

Office of Education Performance Audits

OEPA



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

Annual Report

August 2004

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

Mrs. Barbara N. Fish
President, West Virginia Board of Education

Members, Process for Improving Education Council

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

The Office of Education Performance Audits respectfully submits its 2004 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 *2004 Annual Report* compiles West Virginia's accountability activities for the 2003-2004 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 was a significant departure from the previous accountability process and concentrated school and school system accountability on curriculum and instruction.

The 2003-2004 school year was the first year in which the *No Child Left Behind Act of 2001 (NCLB)* was fully implemented in West Virginia's public schools. This federal legislation brought about sweeping changes in State policies, in particular, Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*. Accountability was refocused to consider student subgroups as defined by NCLB.

House Bill 4001, passed March 13, 2004 and effective July 1, 2004 will retool the accountability system for the 2004-2005 school year. The legislation set forth five-year county and school Unified Improvement plans which shall be revised annually in each area the school or county school system is below standard on the annual performance measures. House Bill 4001 also enacted an electronic boilerplate for Unified Improvement Plans, modified who the Office of Education Performance Audits reports to, specified that the West Virginia Board of Education shall determine schools and school systems selected for on-site reviews, exempted open meeting for State Board during certain discussions, granted certain authority for real estate transactions to the State Board during State intervention, expanded on-site exit conferences to include curriculum team, modified requirements for standards and annual performance measures, and modified time limitations for on-site review reports. The Bill also states that the annual performance measures shall be the only measures for determining a school's accreditation status.

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
- 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 October 2003

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 October 2003 report.

Note: House Bill 4001, passed March 13, 2004, amended school district and school ratings, and will be applied during the 2004-05 school year.

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 October 2003 Report of Ratings.

SUMMARY OF SCHOOL DISTRICT APPROVAL STATUS

October 2003

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

School Accreditation Status

57 or 7.43% of schools issued Exemplary Accreditation status
 652 or 85.01% of schools issued Full Accreditation status
 25 or 3.26% of schools issued Conditional Accreditation status
 29 or 3.78% of schools issued Temporary Accreditation status
 4 or 0.52% of schools issued Seriously Impaired status

School District Approval Status

53 or 96.36% of school districts issued Full Approval status
 0 or 0.00% of school districts issued Conditional Approval status
 0 or 0.00% of school districts issued Temporary Approval status
 2 or 3.64% of school districts issued Nonapproval status

Table 1
SUMMARY OF SCHOOL ACCREDITATION STATUS
October 2003

COUNTY	Number of Schools						Percentage of Schools				
	TOTAL	EA	FA	CA	TA	SI	EA	FA	CA	TA	SI
BARBOUR	9	0	9	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
BERKELEY	27	3	22	0	2	0	11.11%	81.48%	0.00%	7.41%	0.00%
BOONE	18	1	16	0	1	0	5.56%	88.89%	0.00%	5.56%	0.00%
BRAXTON	8	0	8	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
BROOKE	12	1	11	0	0	0	8.33%	91.67%	0.00%	0.00%	0.00%
CABELL	30	3	25	0	2	0	10.00%	83.33%	0.00%	6.67%	0.00%
CALHOUN	3	0	3	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
CLAY	7	1	6	0	0	0	14.29%	85.71%	0.00%	0.00%	0.00%
DODDRIDGE	3	0	3	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
FAYETTE	26	0	23	0	3	0	0.00%	88.46%	0.00%	11.54%	0.00%
GILMER	5	0	5	0	0	0	0.00%	100.00%	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	2	12	0	0	0	14.29%	85.71%	0.00%	0.00%	0.00%
HAMPSHIRE	9	0	7	0	2	0	0.00%	77.78%	0.00%	22.22%	0.00%
HANCOCK	11	2	9	0	0	0	18.18%	81.82%	0.00%	0.00%	0.00%
HARDY	5	0	4	0	0	1	0.00%	80.00%	0.00%	0.00%	20.00%
HARRISON	26	4	21	0	1	0	15.38%	80.77%	0.00%	3.85%	0.00%
JACKSON	12	1	11	0	0	0	8.33%	91.67%	0.00%	0.00%	0.00%
JEFFERSON	14	1	12	0	1	0	7.14%	85.71%	0.00%	7.14%	0.00%
KANAWHA	69	6	58	0	4	1	8.70%	84.06%	0.00%	5.80%	1.45%
LEWIS	7	0	7	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
LINCOLN	13	0	0	10	1	2	0.00%	0.00%	76.92%	7.69%	15.38%
LOGAN	18	1	16	0	1	0	5.56%	88.89%	0.00%	5.56%	0.00%
MARION	22	1	21	0	0	0	4.55%	95.45%	0.00%	0.00%	0.00%
MARSHALL	15	1	14	0	0	0	6.67%	93.33%	0.00%	0.00%	0.00%
MASON	13	0	13	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MERCER	26	0	25	0	1	0	0.00%	96.15%	0.00%	3.85%	0.00%
MINERAL	14	0	14	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MINGO	18	3	15	0	0	0	16.67%	83.33%	0.00%	0.00%	0.00%
MONONGALIA	24	3	19	0	2	0	12.50%	79.17%	0.00%	8.33%	0.00%

SUMMARY OF SCHOOL ACCREDITATION STATUS

COUNTY	Number of Schools						Percentage of Schools				
	TOTAL	EA	FA	CA	TA	SI	EA	FA	CA	TA	SI
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	15	2	0	0.00%	5.56%	83.33%	11.11%	0.00%
NICHOLAS	16	0	16	0	0	0	0.00%	100.00%	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	0	1	0	0.00%	75.00%	0.00%	25.00%	0.00%
POCAHONTAS	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
PRESTON	12	0	12	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
PUTNAM	22	4	18	0	0	0	18.18%	81.82%	0.00%	0.00%	0.00%
RALEIGH	31	5	23	0	3	0	16.13%	74.19%	0.00%	9.68%	0.00%
RANDOLPH	16	1	15	0	0	0	6.25%	93.75%	0.00%	0.00%	0.00%
RITCHIE	6	0	6	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
ROANE	6	0	6	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
SUMMERS	5	0	5	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TAYLOR	7	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	1	3	0	0	0	25.00%	75.00%	0.00%	0.00%	0.00%
UPSHUR	11	0	11	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
WAYNE	21	2	19	0	0	0	9.52%	90.48%	0.00%	0.00%	0.00%
WEBSTER	6	0	6	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
WETZEL	9	1	8	0	0	0	11.11%	88.89%	0.00%	0.00%	0.00%
WIRT	3	0	2	0	1	0	0.00%	66.67%	0.00%	33.33%	0.00%
WOOD	28	2	25	0	1	0	7.14%	89.29%	0.00%	3.57%	0.00%
WYOMING	14	0	14	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
MULTI-COUNTY	7	0	7	0	0	0	0.00%	100.00%	0.00%	0.00%	0.00%
TOTAL	767	57	652	25	29	4	7.43%	85.01%	3.26%	3.78%	0.52%

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. *Note: House Bill 4001, passed March 13, 2004, significantly changed requirements of Unified Improvement Plans and will be applied during the 2004-05 school year.*

