 Jefferson County Schools. Jefferson High School was constructed in 1972 for 900 to 1,200 student capacity. Over 2,000 students were enrolled during the 2002-03 school year. The county and school have provided alternatives to maximize limited space. Five teachers travel to vacant classrooms while teachers have planning/preparation periods. Advanced Placement classes have very high enrollments. Four lunches are served with the first lunch beginning around 10:30 a.m. and six feeding lines are used to expedite service. Bag lunches are provided to students who leave for work-based learning and dual credit classes to minimize the number of students in the cafeteria. Inadequate space in the science classrooms, laboratory work space, and equipment impedes teaching and learning. Some science laboratories are taught in meeting rooms with no lab tables, water, or equipment. Band students are separated into two groups with part of the band on stage and part in the Band Room. The Fine Arts classes are overcrowded. A storage area has been converted to a classroom and the financial secretary is situated in a closet for privacy in handling school funds. The choral room contains 90 students in a classroom designed for 40 students. The Grades 10-12 facility has 400 graduating students and 600 Grade 9 students entering Grade 10. This translates into 200 additional students in a building that already exceeds capacity. Core facilities (library, auditorium, cafeteria, hallways, and commons area) are strained for space. The library cannot accommodate the needs of a school with this enrollment. Four trailers are being located at Jefferson High School to provide classroom space for the additional students.

Charles Town Middle School lacks the space to keep up with increasing student enrollment. The school was constructed to accommodate 400 students, but currently exceeds this capacity at 845 students and will have over 900 students enrolled in the fall (2003-04). A universal crowding situation exists with very little personal space for middle school students. These students, in particular, need their individual areas of space. All classrooms are overcrowded, common areas exceed capacity, lockers do not have room for winter coats, back packs, school supplies, and books.

Harpers Ferry Middle School has a serious space problem. Classrooms are not sound proof and simple adjacent classroom activities are disruptive to the next room. Science rooms do not have adequate laboratory work stations making it difficult for teachers to deliver the requirements of the science content standards and objectives.

Shepherdstown Middle School has a shortage of classroom facilities for Grade 7. Vocal music is held in the cafeteria with no place to store instructional materials. Music classes are held in other areas during the lunch period.

The Office of Education Performance Audits (OEPA) recommends that Jefferson County vigorously pursue funding from multiple sources: the School Board Authority, local bonds, grants, federal programs, etc., for long-range solutions to the student population growth. It is further recommended that Jefferson County receive consideration from appropriate agencies, including the School Board Authority, in dealing with the growth issues.

Section 13

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 and local education agencies (LEAs) that did not meet adequately yearly progress.
2. Statewide training needs to be conducted for county level personnel officers, certification offices, and principals regarding the alignment of personnel assignments with appropriate certification.
3. 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.
4. County, regional, and state level training and local monitoring is needed to assist local schools in improving financial accounting practices.
5. 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.
6. School level training needs to be continued to encourage a greater utilization of technology in instruction.
7. School level training is needed in physical education to improve the student passage rate on the Presidential Physical Fitness Test and the delivery of the health and physical education content standards and objectives.
8. County, regional, and state level training needs to be provided on all aspects of alternative schools and programs.
9. Resource evaluation continues to direct attention to the needs for facilities, personnel, curriculum, equipment and materials in schools and how those impact program and student performance.

Technical Assistance.

1. The schools designated as not meeting adequate yearly progress (AYP) should receive targeted assistance in the area and subgroup resulting in the deficiency.
2. The two school systems that are designated on nonapproval status should receive technical assistance until such time as the school system meets full approval status. (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.
4. The issue regarding personnel evaluation should be addressed through continuous technical assistance to guide improvement at the classroom, school, and local education agency (LEA) levels.