



August 2009

Annual Report

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



**West Virginia Board of Education
2008-2009**

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Honorable Earl Ray Tomblin
President, West Virginia Senate

Honorable Richard Thompson
Speaker, West Virginia House of Delegates

Priscilla M. Haden
President, West Virginia Board of Education

Dear Governor Manchin, President Tomblin, Speaker Thompson, and President Haden:

The Office of Education Performance Audits respectfully submits its 2009 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 and progress. Schools and school systems are responding to West Virginia's system of accountability as shown by the national report, Education Week – Quality Counts, in which West Virginia received an A in Standards, Assessment and Accountability.

As West Virginia continues to implement the *No Child Left Behind Act of 2001* (NCLB) and Global 21, specific education trends are emerging. This report summarizes the accreditation status of schools and the approval level of counties. It also summarizes on-site education performance audits. 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

PREFACE

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 need to be made 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 implementing the process to ensure that every student has an opportunity to receive an education that is thorough and is provided in an efficient manner.

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

This report summarizes the activities of the Office of Education Performance Audits as established by the West Virginia Legislature and the West Virginia Board of Education. The *2009 Annual Report* compiles West Virginia's accountability activities for the 2008-2009 school year.

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings December 2008

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 county and school electronic Five-Year Strategic Plans, and results of an Education Performance Audit, if applicable. The following Summary Data of Ratings shows the statewide numbers and percentages regarding status of school districts and schools from the December 2008 report.

School district and school information may be found on the Office of Education Performance Audits website at: <http://oepa.state.wv.us>.

School Accreditation Status

60 or 8.17% of schools issued Exemplary Accreditation
14 or 1.91% Career/Technical Schools/Programs issued Exemplary Accreditation
105 or 14.31% schools issued Distinction Accreditation
527 or 71.80% of schools issued Full Accreditation
10 or 1.36% of schools issued Conditional Accreditation
21 or 2.86% of schools issued Temporary Accreditation
2 or .27% of schools issued Low Performing

School District Approval Status

49 or 89.09% of school districts issued Full Approval status
1 or 1.82% of school districts issued Conditional Approval status
0 or 0.00% of school districts issued Temporary Approval status
5 or 9.09% of school districts issued Nonapproval status

FIVE-YEAR STRATEGIC PLANS

County boards are required to ensure that any school issued Temporary Accreditation status revise its electronic Five-Year Strategic Plan to increase the school's performance and progress. The revised plan must include each annual performance measure which the school fails to meet the standard for performance and progress, the action to be taken, and a date certain for meeting each measure, a cost estimate, and assistance to be provided by the West Virginia Department of Education and other education agencies to improve performance and progress to meet the annual performance measure.

The Office of Education Performance Audits reviewed revised electronic Five-Year Strategic Plans of schools issued Temporary Accreditation status. Staff also reviewed plans of schools designated Low Performing and revised plans submitted as a result of Education Performance Audits. The West Virginia Board of Education upgraded the Temporary Accreditation status schools to Conditional Accreditation and issued a date certain for these schools to meet adequate yearly progress (AYP). A chart listing the schools' upgraded status and date certain follows on page 4.

DATE CERTAIN
SCHOOL FIVE-YEAR STRATEGIC IMPROVEMENT PLAN REVISIONS
Upgraded From Temporary Accreditation to Conditional Accreditation Status

Updated for 2008-2009 School Year

County	School	Facility Code	Status	Date Certain	Deficiency
Barbour	Philippi Elementary	02-204	CA	May 31, 2012	APM 5.1.1. (AS; SES)
Berkeley	Mountain Ridge Intermediate	04-220	CA	May 31, 2012	APM 5.1.1. (SES; SE)
Cabell	Enslow Middle	12-305	CA	May 31, 2012	APM 5.1.1. (AS; SES)
	Cabell Midland High	12-550	CA	May 31, 2012	APM 5.1.1. (SES; SE)
Doddridge	Doddridge County Elementary	18-211	CA	May 31, 2012	APM 5.1.1. (SES)
Fayette	Mount Hope High	20-505	CA	September 1, 2009	OSR (7.1.2.; 7.1.3.; 7.2.2.)
	Valley High	20-507	CA	September 1, 2009	OSR (7.1.9.; 7.2.3.)
Kanawha	Stonewall Jackson Middle	39-421	CA	May 31, 2010	APM 5.1.1. (B; SE; SES)
Logan	Chapmanville Regional High	45-501	TA	November 1, 2009	OSR (7.6.3.)
Lincoln	West Hamlin Elementary	43-215	CA	May 31, 2012	APM 5.1.1. (SES; AS; W)
Mineral	Keyser Primary/Middle	53-103	CA	May 31, 2012	APM 5.1.1. (SE; SES)
Mingo	Burch High	54-501	CA	May 31, 2012	APM 5.1.1. (W; SES)
Monongalia	Westwood Middle	56-302	CA	May 31, 2012	APM 5.1.1. (SES; SE)
Morgan	Warm Springs Intermediate	58-208	CA	May 31, 2012	APM 5.1.1. (SE; SES)
	Warm Springs Middle	58-301	CA	May 31, 2012	APM 5.1.1. (SE)
McDowell	Bradshaw Elementary	60-206	CA	OEPA Review	OSR (5.1.10.)
	laeger Elementary	60-213	CA	OEPA Review	OSR (5.1.11.; 5.5.2.)
	Kimball Elementary	60-217	CA	OEPA Review	OSR (5.2.3.)
	Sandy River Middle	60-304	CA	May 31, 2012	APM 5.1.1. (SES)
	Big Creek High	60-525	CA	OEPA Review	OSR (5.1.14.)
	laeger High	60-526	CA	OEPA Review	OSR (4.15); (5.1.4.)
	Career and Technology Ctr.	60-731	CA	OEPA Review	OSR (5.5.1.); (5.5.2.)