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
Berkeley	Martinsburg High	04-502	Approved as submitted	CA	May 31, 2006	5.1.1 (B/SES/SE)
					May 31, 2004	5.1.2 (AS/W/B/SES/SE); 5.1.4
	Musselman High	04-503	Approved as submitted	CA	May 31, 2006	5.1.1 (SES/SE)
					May 31, 2004	5.1.2 (AS/W/SES/SE)
Boone	Sherman High	06-502	Approved as submitted	CA	May 31, 2006	5.1.1 (SES/SE)
					May 31, 2004	5.1.2 (SE)
Cabell	Enslow Middle	12-305	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)
	Huntington High	12-560	Approved as submitted	CA	May 31, 2006	5.1.1 (B/SES/SE)
					May 31, 2004	5.1.2 (SE); 5.1.4
Fayette	Meadow Bridge High	20-503	Approved as submitted	CA	May 31, 2004	5.1.4
	Mount Hope High	20-505	Approved as submitted	CA	May 31, 2006	5.1.1 (AS/W/SES)
					May 31, 2004	5.1.4
	Oak Hill High	20-506	Approved as submitted	CA	May 31, 2004	5.1.4
Hampshire	Romney Middle	28-402	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)
	Hampshire Senior High	28-501	Approved as submitted	CA	May 31, 2006	5.1.1 (SES/SE)
Harrison	Big Elm Elementary	33-231	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)
					May 31, 2004	5.1.2 (SE)
Jefferson	Charles Town Middle	37-401	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Kanawha	East Bank Middle	39-407	Approved as submitted	CA	May 31, 2004	5.1.2 (SES/SE)
	McKinley Junior High	39-413	Approved as submitted	CA	May 31, 2006	5.1.1 (SES/SE)
	Stonewall Jackson Middle	39-421	Approved as submitted	CA	May 31, 2006	5.1.1 (AS/B/SES/SE)
					May 31, 2004	5.1.2 (SES/SE); 5.1.3
	Sissonville High	39-510	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)
					May 31, 2004	5.1.2 (SE)
Lincoln	Hamlin High	43-503	Approved as submitted	CA	May 31, 2004	5.1.2 (SE)
Logan	Logan High	45-502	Approved as submitted	CA	May 31, 2006	5.1.1 (SES, SE)
					May 31, 2004	5.1.2 (SE)
Mercer	Montcalm High	51-505	Approved as submitted	CA	May 31, 2004	5.1.2 (SE)
Monongalia	Cass Elementary	56-235	Approved as submitted	CA	May 31, 2006	5.1.1 (SES)
	Clay-Battelle High	56-501	Approved as submitted	CA	May 31, 2006	5.1.1 (SES/SE)
McDowell	Sandy River Middle	60-301	Approved as submitted	CA	May 31, 2004	5.1.2 (SE); 5.1.3
	Mount View High	60-527	Approved as submitted	CA	May 31, 2006	5.1.1 (AS/W/B/SES/SE)
					May 31, 2004	5.1.2 (SE)
Pleasants	St. Marys High	67-501	Approved as submitted	CA	May 31, 2006	5.1.1 (SES)
Raleigh	Clear Fork District Elementary	74-204	Approved as submitted	CA	May 31, 2006	5.1.1 (SES)
	Fairdale Elementary	74-211	Approved as submitted	CA	May 31, 2006	5.1.1 (SES)
	Beckley-Stratton Middle	74-409	Approved as submitted	CA	May 31, 2006	5.1.1 (B/SES/SE)
Wirt	Wirt County Middle	94-301	Approved as submitted	CA	May 31, 2006	5.1.1 (SE)
Wood	VanDevender Junior High	96-406	Approved as submitted	CA	May 31, 2006	5.1.1 (AS/W/SE)

**DATE CERTAIN
UNIFIED SCHOOL IMPROVEMENT PLAN REVISIONS
SERIOUSLY IMPAIRED SCHOOLS**

County	School	Facility Code	Approval Recommendation	Status	Date Certain	Deficiency
Hardy	East Hardy Early/Middle	31-204	Approved as submitted	SI	May 31, 2006	12.5 - 5.1.1 (AS/W/SE)
Kanawha	Sissonville Middle	39-417	Approved as submitted	SI	May 31, 2006	12.5 - 5.1.1 (AS/W/SES/SE)
					May 31, 2004	5.1.3
Lincoln	Duval High	43-501	Approved as submitted	SI	May 31, 2006	12.5 - 5.1.1 (AS/W/SES/SE)
	Guyan Valley	43-502	Approved as submitted	SI	May 31, 2006	12.5 - 5.1.1 (AS/W/SES/SE)

GUIDE FOR INTERPRETING CHART

- CA Conditional Accreditation Status
- SI Seriously Impaired Status

- 5.1.1 Achievement
- 5.1.2 Participation Rate
- 5.1.3 Attendance Rate
- 5.1.4 Graduation Rate
- 12.5 Seriously Impaired

- AS All Students
- SES Economically Disadvantaged
- W Racial/Ethnicity White
- B Racial/Ethnicity Black
- H Racial/Ethnicity Hispanic
- A Racial/Ethnicity Asian
- AI/A Racial/Ethnicity American Indian/Alaskan
- SE Special Education

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 with Stipulations	Monroe	Approved with Stipulations
Brooke	Approved with Stipulations	Morgan	Approved with Stipulations
Cabell	Approved	Nicholas	Returned for Revisions
Calhoun	Approved	Ohio	Approved
Clay	Approved with Stipulations	Pendleton	Approved
Doddridge	Returned for Revisions	Pleasants	Approved
Fayette	Approved	Pocahontas	Returned for Revisions
Gilmer	Returned for Revisions	Preston	Returned for Revisions
Grant	Approved	Putnam	Approved
Greenbrier	Approved	Raleigh	Approved
Hampshire	Approved	Randolph	Returned for Revisions
Hancock	Approved	Ritchie	Approved
Hardy	Approved	Roane	Approved with Stipulations
Harrison	Returned for Revisions	Summers	Approved
Jackson	Approved	Taylor	Approved with Stipulations
Jefferson	Approved	Tucker	Approved with Stipulations
Kanawha	Approved	Tyler	Returned for Revisions
Lewis	Approved	Upshur	Approved with Stipulations
Lincoln	Returned for Revisions	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		

Multi-County Vocational Technical Centers

SCHOOL	APPROVAL STATUS
Calhoun-Gilmer Career Center	Approved
Fred W. Eberle Technical Center	Approved with Stipulations
James Rumsey Technical Institute	Returned for Revisions
PRT Vocational-Technical Center	Returned for Revisions
Roane-Jackson Technical Center	Approved
South Branch Vocational-Technical Center	Returned for Revisions
United Technical Center	Approved with Stipulations

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. *Note: House Bill 4001, passed March 13, 2004, reoriented the system of Education Performance Audits, which will be implemented during the 2004-05 school year.*

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 2003-04 school year, 32 individual school audits were conducted and four (4) whole county school district education performance audits were conducted. Follow-up Education Performance Audits were conducted in 17 county school districts and one Second Follow-up Education Performance Audit was conducted, including one multi-county vocational-technical center. Table 4 depicts school districts and schools reviewed.

Table 4

EDUCATION PERFORMANCE AUDITS 2003-2004		
COUNTY/SCHOOL		EPA DATE
Individual School Audits		
Barbour	Philip Barbour High School	March 23, 2004
Berkeley	Burke Street Elementary School	May 12, 2004
	Mill Creek Intermediate	May 12, 2004
	Martinsburg North Middle School	May 13, 2004
Boone	Brookview Elementary	January 13, 2004
Cabell	Barboursville Middle School	December 4, 2003
Calhoun	Calhoun County Middle/High School	February 18, 2004
Grant	Petersburg High School	May 26-27, 2004
Greenbrier	Eastern Greenbrier Junior High School	November 18, 2003
	Greenbrier West High School	May 3, 2004
Lewis	Roanoke Elementary School	March 11, 2004
	Lewis County High School	March 11, 2004
Logan	Man Central K-8 School	January 14, 2004
Marion	Watson Elementary School	October 28, 2003
	Mannington Middle School	October 28, 2003
Mercer	Princeton High School	November 14, 2003
Monongalia	Brookhaven Elementary School	October 29, 2003
	Westwood Middle School	October 29, 2003
Nicholas	Dixie Elementary School	December 2, 2003
Pendleton	Franklin Elementary School	October 15, 2003
	North Fork Elementary School	October 15, 2003
Pocahontas	Green Bank Elementary/Middle School	October 16, 2003
Preston	Rowlesburg School	March 24, 2004

Putnam	West Teays Elementary School	January 21, 2004
	Poca Middle School	January 22, 2004
Raleigh	Beckley-Stratton Middle School	November 13, 2003
Summers	Talcott Elementary School	May 4, 2004
	Hinton Area Elementary School	May 4, 2004
Upshur	Fred W. Eberle Technical Center	March 11, 2004
Wayne	East Lynn Elementary School	December 5, 2003
Wood	Franklin Elementary Center	April 6, 2004
Wyoming	Glen Fork Grade	May 3, 2004
County Education Performance Audits		
Gilmer County Schools		February 18-19, 2004
Mason County Schools		November 4-6, 2003
Tyler County Schools		December 16-18, 2003
Upshur County Schools		March 9-11, 2004
Follow-up Education Performance Audits		
Barbour County	Philippi Elementary School	October 28, 2003
Clay County	Lizemore Elementary School	October 16, 2003
Doddridge County Schools		May 12-13, 2004
Fayette County Schools		March 2-4, 2004
Hampshire County	John J. Cornwell School	October 21, 2003
	Romney Middle School	October 21, 2003
Harrison County	Big Elm Elementary School	December 8, 2003
Jefferson County Schools		April 26-29, 2004
Kanawha County Schools		May 3-7, 2004
Lincoln County Schools (Elementary)		November 5-7, 2003
Logan County	Buffalo Elementary School	November 14, 2003
Marshall County	Central Elementary School	November 5, 2003
	Moundsville Junior High School	November 5, 2003
Mercer County	Montcalm High School	November 17, 2003
	Spanishburg Elementary School	November 18, 2003
Mineral County	Keyser High School	October 20, 2003
Monongalia County	Cass Elementary School	October 27, 2003
	Clay Battelle Middle/High School	October 27, 2003
	Daybrook Elementary School	October 27, 2003
Raleigh County	Stratton Elementary School	November 17, 2003
Randolph County Schools (2 nd Follow-up Review)		September 23, 2003
Upshur County	Buckhannon-Upshur Intermediate	December 9, 2003
Wood County	Martin Elementary School	October 30, 2003
	Van DeVender Junior High School	October 30, 2003

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 2003-2004 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 65 schools visited, 176 Noncompliances, 175 Recommendations, 174 Commendations, and 7 Exemplary Programs were identified.

Of the 4 school districts visited, 9 Noncompliances, 6 Recommendations, and 11 Commendations 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 27 for a description of each standard.

Table 5

**SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2003-2004 EDUCATION PERFORMANCE AUDITS**

MOST CITED	STANDARD	TOTAL SCHOOLS VISITED	# SCHOOLS CITED FOR					PERCENTAGES			
			N	R	C	E		N	R	C	E
	5.1.1	65	1	18	1	0		1.54%	27.69%	1.54%	0.00%
	5.1.2	65	0	0	2	0		0.00%	0.00%	3.08%	0.00%
	5.1.3	65	0	0	4	0		0.00%	0.00%	6.15%	0.00%
	5.1.4	65	0	0	1	0		0.00%	0.00%	1.54%	0.00%
	6.1.1	65	1	1	5	0		1.54%	1.54%	7.69%	0.00%
	6.1.2	65	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	6.1.3	65	1	0	0	0		1.54%	0.00%	0.00%	0.00%
✓	6.1.4	65	10	3	3	0		15.38%	4.62%	4.62%	0.00%
	7.1.1	65	1	5	1	0		1.54%	7.69%	1.54%	0.00%
	7.1.2	65	2	8	10	0		3.08%	12.31%	15.38%	0.00%
	7.1.3	65	4	6	15	1		6.15%	9.23%	23.08%	1.54%
	7.1.4	65	5	9	25	0		7.69%	13.85%	38.46%	0.00%
	7.1.5	65	2	7	4	0		3.08%	10.77%	6.15%	0.00%
	7.1.6	65	5	9	12	2		7.69%	13.85%	18.46%	3.08%
	7.1.7	65	0	8	9	1		0.00%	12.31%	13.85%	1.54%
	7.1.8	65	6	13	9	0		9.23%	20.00%	13.85%	0.00%
	7.1.9	65	0	3	0	0		0.00%	4.62%	0.00%	0.00%
✓	7.1.10	65	9	6	1	0		13.85%	9.23%	1.54%	0.00%
	7.1.11	65	3	0	0	1		4.62%	0.00%	0.00%	1.54%
	7.1.12	65	2	1	1	0		3.08%	1.54%	1.54%	0.00%
	7.1.13	65	0	1	2	1		0.00%	1.54%	3.08%	1.54%
✓	7.1.14	65	19	5	3	0		29.23%	7.69%	4.62%	0.00%
	7.1.15	65	0	4	0	0		0.00%	6.15%	0.00%	0.00%
	7.1.16	65	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	7.1.17	65	1	0	0	0		1.54%	0.00%	0.00%	0.00%
	7.1.18	65	0	0	0	0		0.00%	0.00%	0.00%	0.00%
	7.2.1	65	4	5	0	0		6.15%	7.69%	0.00%	0.00%
	7.2.2	65	1	5	0	0		1.54%	7.69%	0.00%	0.00%

SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2003-2004 EDUCATION PERFORMANCE AUDITS

MOST		TOTAL	# SCHOOLS				PERCENTAGES				
CITED	STANDARD	SCHOOLS	VISITED	N	R	C	E	N	R	C	E
	7.2.3	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
✓	7.2.4	65	65	17	10	6	0	26.15%	15.38%	9.23%	0.00%
	7.2.5	65	65	3	6	4	0	4.62%	9.23%	6.15%	0.00%
	7.2.6	65	65	4	3	3	0	6.15%	4.62%	4.62%	0.00%
	7.2.7	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	7.3.1	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
✓	7.3.2	65	65	11	5	6	0	16.92%	7.69%	9.23%	0.00%
	7.4.1	65	65	0	1	0	0	0.00%	1.54%	0.00%	0.00%
	7.5.1	65	65	1	0	0	0	1.54%	0.00%	0.00%	0.00%
	7.6.1	65	65	1	3	0	0	1.54%	4.62%	0.00%	0.00%
	7.6.2	65	65	3	12	2	0	4.62%	18.46%	3.08%	0.00%
	7.7.1	65	65	4	1	1	0	6.15%	1.54%	1.54%	0.00%
	7.7.2	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	7.7.3	65	65	0	3	2	0	0.00%	4.62%	3.08%	0.00%
	7.7.4	65	65	2	0	1	0	3.08%	0.00%	1.54%	0.00%
	7.7.5	65	65	0	1	17	0	0.00%	1.54%	26.15%	0.00%
✓	7.7.6	65	65	10	2	2	0	15.38%	3.08%	3.08%	0.00%
	7.7.7	65	65	1	1	1	0	1.54%	1.54%	1.54%	0.00%
	7.7.8	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	7.7.9	65	65	1	0	0	0	1.54%	0.00%	0.00%	0.00%
	7.7.10	65	65	2	0	0	0	3.08%	0.00%	0.00%	0.00%
	7.7.11	65	65	1	0	0	0	1.54%	0.00%	0.00%	0.00%
	7.8.1	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	7.9.1	65	65	0	0	0	0	0.00%	0.00%	0.00%	0.00%
	7.9.2	65	65	6	0	0	0	9.23%	0.00%	0.00%	0.00%
✓	7.10.1	65	65	12	0	0	0	18.46%	0.00%	0.00%	0.00%
	7.10.2	65	65	1	1	0	0	1.54%	1.54%	0.00%	0.00%
	7.10.3	65	65	0	2	1	0	0.00%	3.08%	1.54%	0.00%
	7.10.4	65	65	3	2	1	0	4.62%	3.08%	1.54%	0.00%