County	School	Facility Code	Status	Date Certain	Deficiency
Nicholas	Cherry River Elementary	62-204	CA	May 31, 2012	APM 5.1.1. (SES)
	Richwood Middle	62-401	CA	May 31, 2012	APM 5.1.1. (SE)
Preston	Kingwood Elementary	70-204	CA	May 31, 2009	OSR (7.1.4.; 7.2.1.; 7.8.1.)
	Central Preston Middle	70-401	CA	May 31, 2012	APM 5.1.1. (SE; SES); 5.1.2. (SE)
Randolph	George Ward Elementary	75-204	CA	May 31, 2012	APM 5.1.1. (SES)
	Tygarts Valley Middle/High	75-503	CA	May 31, 2012	APM 5.1.1. (SES)
Upshur	Buckhannon-Upshur Middle	87-301	CA	May 31, 2012	APM 5.1.1. (SE; SES)
Wood	Jefferson Elementary Center	96-211	CA	May 31, 2012	APM 5.1.1. (SE)
	Franklin Elementary Center	96-237	CA	May 31, 2012	APM (SES; AS; W)
	Martin Elementary	96-238	TA	November 1, 2009	OSR (7.2.3.; 7.6.4.; 7.7.1.; 7.8.1.)

**DATE CERTAIN
FIVE-YEAR STRATEGIC PLAN REVISIONS
LOW PERFORMING STATUS SCHOOL**

County	School	Facility Code	Status	Date Certain	Deficiency
Harrison	Lumberport Middle	33-304	LP	May 31, 2011	APM 5.1.1. (SE)
Roane	Spencer Middle	79-301	LP	May 31, 2011	APM 5.1.1. (SE; SES)

GUIDE FOR INTERPRETING CHART

- TA Temporary Accreditation Status
- CA Conditional Accreditation Status
- LP Low Performing

- 5.1.1 Achievement
- 5.1.2 Participation Rate
- 5.1.3 Attendance Rate
- 5.1.4 Graduation Rate

- 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

EXEMPLARY ACCREDITATION SCHOOLS

Schools achieving Exemplary Accreditation status were honored at a recognition ceremony held November 12, 2008. Sixty West Virginia schools and fourteen career/technical schools/programs achieved exemplary accreditation status in 2008. The West Virginia Board of Education grants this highest accreditation status on schools that meet rigorous measures of student and school performance. Exemplary accreditation status was enacted by the West Virginia Legislature during the 2001 session.

EXEMPLARY ACCREDITATION STATUS SCHOOLS 2008-2009	
COUNTY	SCHOOL
Barbour	Kasson Elementary/Middle School
Berkeley	Bunker Hill Elementary School
Braxton	Burnsville Elementary School
	Flatwoods Elementary School
	Frametown Elementary School
Cabell	Davis Creek Elementary School
Greenbrier	Frankford Elementary School
Hancock	Oak Glen High School
	Weir High School
Harrison	Bridgeport Middle School
	Bridgeport High School
Jackson	Evans Elementary School
	Kenna Elementary School
	Ravenswood Middle School
Jefferson	Shepherdstown Elementary School
	ShIPLEY Elementary School
	Shepherdstown Middle School
Kanawha	Chamberlain Elementary School
	Holz Elementary School
	Kenna Elementary School
	Overbrook Elementary School
	Ruthlawn Elementary School
	Weberwood Elementary School
	John Adams Middle School
	George Washington High School
Logan	Justice Elementary School
	Verdunville Elementary School

**EXEMPLARY ACCREDITATION STATUS SCHOOLS
2008-2009**

COUNTY	SCHOOL
Marion	Fairview Elementary School
	Barrackville Elementary/Middle School
	Fairview Middle School
	Fairmont Senior High School
Monongalia	Cheat Lake Elementary School
	Easton Elementary School
	North Elementary School
	Cheat Lake Middle School
	Suncrest Middle School
Nicholas	Panther Creek Elementary School
Ohio	Bethlehem Elementary School
	Steenrod Elementary School
	Woodsdale Elementary School
	Triadelphia Middle School
	Warwood School
Preston	Fellowsville Elementary School
Putnam	Confidence Elementary School
	Conner Street Elementary School
	Eastbrook Elementary School
	George Washington Elementary School
	Hurricane Town Elementary School
	Poca Elementary School
	Scott Teays Elementary School
	West Teays Elementary School
	Hurricane Middle School
	Poca Middle School
	Winfield Middle School
	Winfield High School
Raleigh	Maxwell Hill Elementary School
Ritchie	Ellenboro Elementary School
Wood	Blennerhasset Elementary School
	Greenmont Elementary School
	Vienna Elementary School
	Jackson Middle School