**SCHOOL SUMMARY
NONCOMPLIANCES, RECOMMENDATIONS, COMMENDATIONS & EXEMPLARY PROGRAMS
FOR 2003-2004 EDUCATION PERFORMANCE AUDITS**

MOST		TOTAL SCHOOLS	# SCHOOLS CITED FOR				PERCENTAGES			
CITED	STANDARD	VISITED	N	R	C	E	N	R	C	E
	7.11.1	65	3	2	4	0	4.62%	3.08%	6.15%	0.00%
	7.11.2	65	5	2	9	1	7.69%	3.08%	13.85%	1.54%
	7.11.3	65	2	0	0	0	3.08%	0.00%	0.00%	0.00%
	7.12.1	65	6	1	4	0	9.23%	1.54%	6.15%	0.00%
	8.1.3	65	0	0	2	0	0.00%	0.00%	3.08%	0.00%
	TOTAL		176	175	174	7				

Policy 2320 Quick Reference Guide

5. Annual Performance Measures for Accountability

- 5.1. Accountability.
- 5.1.1. Achievement.
- 5.1.2. Participation rate.
- 5.1.3. Attendance rate.
- 5.1.4. Graduation rate.

6. Annual Performance Measure Goals

- 6.1.1. Writing Assessment.
- 6.1.2. Graduates enrolled in college or other post-secondary education.
- 6.1.3. Enrollment in Advanced Placement and/or honors classes.
- 6.1.4. Presidential Physical Fitness Test.

High Quality Standards

7.1. Curriculum

- 7.1.1. Mission and goals.
- 7.1.2. Curriculum based on content standards and objectives.
- 7.1.3. High expectations.
- 7.1.4. Learning environment.
- 7.1.5. Instruction.
- 7.1.6. Instructional strategies.
- 7.1.7. Instruction in writing.
- 7.1.8. Library/educational technology access and technology application.
- 7.1.9. Instructional materials.
- 7.1.10. Programs of study.
- 7.1.11. Approved elective offerings.
- 7.1.12. Guidance and advisement.
- 7.1.13. Work-based learning.
- 7.1.14. Multicultural education.
- 7.1.15. Instructional day.
- 7.1.16. Alignment with job market opportunities.
- 7.1.17. Use of Advisory Councils.
- 7.1.18. Program accreditation and student credentials.

7.2. Student and School Performance

- 7.2.1. Unified School Improvement Plan.
- 7.2.2. Counseling services.
- 7.2.3. Student transition plans.
- 7.2.4. Lesson plans and principal feedback.
- 7.2.5. Data analysis.
- 7.2.6. Student Assistance Team.
- 7.2.7. Graduate assessment form.

7.3. Finance

- 7.3.1. Casual deficit.
- 7.3.2. Accounting practices.

7.4. Transportation

- 7.4.1. Transportation services.

7.5. Special Education Services and Alternative Education

- 7.5.1. Alternative education.

7.6. Facilities

- 7.6.1. Regulatory agency reviews.
- 7.6.2. Safe, healthy, and accessible facilities.

7.7. Administrative Practices and School-Community Relations

- 7.7.1. Health services.
- 7.7.2. Attendance director.
- 7.7.3. Business/Community Partnerships.
- 7.7.4. Pupil-teacher ratio and split-grade classrooms.
- 7.7.5. Parents and the community are provided information and opportunities for involvement.
- 7.7.6. Local school improvement council, faculty senate, and curriculum team.
- 7.7.7. Codes of conduct.
- 7.7.8. Planning and lunch periods.
- 7.7.9. Statewide assessment.
- 7.7.10. Skill improvement program.
- 7.7.11. Certificate of proficiency.

7.8. Training County Board Members

7.8.1. Annual training.

7.9. Personnel

7.9.1. Hiring.

7.9.2. Licensure.

7.10. Professional Development and Evaluation

7.10.1. Evaluation.

7.10.2. Excellence in job performance.

7.10.3. Staff development.

7.10.4. Teacher and principal internship.

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

7.11.1. School rules, procedures, and expectations.

7.11.2. Preventive discipline, student involvement, and character education.

7.11.3. Policy implementation.

7.12. Leadership

7.12.1. Leadership.

8.1. Indicators of Efficiency

8.1.1. Curriculum.

8.1.2. Transportation.

8.1.3. Facilities.

8.1.4. Administrative practices.

8.1.5. Personnel.

8.1.6. Regional Educational Service Agency.

18. Identification of Resource Needs

18.1. Facilities, equipment, and materials.

18.2. School personnel.

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>.

APPROVED ELECTIVE OFFERINGS

Berkeley County

Mill Creek Intermediate School

TITLE: Mill Creek Coordinated Music Program

Contact: Angela Pitzer Phone: (304) 229-2024 Email: apitzer@access.k12.wv.us

HIGH EXPECTATIONS

Summers County

Talcott Elementary School

TITLE: Talcott Drama Club

Contact: Susan Graham or Vickie Deaver Phone: (304) 466-6029 Email: vickiedeaver@citynet.net

INSTRUCTIONAL STRATEGIES

Barbour County

Philip Barbour High School

TITLE: Grade 9 Science Program

Contact: Joseph Boutwell Phone: (304) 823-2811 Email: jboutwel@sunlitsurf.com

INSTRUCTIONAL STRATEGIES

Mason County

Wahama High School

TITLE: River Watchers

Contact: Gary L. Fields Phone: (304) 882-2053 Email: gfields@access.k12.wv.us

INSTRUCTION IN WRITING

Barbour County

Philip Barbour High School

TITLE: Writing Across the Curriculum

Contact: Jean Ellen Irvine Phone: (304) 457-1360 Email: cjirvine@sunlitsurf.com

PREVENTIVE DISCIPLINE, STUDENT INVOLVEMENT, AND CHARACTER EDUCATION

Berkeley County

Mill Creek Intermediate School

TITLE: Conflict Cardinal Program

Contact: Shelly Kesecker Phone: (304) 229-4570 Email: sclaeys@access.k12.wv.us

WORK-BASED LEARNING

Mercer County

Princeton High School

TITLE: Career Connections/Work-based Learning

Contact: Joyce Tedder Phone: (304) 487-6334 Email: jtedder@access.k12.wv.us

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.

BERKELEY COUNTY SCHOOLS

Burke Street Elementary School

Although none of the individual cells were at or above 50, the staff of Burke Street Elementary School must implement programs and practices that will increase achievement of all students. The Berkeley County curriculum staff, RESA VIII staff, and the West Virginia Department of Education are valuable resources to assist the staff of Burke Street Elementary School.

Mill Creek Intermediate School

The administration and staff of Mill Creek Intermediate School must make a concerted effort to address the achievement of the economically disadvantaged students (SES) and special education students (SE). The Berkeley County curriculum staff, RESA VIII staff, and the West Virginia Department of Education are valuable resources to assist the staff of Mill Creek Intermediate School.

Martinsburg North Middle School

It is imperative that Martinsburg North Middle School direct high quality instruction to each subgroup in order to improve achievement of all students.

GRANT COUNTY SCHOOLS

Petersburg High School

Given the achievement levels in the economically disadvantaged students (SES) and special education students (SE) subgroups, Petersburg High School and Grant County must implement curriculum and instruction that will improve achievement. Grant County must

actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

GREENBRIER COUNTY SCHOOLS

Eastern Greenbrier Junior School

Eastern Greenbrier Junior High School and Greenbrier County must pursue immediate action in data analysis and adjust curriculum and instruction accordingly. The information regarding the performance of students is necessary in establishing programs and interventions. Greenbrier County is encouraged to guide the school and seek technical assistance from RESA IV and the West Virginia Department of Education Office of School Improvement.

LEWIS COUNTY SCHOOLS

Roanoke Elementary School

The Team encourages county and school administrators and the Curriculum Team to examine the implementation of programs and strategies adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum. The school should focus on improvement as provided in the Unified School Improvement Plan (USIP), monitor results, and build on positive results. Lewis County must support Roanoke Elementary School and provide the assistance and monitoring needed to ensure student success.

Lewis County High School

The Team encourages county and school administrators and the Curriculum Team to examine the implementation of programs and strategies adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum. The school should focus on improvement as provided in the Unified School Improvement Plan (USIP), monitor results, and build on positive results. Lewis County must support Lewis County High School and provide the assistance and monitoring needed to bring about student success and school improvement.

LOGAN COUNTY SCHOOLS

Man Central K-8 School

Man Central K-8 School is a stimulating and nurturing school. The staff and students have made exceptional progress in the transition from four schools to one. The Team reported that the school is progressing, yet cautions the school and county staff to always be mindful of the achievement of all students and the subgroups.

MASON COUNTY SCHOOLS

Mason County School District

Mason County must develop and monitor leadership and school practices at the middle school to improve the curriculum and learning environment. Several requirements were not being met at the school that impeded teaching and learning.

MERCER COUNTY SCHOOLS

Princeton High School

The Team encourages county and school administrators and the Curriculum Team to examine the implementation of programs and strategies adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum. The school should maintain the focus on improvement already in place, monitor results, and build on positive results. Mercer County must continue to support Princeton Senior High School to provide the assistance and monitoring needed to ensure student success.

PENDLETON COUNTY SCHOOLS

Franklin Elementary School

The school and county must monitor the instructional process to ensure that the content standards and objectives (CSOs) are being taught and that students have mastered the CSOs. Teachers should utilize a variety of instructional strategies to ensure that all students are actively engaged in the learning process and that they have the opportunity to learn according to their individual learning styles. The school also needs to provide high quality instruction to improve performance of the economically disadvantaged students.

POCAHONTAS COUNTY SCHOOLS

Green Bank Elementary/Middle School

It is imperative that Green Bank Elementary/Middle School direct high quality instruction to the economically disadvantaged subgroup to improve achievement of these students.

PRESTON COUNTY SCHOOLS

Rowlesburg School

The Team encourages county and school administrators and the Curriculum Team to examine the implementation of programs and strategies adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum. The school should focus on improvement as provided in the Unified School Improvement Plan (USIP), monitor results, and build on positive results. Preston County must support Rowlesburg School and provide the assistance and monitoring needed to ensure student success.

RALEIGH COUNTY SCHOOLS

Beckley-Stratton Middle School

The Team encourages county and school administrators and the Curriculum Team to examine the implementation of programs and strategies adopted to improve student learning and develop monitoring strategies to ensure that they are incorporated throughout the curriculum. The school should maintain the focus on improvement already in place, monitor results, and build on positive results. Raleigh County must continue to support Beckley Stratton Middle School to provide the assistance and monitoring needed to ensure student success.

Beckley-Stratton needs to vigorously continue and expand the improvement strategies already begun. School and county school district staff must concentrate efforts on the three subgroups who are below the standard in achievement.

TYLER COUNTY SCHOOLS

Tyler Consolidated High School

Due to the high number of noncompliances and recommendations at Tyler Consolidated High School, the Team recommended that the office of the superintendent of Tyler County investigate preventive solutions to correct the deficiencies. Assistance from the West Virginia Department of Education may be utilized to help correct the problems before the accreditation status of Tyler Consolidated High School is affected.

WOOD COUNTY SCHOOLS

Franklin Elementary Center

Given the achievement levels of students in the all students (AS), white students (W), economically disadvantaged students (SES), and special education (SE) subgroups, Franklin Elementary Center and Wood County must implement curriculum and instruction that will improve students' achievement. Wood County must actively pursue assistance from RESA V, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

WYOMING COUNTY SCHOOLS

Glen Fork Grade School

Results from the Stanford Achievement Test-9 (SAT-9) indicated that the staff of Glen Fork Grade School and the Wyoming County Board of Education must implement programs and practices that will improve student achievement. There are four subgroups at Glen Fork Grade School. These include: All students (AS), white students (W), economically disadvantaged students (SES), and special education students (SE). Of the four subgroups, one subgroup was above 25 percent in the 1st quartile, and all four subgroups were below 50 percent in the 3rd and 4th quartiles.

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.

BARBOUR COUNTY SCHOOLS

Philip Barbour High School

- 17.1. **Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Philip Barbour High School Complex and Barbour County have the capacity to correct the identified deficiencies.

BERKELEY COUNTY SCHOOLS

Burke Street Elementary School

The Team determined that the Burke Street Elementary School and Berkeley County have the capacity to correct the identified deficiencies. Assistance from RESA VIII and the West Virginia Department of Education (WVDE) in the form of various programs and practices may be considered to improve student achievement.

Mill Creek Intermediate School

The Team determined that the Mill Creek Intermediate School and Berkeley County have the capacity to correct the identified deficiencies. Assistance from RESA VIII and the West Virginia Department of Education (WVDE) in the form of various programs and practices may be considered to improve student achievement.

Martinsburg North Middle School

The Team determined that Martinsburg North Middle School and Berkeley County, with the assistance of the West Virginia Department of Education and RESA VIII, have the capacity to correct the identified deficiencies.

BOONE COUNTY SCHOOLS

Brookview Elementary School

The Team determined that Brookview Elementary School and Boone County have the capacity to correct the noncompliances listed in the report.

CABELL COUNTY SCHOOLS

Barboursville Middle School

The Team determined that Barboursville Middle, with the assistance of Cabell County School System, has the capacity to address the first year deficiencies involving the economically disadvantaged (SES) and Special Education (SE) subgroups.

CALHOUN COUNTY SCHOOLS

Calhoun County Middle/High School

The Team determined that Calhoun County Schools and Calhoun County Middle/High School have the capacity to correct the identified deficiencies.

GILMER COUNTY SCHOOLS

Gilmer County School District

The Team reported that Gilmer County and the schools have the capacity to correct the deficiencies noted in the report. However, the Team determined that the county will face difficulty having adequate staff to provide the educational programs that were being offered at the time of the audit unless additional revenues are secured. The reduction of staff, declining enrollments, and the inability of the county system to have a bond for school construction or an excess levy for additional funding passed by the voters will cause even more cuts in personnel and programs. Gilmer County Schools must thoroughly examine and develop a long-range comprehensive educational facilities plan that addresses the educational needs of the students in terms of curricular offerings, reasonable staffing patterns, and providing safe, accessible, facilities that are conducive to learning. The plan must address the number of buildings that can and should be maintained given the student population and budget. The West Virginia School Building Authority and the West Virginia Department of Education are sources of technical assistance in this area.

The Team determined that the size of the county office staff had been reduced to ensure that positions could be maintained in the schools. The superintendent was assuming the duties of many of the positions that had been cut and other responsibilities were assumed by the school principals. The Team determined that the staffing at the time of the audit presented few options to ensure that all central office responsibilities were carried out unless assigned to school personnel. However, these additional responsibilities of principals, in some cases, reduced the amount of time they could devote to curriculum and instruction.

GRANT COUNTY SCHOOLS

Petersburg High School

The Team determined that Petersburg High School and Grant County, along with assistance from the West Virginia Department of Education and RESA VIII, have the capacity to correct the identified deficiencies.

GREENBRIER COUNTY SCHOOLS

Eastern Greenbrier Junior High School

Eastern Greenbrier Junior High School and Greenbrier County have the capacity, with assistance from the West Virginia Department of Education and RESA IV, to correct the deficiencies noted in the report.