**EXEMPLARY ACCREDITATION STATUS
2008-2009**

COUNTY	CAREER/TECHNICAL EDUCATION SCHOOLS/PROGRAMS
Braxton	Braxton County High School
Clay	Clay County High School
Hampshire	Hampshire Senior High School
Harrison	United Technical Center
Kanawha	Ben Franklin Career Center
	Carver Career Center
	Garnet Career Center
Mineral	Mineral County Career and Technical Center
Monroe	Monroe County Career and Technical Center
Ohio	Wheeling Park High School
Putnam	Putnam Career and Technical Center
Raleigh County	Academy of Careers and Technology
Wayne	Spring Valley High School
Wyoming	Wyoming County Career and Technical Center

EDUCATION PERFORMANCE AUDITS

During the 2008-2009 school year, individual school Education Performance Audits were conducted at 32 schools and two juvenile institutional educational programs. County level progress Education Performance Audits were conducted in eight county school districts. Follow-up Education Performance Audits were conducted in 49 schools. Reports may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

EDUCATION PERFORMANCE AUDITS 2008-2009		
COUNTY	SCHOOL	EPA DATE
Individual School Education Performance Audits		
Berkeley	Back Creek Valley Elementary School	March 26, 2009
	Bedington Elementary School	March 26, 2009
	Gerrardstown Elementary School	March 25, 2009
	Hedgesville Elementary School	March 24, 2009
	Marlowe Elementary School	March 25, 2009
	Orchard View Intermediate School	March 24, 2009
	Mountain Ridge Intermediate School	March 26, 2009
Boone	Whitesville Elementary School	November 6, 2008
Clay	Lizemore Elementary School	October 29, 2008
Greenbrier	Greenbrier West High School	December 4, 2008
Harrison	Nutter Fort Primary School	March 11, 2009
Jackson	Henry J. Kaiser Elementary School	April 2, 2009
	Ripley High School	April 2, 2009
Kanawha	Dunbar Primary School	November 5, 2008
Lincoln	Lincoln County High School	March 31, 2009
Logan	Ralph R. Willis Vocational Center	March 5, 2009
Mason	Point Pleasant Primary School	December 11, 2008
Mercer	Memorial Primary School	February 11, 2009
	Whitethorn Elementary School	February 11, 2009
	Princeton Primary School	February 12, 2009
Mineral	Fort Ashby Primary School	April 21, 2009
	Wiley Ford Primary School	April 21, 2009
	Frankfort Middle School	April 22, 2009
Monongalia	Mason-Dixon Elementary School	March 10, 2009
	University High School	March 10, 2009
Morgan	Widmyer Elementary School	April 23, 2009
McDowell	Mount View High School	May 5, 2009
Preston	Central Preston Middle School	February 18 – 19, 2009
	South Preston Middle School	February 18 – 19, 2009
	Preston High School	February 18 – 19, 2009
Upshur	Buckhannon-Upshur Middle School	October 21, 2008
Wetzel	Hundred High School	March 12, 2009

COUNTY	SCHOOL	EPA DATE
Individual School Follow-up Education Performance Audits		
Barbour	Philippi Elementary School	March 27, 2009
Berkeley	Winchester Avenue Elementary School	May 1, 2009
	Martinsburg North Middle School	April 30, 2009
Calhoun	Calhoun County Middle High School	May 27, 2009
Doddridge	Doddridge County Elementary School	March 30, 2009
	Doddridge County Middle School	March 30, 2009
	Doddridge County High School	March 26, 2009
Fayette	Ansted Elementary School	November 17, 2008
	Danese Elementary School	November 17, 2008
	Divide Elementary School	November 17, 2008
	Gatewood Elementary School	November 17, 2008
	Mount Hope Elementary School	January 20, 2009
	Oak Hill Elementary School	January 22, 2009
	Rosedale Elementary School	November 17, 2008
	Scarbro Elementary School	January 20, 2009
	Ansted Middle School	November 17, 2008
	Nuttall Middle School	January 22, 2009
	Fayetteville High School	November 17, 2008
	Meadow Bridge High School	November 17, 2008
	Midland Trail High School	November 17, 2008
	Mount Hope High School	January 20, 2009
Oak Hill High School	November 17, 2008	
Grant	Union Educational Complex	March 31, 2009
Harrison	Liberty High School	May 11, 2009
Jefferson	Jefferson High School	September 10, 2008
Kanawha	Grandview Elementary School	April 3, 2009
	Sissonville Middle School	April 16, 2009
Lewis	Peterson-Central Elementary School	April 7, 2009
	Roanoke Elementary School	April 7, 2009
	Lewis County High School	April 6, 2009
Logan	Chapmanville Regional High School	April 8, 2009
	Logan Senior High School	April 9, 2009
Mercer	Mercer County Technical Education Center	May 8, 2009
Randolph	Harman Elementary/High School	October 8, 2008
	Pickens Elementary/High School	October 8, 2008
	Elkins Middle School	October 6, 2008
	Tygarts Valley Middle High School	October 7, 2008
	Elkins High School	October 8, 2008
	Randolph Technical Center	October 8, 2008
Taylor	Grafton High School	April 20, 2009
Upshur	Buckhannon-Upshur High School	April 24, 2009
Webster	Webster County High School	April 28, 2009