Greenbrier West High School

The Team determined that Greenbrier West High School and Greenbrier County Schools have the capacity to correct the identified noncompliances.

LEWIS COUNTY SCHOOLS

Roanoke Elementary School

The Team determined that Roanoke Elementary School and Lewis County have the capacity to correct the identified deficiencies.

Lewis County High School

The Team determined that Lewis County High School and Lewis County have the capacity to correct the identified deficiencies. It is imperative that the school administration and central office staff work together in order to ensure progress toward correcting the deficiencies identified in the Draft Education Performance Audit Report.

LOGAN COUNTY SCHOOLS

Man Central K-8 School

The Team determined that Man Central K-8 School and Logan County have the capacity to correct the noncompliances listed in the report.

MARION COUNTY SCHOOLS

Mannington Middle School

The Team reported that Mannington Middle School has the capacity, with assistance from the West Virginia Department of Education and the Marion County central office staff, to overcome any deficiencies and improve the teaching and learning process for student, school, and school system improvement.

MASON COUNTY SCHOOLS

Mason County School District

Mason County and the schools, with assistance from RESA II and the West Virginia Department of Education, have the capacity to correct the noncompliances listed in the report.

MERCER COUNTY SCHOOLS

Princeton High School

Princeton Senior High School and the Mercer County School District have revised their school and county Unified Improvement Plans and targeted resources strategically to improve the teaching and learning process for student, school, and school system improvement.

The Team reported that Princeton Senior High School and Mercer County have the capacity to improve the performance of the two (2) subgroups: low socioeconomic students (SES) and special education (SE) students identified as not making adequate yearly progress (AYP). Princeton Senior High School staff identified what they need to do to improve student performance and have implemented curriculum and instructional strategies.

MONONGALIA COUNTY SCHOOLS

Brookhaven Elementary School

The Team determined that Brookhaven Elementary School and Monongalia County Schools have the capacity to improve the achievement of the low socioeconomic (SES) subgroup.

Westwood Middle School

Westwood Middle School and the Monongalia County School District have revised their school and county Unified Improvement Plans and targeted resources strategically to improve the teaching and learning process for student, school, and school system performance.

The Team reported that Westwood Middle School and Monongalia County have the capacity to improve the performance of the two subgroups: low socioeconomic status (SES) and special education (SE) identified as not making adequate yearly progress (AYP) the first year. Westwood Middle School staff identified what they need to do to improve student performance and vigorously implemented a concentrated curriculum and instructional strategies.

NICHOLAS COUNTY SCHOOLS

Dixie Elementary School

The Team determined that Dixie Elementary School and Nicholas County have the capacity to correct the noncompliances listed in the report.

PENDLETON COUNTY SCHOOLS

Franklin Elementary School

The Team determined that Franklin Elementary School and Pendleton County have the capacity to correct the identified deficiency and to improve the teaching and learning process.

North Fork Elementary School

The Team determined that North Fork Elementary and Pendleton County Schools have the capacity to correct the identified deficiencies.

POCAHONTAS COUNTY SCHOOLS

Green Bank Elementary/Middle School

The Team determined that the Green Bank Elementary/Middle School and Pocahontas County have the capacity to correct the identified deficiencies.

PRESTON COUNTY SCHOOLS

Rowlesburg School

The Team determined that Rowlesburg School and Preston County have the capacity to correct the identified deficiencies.

PUTNAM COUNTY SCHOOLS

West Teays Elementary School

It was determined that West Teays Elementary School and Putnam County Schools have the capacity to improve performance in the two identified subgroups.

The school was originally constructed as an open space facility. Through the years West Teays Elementary School has been renovated to accommodate the changing education needs and increased student enrollment. Currently, the school is operating at its maximum capacity and utilizes all space available. If the enrollment continues to increase, West Teays Elementary School will not have the classroom space to accommodate additional students, teachers, and the requisite support services.

Poca Middle School

The Team determined that Poca Middle School and Putnam County Schools have the capacity to improve the performance of the two subgroups which are deficient and correct the noncompliance.

RALEIGH COUNTY SCHOOLS

Beckley-Stratton Middle School

The Team determined that the Beckley Stratton Middle School and Raleigh County have the capacity to correct the identified deficiencies.

SUMMERS COUNTY SCHOOLS

Hinton Area Elementary School

The Team determined that Hinton Area Elementary School and Summers County Schools have the capacity to correct the identified noncompliances.

TYLER COUNTY SCHOOLS

Tyler County School District

The Team reported that Tyler County and the schools have the capacity to correct the deficiencies noted in the report.

UPSHUR COUNTY SCHOOLS

Upshur County School District

The Team reported that Upshur County and the schools have the capacity to correct the deficiencies noted in the report.

Fred W. Eberle Technical Center

The Team determined that the Fred W. Eberle Technical Center and the three counties have the capacity to correct the identified deficiencies.

WAYNE COUNTY SCHOOLS

East Lynn Elementary School

The Team determined that East Lynn Elementary and Wayne County Schools have the capacity to implement the recommendations presented in the report.

WOOD COUNTY SCHOOLS

Franklin Elementary Center

The Team determined that Franklin Elementary Center and Wood County have the capacity to correct the identified deficiencies.

WYOMING COUNTY SCHOOLS

Glen Fork Grade School

The Team determined that Glen Fork Grade School and Wyoming County have the capacity to correct the identified recommendations.

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.

GILMER COUNTY SCHOOLS

Gilmer County School District

- 8.1.4. 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.

Due to decreasing enrollment, the reduction of staff, and the inability of the county to pass additional levy funding, some of the administrative duties of the central office had been assigned to the principals of the schools. The Team recommended that this arrangement be monitored to determine if it distracts from the primary function of the principals.

GREENBRIER COUNTY SCHOOLS

Greenbrier West High School

- 8.1.1. 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.

The Team recommended that the master schedule and programs of study be reviewed to ensure the efficient use of staff. Several advanced level classes had very low enrollments. Alternative methods of course delivery should be explored to ensure that students have access to higher level courses.

MARION COUNTY SCHOOLS

Mannington Middle School

- 8.1.3. 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)

The school structure is large for the student population and has excess classroom space. The lack of an area for physical education creates an inefficient system and in some cases disrupts the class change schedule.

MASON COUNTY SCHOOLS

Mason County School District

- 8.1.1. 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.

The Curriculum Director met with the high school principals to review course offerings and to determine curriculum needs in each school. Counselors and school principals used course registration requests to determine which courses would be delivered; however, no written report or audit plan was prepared to show the results of the district curriculum audit. A report on the annual curriculum audit should be presented to the central office to guide the Unified County Improvement Plan (UCIP) and determine curriculum and staffing needs.

POCAHONTAS COUNTY SCHOOLS

Green Bank Elementary/Middle School

- 8.1.5. 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 establish and support high quality curriculum and instructional services.**

The assignment of foreign language teachers should be reviewed to ensure that the available staff is fully utilized to deliver a high quality language program. One fully certified teacher of French was teaching only an exploratory class in language, the level one Spanish class was taught by an itinerant teacher from Pocahontas County High School, and three other faculty staff members were certified or nearly certified to teach foreign language but were not assigned foreign language classes.

UPSHUR COUNTY SCHOOLS

Hodgesville Elementary and Washington District Elementary School

- 8.1.5. 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 establish and support high quality curriculum and instructional services.**

The lack of a full-time secretary at Hodgesville Elementary School and Washington District Elementary School created a situation in which the principals performed necessary clerical functions and were not able to continue their role effectively as an instructional leader. The Team recommended that the Central Office develop a procedure that provides adequate support that enables the principals to be more effective.

Section 10

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

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.

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 2003-2004 Education Performance Audits and the *School District Approval Status and School Accreditation Status October 2003 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.