Individual School Follow-up Education Performance Audits (Continued)		
Wood	Martin Elementary School	May 14, 2009
	Franklin Elementary Center	May 15, 2009
	Blennerhassett Middle School	May 19, 2009
County Follow-up Education Performance Audits		
Doddridge	Doddridge County School System	April 15, 2009
Fayette	Fayette County School System	November 17-21, 2008 and January 2009
Hampshire	Hampshire County School System	March 4 and 5, 2009
Lincoln	Lincoln County School System	March 30–April 2, 2009
McDowell	McDowell County School System	May 5-7, 2009
Preston	Preston County School System	January 26-28, 2009 and February 17-19, 2009
Randolph	Randolph County School System	October 6-10, 2008
Webster	Webster County School System	April 27, 2009
Second Follow-up Individual School Education Performance Audits		
Fayette	Valley High School	January 21, 2009
Marshall	Moundsville Middle School	April 24, 2009
Monroe	Peterstown Middle School	June 2, 2009 (3 rd Review)
Nicholas	Richwood High School	May 15, 2009
Juvenile Institutional Education Program Audits		
Berkeley	Board of Child Care School	May 28, 2009
Raleigh	Beckley Center	May 14, 2009

Note: Of the 32 schools visited, 137 high quality standards necessary for improvement, 23 recommendations, 55 Initiatives for achieving AYP, and 11 exemplary programs were identified.

EXEMPLARY PROGRAMS

The Office of Education Performance Audits (OEPA) identifies exemplary schools and school systems and best practices that improve student, school, and school system performance. As OEPA 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.

7.1.2. High expectations.

Berkeley County Schools – Orchard View Intermediate School

TITLE: Frequent Flyer Effort Passport

Description of Program

The Orchard View Intermediate School staff studied brain research that indicated EFFORT to be the most powerful factor leading to student success, even stronger than student intelligence (Dweck). After a summer workshop focused on Self-Efficacy (Stiggins et. al.), the staff developed a schoolwide program to recognize and reward student effort.

Teachers shared articles on creating achievement through developing the brain with all students during reading lessons. This article stated that the brain is like any muscle, it needs exercise to grow. Starting the second nine weeks, each child received a grade appropriate passport. This passport included a chart with the grade level mathematics 21st Century Content Standards and Objectives (CSOs) for students to record, understand, and take responsibility for their progress in this previously weak instructional area. The back of the passport provided students a summary of common characteristics of effort and a space to write their personal goals for reading, mathematics, and writing. The center of the passport contained a daily chart where teachers stamp each student's record of exhibited EFFORT during the school day. Students were instructed what effort looks like in the classroom and were able to individually confer with their teachers about the designation.

At the end of the mid-nine week period, all students who achieved 80 percent of their stamps received a classroom incentive. At the end of the nine weeks, a student who earned 80 percent of all the stamps received a designation on their report card, a certificate, pencil, and food coupon during the honors assembly. Students receiving each of the three nine weeks certificates will be invited to an hour with inflatable gymnasium equipment at the end of the year. Each teacher also chooses one student to receive the Captain's Effort Award each nine weeks, where they are individually recognized by the principal.

Summary of Results

After brain research instruction in reading, 66 percent of all the students in the school maintained a 3.5 grade point average to achieve the honor roll. Last year at the end of the first nine weeks, only 55 percent of the students had met that goal. During the second nine weeks this year, 59 percent achieved the honor roll compared with 52 percent last year. Seventy-five percent of the students at Orchard Valley Intermediate School earned their nine week effort award during the initial record keeping session.

Contact: Joyce Chapman Phone: 304-263-4143 Email: jlchapma@access.k12.wv.us

7.1.7. Library/educational technology access and technology application.

Berkeley County Schools – Orchard View Intermediate School

TITLE: Technology Integration Specialist (TIS)

Description of Program

Technology Rocks at Orchard View Intermediate School! Students and staff were beginning the journey into the 21st Century in the Internet Café, the school computer laboratory, and in all classrooms led by a master guide, the Technology Integration Specialist (TIS).

The Technology Integration Specialist program supports the goal of integrating technology into lessons and instruction and provides professional development activities for all teachers. This ongoing program trains teachers in various technology related educational initiatives during teacher collaboration days and before and after school sessions. The current technology equipment was being used strategically to meet the technology expectations of the new 21st Century Content Standards and Objectives (CSOs). More technology equipment had been made accessible and was being used for instruction, with modeling and coaching provided by the TIS. In-school training and support were also provided for Writing Roadmap2, Acuity, and TechSteps.