Nine professional development areas are identified in the report. These areas include: Student Achievement; Presidential Physical Fitness Test; Programs of Study; Multicultural Education; lesson plans and principal feedback; accounting practices; Local School Improvement Councils, Faculty Senates, and Curriculum Teams; Personnel Evaluation; and closing the Achievement Gap for black, economically disadvantaged, and special education subgroups. The following recommendations are 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 2003-2004 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 four county school districts. Teams reviewed a total of 65 schools.

The Office of Education Performance Audits also conducted Follow-up Education Performance Audits in seventeen county school districts that included 141 schools. One Second Follow-up Education Performance Audit involving two schools was also conducted and one multi-county vocational technical center was reviewed. In total, 206 schools in 37 school districts were reviewed. Data and reports provide a statewide analysis of implications for professional development.

The Office of Education Performance Audits analyzed the 2003-2004 data and the 2002-2003 test 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 ascending order according to the standard number. School findings are presented under each identified performance measure and standard by number and percentages of schools.

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

- 5.1.1 Achievement.** For the 2002-03 school year, a minimum of fifty percent (50%) of the school's total students and each subgroup, as required by *No Child Left Behind Act of 2001*, which contains fifty (50) or more students enrolled for a full academic year in grades 3 through 11 perform at or above the 3rd quartile in total basic skills on the SAT-9 assessment or the percentage of students, including students in subgroups, performing within the 3rd and 4th quartiles in total basic skills is increasing; and no more than twenty-five percent (25%) of the total number of students, including students in subgroups, perform within the 1st quartile in total basic skills on the SAT-9 assessment or the percentage of students performing within the 1st quartile in total basic skills on the SAT-9 assessment is decreased. For schools that do not meet the minimum N (number) in the tested class levels, the AYP will be determined using the total aggregate population only and will average the current year test results with the two prior years of test results.

Finding: According to the *2003 Report of Ratings*, 27 schools (3.5%) were issued Temporary Accreditation status, Conditional Accreditation status, or Seriously Impaired status among 17 (30.91%) of the 55 county school districts.

Trend:

1998-99	64 schools among 31 (56.36%) of the 55 county school districts.
1999-00	49 schools among 24 (43.64%) of the 55 county school districts.
2000-01	67 schools among 31 (56.36%) of the 55 county school districts.
2001-02	52 schools among 24 (43.64%) of the 55 county school districts.
2002-03	27 schools among 17 (30.91%) of the 55 county school districts.

ANNUAL PERFORMANCE MEASURE GOALS

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

Finding: Ten (15.38%) of the 65 schools reviewed were cited.

Trend:

2001-02	27 (15.17%) of 178 schools reviewed were cited.
2002-03	11 (14.47%) of 76 schools reviewed were cited.
2003-04	10 (15.38%) of 65 schools reviewed were cited.

HIGH QUALITY STANDARDS

7.1.10. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Finding: Nine (13.85%) of the 65 schools reviewed were cited.

Trend:

1999-00	24 (14.37%) of 167 schools reviewed were cited.
2000-01	8 (4.62%) of 173 schools reviewed were cited.
2001-02	35 (19.66%) of 178 schools reviewed were cited.
2002-03	23 (30.26%) of 76 schools reviewed were cited.
2003-04	9 (13.85%) of 65 schools reviewed were cited.

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

Finding: Nineteen (29.23%) of the 65 schools reviewed were cited.

Trend:

1999-00	19 (11.38%) of 167 schools reviewed were cited.
2000-01	19 (10.98%) of 173 schools reviewed were cited.
2001-02	21 (11.80%) of 178 schools reviewed were cited.
2002-03	21 (27.63%) of 76 schools reviewed were cited.
2003-04	19 (29.23%) of 65 schools reviewed were cited.

7.2.4. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher. (Policy 2510; Policy 5310)

Finding: Seventeen (26.15%) of the 65 schools reviewed were cited.

Trend:

1999-00	5 (2.99%) of 167 schools reviewed were cited.
2000-01	4 (2.31%) of 173 schools reviewed were cited.
2001-02	25 (14.04%) of 178 schools reviewed were cited.
2002-03	9 (11.84%) of 76 schools reviewed were cited.
2003-04	17 (26.15%) of 65 schools reviewed were cited.

7.3.2. Accounting practices. The county board’s and individual school’s accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)

Finding: Eleven (16.92%) of the 76 schools reviewed were cited.

Trend: 1999-00 26 (15.57%) of 167 schools reviewed were cited.
2000-01 26 (15.03%) of 173 schools reviewed were cited.
2001-02 71 (39.89%) of 178 schools reviewed were cited.
2002-03 21 (27.63%) of 76 schools reviewed were cited.
2003-04 11 (16.92%) of 65 schools reviewed were cited.

7.7.6. Local school improvement council, faculty senate, and curriculum team. A local school improvement council, faculty senate, and curriculum team are established, functioning, and meet the statutory requirements. (W.Va. Code §§18-5A-2, 18-5-14, 18-5A-5, & 18-5A-6; Policy 2510; Policy 5500.03)

Finding: Ten (15.38%) of the 65 schools reviewed were cited.

Trend: 1999-00 45 (26.93%) of 167 schools reviewed were cited.
2000-01 27 (15.60%) of 173 schools reviewed were cited.
2001-02 43 (24.15%) of 178 schools reviewed were cited.
2002-03 12 (15.79%) of 76 schools reviewed were cited.
2003-04 10 (15.38%) of 65 schools reviewed were cited.

**NOTE: Numbers and percentages combined to reflect separate standards for years 1999-00; 2000-01; and 2001-02.*

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

Finding: Twelve (18.46%) of the 65 schools reviewed were cited.

Trend: 1999-00 28 (16.77%) of 167 schools reviewed were cited.
2000-01 12 (6.94%) of 173 schools reviewed were cited.
2001-02 21 (11.80%) of 178 schools reviewed were cited.
2002-03 18 (23.68%) of 76 schools reviewed were cited.
2003-04 12 (18.46%) of 65 schools reviewed were cited.

ADDITIONAL RECOMMENDATION

Assessment data were also reviewed from the West Virginia Education Information System (WVEIS) regarding student achievement in the individual subgroups. Specifically, schools were identified as below standard in the following subgroups: Black students (B), economically disadvantaged students (SES), and special education students (SE).

The Office of Education Performance Audits further recommends that the West Virginia Board of Education consider a statewide professional development goal for closing the achievement gap for students in the black, economically disadvantaged, and special education subgroups.

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 that 57 schools were recognized for Exemplary Accreditation status. Table 6 lists the Exemplary status schools.

Table 6

EXEMPLARY SCHOOLS December 2003	
Berkeley	*Gerrardstown Elementary
	*Inwood Primary
	**Rosemont Elementary
Boone	**Nellis Elementary
Brooke	*Colliers Primary
Cabell	**Cammack Elementary
	**Davis Creek Elementary
	**Meadows Elementary
Clay	**Valley Fork Elementary
Greenbrier	*Alderson Elementary
	*Williamsburg Elementary
Hancock	*Liberty Elementary
	**Weirton Heights Elementary
Harrison	***Norwood Elementary
	***Simpson Elementary
	***Bridgeport Middle
	***Bridgeport High
Jackson	***Evans Elementary
Jefferson	***Shepherdstown Elementary
Kanawha	**Chamberlain Elementary
	***Holz Elementary
	*Kenna Elementary
	**Lakewood Elementary
	**Montrose Elementary
	***Weberwood Elementary
Logan	**Justice Elementary
Marion	*Jayenne Elementary
Marshall	**Sand Hill Elementary

Mingo	*Cline Elementary
	*Gilbert Elementary
	*Matewan Elementary
Monongalia	*Easton Elementary
	*Suncrest Primary
	***Suncrest Middle
Morgan	**Greenwood Elementary
	**Pleasant View Elementary
Ohio	***Bethlehem Elementary
	*Middle Creek Elementary
	***Steenrod Elementary
	*West Liberty Elementary
Putnam	**Confidence Elementary
	*Eastbrook Elementary
	**Hometown Elementary
	**Scott Teays Elementary
Raleigh	**Crab Orchard Elementary
	**Crescent Elementary
	**Daniels Elementary
	**Hollywood Elementary
	***Maxwell Hill Elementary
Randolph	*Elkins Third Ward Elementary
Taylor	**Flemington Elementary
Tyler	**Arthur I. Boreman Elementary
Wayne	*Buffalo Elementary
	**Kellogg Elementary
Wetzel	***Paden City Elementary
Wood	***Greenmont Elementary
	**Vienna Elementary

- * - Denotes first year Exemplary Accreditation status.
- ** - Denotes second year Exemplary Accreditation status.
- *** - Denotes third year Exemplary Accreditation status.