Orchard View Intermediate School had taken specific steps, with parental assistance, to enhance a school common area to use it as a technology learning center. A volunteer grandmother helped convert a school stage into a mural street scene of a French Internet Café. The area was designed to stimulate student imagination and serve as a portal to the technological highway. The Internet Café is open throughout the school day for children and for staff before, during, and after the school day with support and coaching provided by the TIS.

Orchard View Intermediate School also infuses the entire educational environment with opportunities to interface with technology. One important tool to accomplish this was the Rover system. A mobile, self-contained multimedia platform, Rover included a laptop, DVD/CD player, projector, interactive whiteboard display, speakers, and microphone outputs. The system is used primarily by the TIS, who transports the Rover to classrooms, presenting engaging lessons to students. The TIS has provided training and support and some teachers are starting to use the system in their classrooms.

Summary of Results

Technology was being used as a tool to grasp student attention, motivate problem solving, improve comprehension, teach students how to manage information, and develop higher level thinking skills. Students were actively engaged in learning, which helped them retain more knowledge and skills. Ultimately, this increased their academic achievement, which may be evaluated by improved test scores on the WESTEST and was shown by overall growth in grade level Star Reading Assessments. Through collaborative trainings and staff development provided by the TIS, teachers had become comfortable using technology to expand the traditional classroom and methods of teaching to meet the new, modern learning requirements of our 21st century students.

Contact: Joanna Banks, TIS Phone: 304-263-4143 Email: jbanks@access.k12.wv.us

7.1.3. Learning environment.

Greenbrier County Schools – Greenbrier West High School

TITLE: School-Based Health Wellness Center (SBHC)

Description of Program

The School-Based Health Wellness Center mission is to attend to unmet needs by providing health care where the children are; to support families by keeping children healthy; and to reduce barriers to learning by keeping children in school.

During the school year, The Wellness Center, sponsored by Rainelle Medical Center, Inc., and in agreement with the Greenbrier County Board of Education and the school principal, provides medical and mental/behavioral health care on site at Greenbrier West High School. Medical services are provided by a physician's assistant (PA-C), licensed practical nurse, and a care coordinator on Tuesday afternoons and all day on Thursday and mental/behavioral health services are provided by a Licensed Independent Clinical Social Worker (UCSW) on site Monday - Thursday and some Fridays. At the beginning of the school year parents are asked to complete a consent form with demographic information, insurance information, health history of the child and family, immunization records, and any health or behavior concerns that they may have about their child. Students are not seen by the Wellness Center staff without parental consent unless they are 18 years or older. No student is turned away for inability to pay for services. The Wellness Center staff provides applications and also assists parents, if needed, in applying for Children's Health Insurance Program (WVCHIP) and provides information about low cost health care through the Sliding Fee Program at Rainelle Medical Center. The Center is funded in part by the West Virginia Division of Primary Care and insurances are billed by the Wellness Center to assist with costs of keeping the center operational. However, to reduce barriers to access to mental/behavioral health care, if a student does not have insurance or if there are insurance deductibles or co-pays, there are no out of pocket costs for mental/behavioral health services due to additional grant funding from the Sisters of St. Joseph Health and Wellness Foundation and the West Virginia Bureau for Behavioral Health Facilities Division of Alcohol and Drug Abuse.

Focusing on prevention efforts, health promotion presentations, and abstinence education are provided by the Wellness Center staff as well as by Community Based Abstinence Educators (CBAE), also sponsored by Rainelle Medical Center. Topics range from goal setting and self-esteem to alcohol, drug and tobacco use prevention to pregnancy and sexually transmitted disease prevention.

In addition to providing health care services to students, the Wellness Center also provides health care to the staff and faculty of the school which includes sick visits, immunizations, etc.

Summary of Results

The Marshall University School-Based Health Technical Assistance and Evaluation Office report for the school year of 2007-2008, 88 percent (387) of all students at Greenbrier West were enrolled in the School-Based Health Center (SBHC). Of the total students enrolled, 43 percent used the services at the SBHC. The number of students who saw the medical provider was 117 with 276 visits, 109 users on 191 visits sought minor health care by the nurse or care coordinator, and 59 users were provided mental/behavioral health care 629 times by the School-Based Mental Health Counselor during the year. The Wellness Center completed 21 comprehensive medical examinations, 21 sports physicals, and 52 students received 63 immunizations. Chronic care management was provided for 2 students with asthma and 2 students with high blood pressure. Sixteen educational classroom presentations were provided during the current year.

Contact: Judy Koehler, Director School-Based Health Services, Rainelle Medical Center
Phone: 304-438-6188, ext. 1020 Email: jkoehler@rmchealth.org

7.5. Administrative Practices and School-Community Relations.

Greenbrier County Schools – Greenbrier West High School

TITLE: Case Manager

Description of Program

Communities in Schools of Greenbrier County (CISGC) is a non-profit organization dedicated to helping youth be successful in school, stay in school, and prepare for life. CISGC partners with Greenbrier County School System, volunteers, businesses, and other community organizations to link educators and the community. The program pairs volunteer mentors with public school students who provide in-school tutoring and academic assistance that includes homework, special projects, exam preparation, as well as truancy, behavior, conflict resolution, and bereavement. Trained community volunteers providing encouragement to students is a prime ingredient needed to be successful in school.

Currently, Communities in Schools (CIS) is on campus at Greenbrier West High School twice a week. An AmeriCorps VISTA position has been filled in western Greenbrier County, which will allow a CIS case manager to be on the high school campus on a full time basis December 2008. This will increase the ability to provide services on campus to more students and continue to recruit volunteers from surrounding communities.

The program includes a new math tutoring lunch group offered at Greenbrier West High School every Wednesday and Thursday and a Service Learning Exploratory Club, which meets twice weekly at Western Greenbrier Middle School. Communities in Schools will incorporate service learning projects in January 2009 with established programs at GWHS such as Hi-Y, Honor Society, and HSTA.

Summary of Results

Communities in Schools of Greenbrier County (CISGC) volunteer hours on the western end of Greenbrier County doubled during the 2007-2008 school year from the previous year, with a total of 430 hours. Eighty-eight percent of students involved in CIS had a grade point average (GPA) of 2.0 or above the 2008 school year. Fifty percent of CIS students scored mastery or above in the math content area. Sixty percent of CIS students scored at mastery or above in reading. Ninety percent of CIS students scored mastery or above in science while seventy-one percent of students scored mastery or above in social studies. A random sampling of teachers surveyed at Western Greenbrier Middle School, one-hundred percent reported CIS is beneficial to students and report volunteer mentoring is important. One-hundred percent of WGMS teachers recommend students remain in CIS upon entering high school. Ninety percent of WGMS teachers reported overall improvements in CIS student grades, attitude, behavior, and attendance.

Contact: Julie Coughlin Phone: 304-392-6446, ext. 2310 Email: jcoughlin@cisgc.org

7.1.3. Learning environment.

Harrison County Schools – Nutter Fort Primary School

TITLE: Learning Corner

Description of Program

Nutter Fort Primary School's after school learning corner program provides a vital component to the academic and social success of student participants. Students and staff members actively participate in academics, physical education, computer, character education, community services, and cultural activities. Students in this program are also served a five item dinner daily.

The after school program is held Monday through Thursday from 2:30 p.m. - 5:00 p.m. The enrollment is currently 165 students with a daily attendance average of approximately 109 students. Three buses transport students home. Four grant funding sources enabled the school to expand student services to the current status.

Summary of Results

Nutter Fort Primary's after school program has been in existence for 10 years. Since its inception, enrollment has grown from 30 students to the present 165 students. Character Education surveys and other data indicate an improvement in school behavior, attendance, and academic success.

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7.1.3. Learning environment.

Harrison County Schools – Nutter Fort Primary School

TITLE: Responsible Classroom Management

Description of Program

Nutter Fort Primary School's new classroom management program provides students, teachers, administrators, and staff members techniques to monitor and improve the overall quality of student behavior. The program focuses on student behavior accountability and student ownership for successful classroom performance. This framework gives students the opportunity to actively manage and check their behavior. The students use a set of three colored cards to manage their behavior choices. Green card: good choices; yellow card: needs help to make good choices; red card: did not make good choices.

Students chart their behavior daily on a behavior calendar using the color that corresponds with their behavior for the day. The behavior calendar is sent home weekly for parents to review and sign. Students graph their progress monthly in data collection folders. If warranted, students are also responsible for creating action plans for further success.

Summary of Results

The classroom management framework was implemented during the 2008-2009 school year. The staff reports that students are more aware of their behavior and have demonstrated ownership and responsibility for successful conduct. Students proudly report, "I'm on green today!"

The table below shows significant improvement in student conduct grades from 2007-08 to 2008-09.

First Semester	D Conduct Grades	F Conduct Grades
2007/2008	15	6
2008/2009	3	1

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7.1.4. Instruction.

Jackson County Schools – Henry J. Kaiser Elementary School

TITLE: Annual Book-a-thon

Description of Program

Henry J. Kaiser Elementary holds a Book-a-thon annually. The goals of the Book-a-thon are to encourage the love of reading and motivate students to read more during the school day. Each Book-a-thon lasts approximately two weeks and is based on a theme (Rainforest, Space, or the United States). The Book-a-thon is kicked off by a show performed by the teachers and staff. During the show a character challenges the students to read as many books as they can during the next few weeks. The reading challenge may involve helping a character travel across the nation, shrinking a meteor, or causing a staff member to kiss a live snake. During the following weeks students keep records of each book they read. They also complete a teaching unit on the Book-a-thon theme. Guest speakers, special Read Aloud readers, and hands on experiences such as the Star Lab, National Guard helicopters, and Snakes Alive visit the school. A finale show and celebration conclude the Book-a-thon. Each student receives a book purchased by the Parent Teacher Organization (PTO). The PTO also pledges \$1,000.00 each year to support the Book-a-thon.

Summary of Results

Students used tallying skills learned from the mathematics program to keep a daily record of books they read. The children learned specific information about each selected Book-a-thon thematic unit.