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.
 - 7.1.2. Curriculum based on content standards and objectives.
 - 7.1.3. High expectations.
 - 7.1.4. Learning environment.
 - 7.1.6. Instructional strategies.
 - 7.1.7. Instruction in writing.
 - 7.1.8. Library/educational technology access and technology application.
 - 7.7.5. Parents and community are provided information and opportunities for involvement.
 - 7.11.2. Preventive discipline, student involvement, and character education.
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. The West Virginia Board of Education has taken decisive action in directing one county school system to pursue corrective measures by a specified date or face prescribed consequences.
4. School improvement efforts provided by targeted assistance have provided assistance to schools.
5. West Virginia implemented the WESTEST statewide assessment program.
6. Policies at the state and local levels have been implemented 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. All students are included in West Virginia's accountability system. Additionally, the accountability system takes into account individual subgroups and considers performance and progress for accountability.
8. Fourteen schools have achieved Exemplary Accreditation status each of the three years of recognition.

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 Assessment data were also reviewed from the West Virginia Education Information System (WVEIS) regarding student achievement in the individual subgroups. Specifically, schools were identified as below standard in the following subgroups: Black students (B), economically disadvantaged students (SES), and special education students (SE). The following charts depict the subgroup; number of schools above/below standard by high schools, middle schools, and elementary schools; and the percentage of schools in each category.

SPRING 2003

West Virginia Public Schools NCLB Statistic Above/Below Standard – Black

	High Schools	Middle Schools	Elementary Schools	All Schools
Below Standard	10	7	1	18
- Participation Rate	6	0	0	6
- Assessment	9	7	1	17
Above or At Standard	2	6	9	17
Total	12	13	10	35
Below Standard %	83.33	53.85	10.00	51.43
Above or At Standard %	16.67	46.15	90.00	48.57

Analysis

The chart indicates that of the schools with a cell size of 50 students tested, the following represents the number and percentage of schools, by category, below standard in the Black (B) subgroup.

- High Schools = 10 of 12 schools or 83.33%. Of the 10 schools below standard, 9 schools were below assessment and 6 schools were below participation rate.
- Middle/Junior High Schools = 7 of 13 schools or 53.85%. Of the 7 schools below standard, 7 schools were below assessment.
- Elementary Schools = 1 of 10 schools or 10.00%. Of the 1 school below standard, 1 school was below assessment.
- Total schools with a cell size of 50 students below standard for the Black (B) subgroup = 18 out of 35 or 51.43%. Of the 18 schools below standard, 17 schools were below assessment and 6 schools were below participation rate.

**West Virginia Public Schools NCLB Statistic
Above/Below Standard - Low SES**

	High Schools	Middle Schools	Elementary Schools	All Schools
Below Standard	80	72	52	204
- Participation Rate	19	3	0	22
- Assessment	76	71	52	199
Above or At Standard	42	91	222	355
Total	122	163	274	559
Below Standard %	65.57	44.17	18.98	36.49
Above or At Standard %	34.43	55.83	81.02	63.51

Analysis

The chart indicates that of the schools with a cell size of 50 students tested, the following represents the number and percentage of schools, by category, below standard in the economically disadvantaged (SES) subgroup.

- High Schools = 80 of 122 schools or 65.57%. Of the 80 schools below standard, 76 schools were below assessment and 19 schools were below participation rate.
- Middle/Junior High Schools = 72 of 163 or 44.17%. Of the 72 schools below standard, 71 schools were below assessment and 3 schools were below participation rate.
- Elementary Schools = 52 of 274 or 18.98%. Of the 52 schools below standard, 52 schools were below assessment.
- Total schools with a cell size of 50 students below standard for the Low SES subgroup = 204 of 559 or 36.49%. Of the 204 schools below standard, 199 schools were below assessment and 22 schools were below participation rate.

**West Virginia Public Schools NCLB Statistic
Above/Below Standard - Special Ed.**

	High Schools	Middle Schools	Elementary Schools	All Schools
Below Standard	68	89	17	174
- Participation Rate	36	12	1	49
- Assessment	60	84	17	161
Above or At Standard	19	17	21	57
Total	87	106	38	231
Below Standard %	78.16	83.96	44.74	75.32
Above or At Standard %	21.84	16.04	55.26	24.68

Analysis

The chart indicates that of the schools with a cell size of 50 students tested, the following represents the number and percentage of schools, by category, below standard in the special education (SE) subgroup.

- High Schools = 68 of 87 or 78.16%. Of the 68 schools below standard, 60 schools were below assessment and 36 schools were below participation rate.
- Middle/Junior High Schools = 89 of 106 or 83.96%. Of the 89 schools below standard, 84 schools were below assessment and 12 schools were below participation rate.
- Elementary Schools = 17 of 38 or 44.74%. Of the 17 schools below standard, 17 schools were below assessment and 1 school was below participation rate.
- Total schools with a cell size of 50 students below standard for the Special Education (SE) subgroup = 174 of 231 or 75.32%. Of the 174 schools below standard, 161 schools were below assessment and 49 schools were below participation rate.

The Office of Education Performance Audits further recommends that the West Virginia Board of Education consider a statewide professional development goal for closing the achievement gap for students in the black, economically disadvantaged, and special education subgroups.

- 1.2 Two hundred ninety-five (295) schools were below standard for the 2003-04 school year, thirty-three of which failed to achieve adequate yearly progress (AYP) for two years and were issued temporary or seriously impaired accreditation status. The remaining 252 schools failed to meet 1st year adequate yearly progress (AYP) for the 2003-04 school year, placing them at risk of not meeting the performance requirement for the 2004-05 school year. The Office of Education Performance Audits recommends that a vigorous statewide effort be undertaken involving all state related agencies to diagnose and attack the causes of low student, school, and school system performance.
- 1.3 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. Instructional Time.

- 2.1 Instruction is compromised by statutory beginning and ending instructional dates. Therefore, the Office of Education Performance Audits respectfully recommends that the issue of instructional time be studied to maximize time in curriculum and instruction.

3. High Quality Standards.

- 3.1 The Office of Education Performance Audits finds that the frequently cited standards presented in Table 5 and listed under Recommendations for Professional Development are interrelated and recommends that these areas be addressed through statewide staff development, targeted assistance, and state and local monitoring. These are consistent with the concepts within The Framework for School System Improvement developed by the State Superintendent's Office of School System Improvement.

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 needs to be provided for the schools and local education agencies (LEAs) that did not meet adequate yearly progress.
2. Middle and high schools need specialized staff development to increase the achievement of the following subgroups: Black students (B), economically disadvantaged students (SES), and special education students (SE).
3. 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.
4. 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.

Technical Assistance.

The following technical assistance recommendations for West Virginia's public schools presented in August 2003 remain relevant for the 2004-05 school year.

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.