The total number of books read increased yearly.

Number of Books Read	
2006-2007	9,526
2007-2008	14,206
2008-2009	15,126

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7.2.4. Data analysis.

Jackson County Schools – Henry J. Kaiser Elementary School

TITLE: Assessment Notebook

Description of Program

The Henry J. Kaiser Elementary Assessment Notebook was designed to provide a timeline and to keep track of the assessment tools used by the teacher. It is a way for all teachers to utilize the same testing and apply comparable data throughout the school. The ongoing evaluation provides data for flexible student placement. Testing reports/recording form examples are contained in each section to guide the teachers with assessment.

The assessment notebook includes: Progress monitoring, IMA (Informal Math Assessment), Running Records, Dolch Words, PASI (Phonological Awareness for Intervention), PSI (Phonics Screener for Intervention), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), and the Lights Retention Scale.

Summary of Results

Through the assessment notebook, Henry J. Kaiser's teachers have extensive data available to make sure their children are successful. The assessments allow reports to be generated as soon as the data is entered allowing for flexible placement. From these assessments, teachers identify areas that the children need help. The teachers also use the test data to help define their classes and what to teach during Tiered (RTI) intervention reading times. The assessment notebook helps to guide classroom instruction and improve student achievement.

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7.1.4. Instruction.

Mercer County Schools – Whitethorn Primary School

TITLE: Data Driven Instruction

Description of Program

Whitethorn Primary School implemented Data Driven Instruction. Whitethorn Primary School teachers keep a Data Driven Instruction Notebook that includes data from Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Benchmarking, Quick Phonics Screener (QPS), and the results of frequent Progress Monitoring. This data notebook allows the teachers to easily adapt grouping for Small Flexible Reading Groups (within the 90 minute uninterrupted reading block) and find groupings for Walk to Intervention.

In conjunction with the Data Driven Notebook, the staff created a Data Wall in the Conference Room. The wall is colored coded to match the DIBELS assessments (Green-Benchmark, Yellow-Strategic, and Red-Intensive). The students are noted by their Beginning of Year score. At Middle of Year benchmarking, it is recognizable during grade level collaboration meetings, which students have or have not made progress. This has been a wonderful visual for collaboration time to determine groupings and intensity of instruction.

The Summer Academy focused on the students that needed Tier III instruction during the summer. Students were chosen for the academy based on their End of Year DIBELS scores and the End of Year QPS scores. Students received instruction based on their needs as determined by the assessments and screeners listed. The Whitethorn Summer Reading Academy provided Tier III instruction using Read Naturally, Triumphs Intervention Kits, and other Research-Based Strategies such as Ashlock. The younger children (Kindergarten—some retentions) were instructed in Initial Sound Fluency and letter Naming Fluency. The older children (Grades 1 and 2) were instructed in high frequency words, initial sound, medial sounds, and final sounds.

Summary of Results

DIBELS results for the 2007-08 school term were 80 percent Benchmark at the end of the year which showed a 29 percent growth during the school year. Parent and student surveys indicated positive feedback. The children continued to be monitored throughout the school year.

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Note: While the benchmarking and data analysis are common to DIBELS, the Team found that Whitethorn Elementary School was applying these and other indicators in an exceptional and continuous manner to warrant recognition of Best Practice.

7.1.5. Instructional strategies.

Mineral County Schools – Fort Ashby Primary School

TITLE: “Froggie and I Read” SSR program and “Parents as Partners” reading program

Description of Program

“Froggie and I Read” and “Parents as Partners” provide literacy experiences and literacy support for students.

“Froggie and I Read” is a research-based silent, sustained reading program.

Through this program, large presentation bookcases are provided for each classroom, with extensive amounts of new books. Classroom sets of books are also provided for reading and discussing. Each classroom has a froggie puppet mascot and a theme song. Children are encouraged to read books of their choice during the school day, to discuss books with each other and with the teacher, and to take books home. The reading teacher goes into the classrooms weekly to read aloud and discuss books, thus providing children positive literary experiences.

“Parents as Partners” provides a packet of individualized materials to every student needing additional help in the first and second grade classrooms. The packet contains: A phonics reader coordinated with the week’s textbook story, one or more library books, and a set of sight-word flashcards from the kindergarten, first grade, or second grade lists.

Every Wednesday, the reading teacher tests the children needing additional support. Each child is tested individually on the sight-word list from the textbook series. A record is kept of each word the child misses. This one-on-one time is also used to give individual help with specific problems. The packets are collected from the children as they are tested. The parent coordinator removes the previous week’s flashcards and books from the packets. Using the record sheets, she pulls the new sight-word cards and puts them in the packet. She also puts the new phonics reader and library books into the packets. After the packets are emptied and repacked, they are returned to the students. Students are instructed to bring their packets to school every day and to take them home each night.

Students use their packets in school and at home. In school, students work on their sight words three days a week in small groups with the reading teacher. At home, students work on their sight words daily, or as often as possible, with their parents. They also read the books. Letters sent home in the packets tell parents the importance of the materials and how to use them. Parents receive information and training in using the packets during biannual parent meetings.

Summary of Results

Data supporting the “Froggie and I Read” program include: Five out of six teachers reported that students were taking home more library books, by percentages, ranging from 30 percent to 60 percent. All six teachers indicated that students were spending more time on in-class independent reading, by percentages, ranging from 20 percent to 50 percent. Three teachers reported spending 10 percent more time reading aloud to their classes. Three teachers reported spending more time discussing books with their classes, by percentages, ranging from 20 percent to 25 percent.

Data supporting the “Parents as Partners” sight-word packet program include increases in the number of students who learn all of their sight words. All six of the first-grade and second-grade teachers reported that fewer students leave their classrooms without knowing all their sight words, by an average factor of four.

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7.5.4. Physical assessment.

Mineral County Schools – Fort Ashby Primary School

TITLE: Mileage Club

Description of Program

Mileage Club is a schoolwide initiative created in 2000-2001 to increase the students' awareness of the benefits of physical activity. All classes have a dedicated Mileage Club time during which the students' walk or run the 1/5 mile track. Students receive a link for each lap completed. When 25 links are earned (5 miles), the student receives a foot charm for a charm necklace. For every 25 miles logged on the track, the student receives a double foot. At 100 miles, the student receives a "100" charm.

Summary of Results

This program has introduced students to the benefits of physical fitness. All students participate in the program during the designated class time with many choosing to log extra miles during their free time on the playground. Some students' have logged more than 300 miles during a school year.

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7.5.1. Parents and the community are provided information.

Mineral County Schools – Wiley Ford Primary School

TITLE: Parent Involvement.

Description of Program

Parent involvement is encouraged through numerous activities and strategies at Wiley Ford Primary School. These activities include: Helping a child with homework, volunteering at the school library or the accelerated reading program, helping in the classrooms, participating in the evening family activities and workshops, and planning with teachers at parent-teacher conferences. All of these activities promote parents as partners in their child's education and impact student learning. One of the parent involvement activities is Reading Counts, the accelerated reading program. Parents read to or with their child and talk about the book. Then the child takes a short quiz on the computer at school and earns points for each book. Prizes and other incentives are part of the program. Parent-child Activities are offered in the evenings. Math Fun nights are held regularly. One of the Math nights was called "Pigs will be Pigs." A bank gave each child a new piggy bank, and parents and children counted money, practiced trading money, and giving change. Read Aloud sessions are held on a regular basis.

The school also has a Suessabration for Dr Seuss' Birthday. Each family chooses a new hardback Dr. Seuss book. Families then play numerous reading games and also play games on the computers in the laboratory.

Parents learned how to help their child with reading at the "Turkey for Thanksgiving" and "A Starry Night" events. When parents and children come to the Transition workshops, they learn about the 21st Century Content Standards and Objectives (CSOs) and what the reading and mathematics programs look like. The school also has a school website for parents.

A Lunch Time Reading Club is active in the school. Taking turns, parents and their children read a book and then have lunch together at school on Thursday. A small group of parents and students talk about the book that they read together while they eat.

Summary of Results

Students, including kindergarten students, are reading more books or having books read to them, through the Reading Counts program. The End-of-Year Dynamic Indicators of Beginning Early Literacy Skills (DIBELS) scores have increased each year since the school has started using DIBELS.

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

Early detection and intervention issues were reported by the Education Performance Audit Teams in the following schools and counties. Specific information may be viewed on the Office of Education Performance Audits website at: <http://oepa.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Mountain Ridge Intermediate School
Boone County Schools	Whitesville Elementary School
Clay County Schools	Lizemore Elementary School
Greenbrier County Schools	Greenbrier West High School
Jackson County Schools	Ripley High School
Kanawha County Schools	Dunbar Primary School
Lincoln County Schools	Lincoln County High School
Mercer County Schools	Memorial Primary School
Mineral County Schools	Frankfort Middle School
Monongalia County Schools	University High School
Morgan County Schools	Widmyer Elementary School
McDowell County Schools	Mount View High School
Preston County Schools	Central Preston Middle School
	South Preston Middle School
	Preston High School
Upshur County Schools	Buckhannon-Upshur Middle School
Wetzel County Schools	Hundred High School

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.

Capacity building issues reported by Education Performance Audit Teams were noted in the following schools and counties. Detailed information may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Orchard View Intermediate School
	Mountain Ridge Intermediate School
Boone County Schools	Whitesville Elementary School
Clay County Schools	Lizemore Elementary School
Greenbrier County Schools	Greenbrier West High School
Jackson County Schools	Ripley High School
Kanawha County Schools	Dunbar Primary School
Lincoln County Schools	Lincoln County High School
Logan County Schools	Ralph R. Willis Vocational Center
Mason County Schools	Point Pleasant Primary School
Mercer County Schools	Memorial Primary School
Mineral County Schools	Frankfort Middle School
Monongalia County Schools	Mason-Dixon Elementary School
	University High School
Morgan County Schools	Widmyer Elementary School
McDowell County Schools	Mount View High School

CAPACITY BUILDING (Continued)

COUNTY	SCHOOL
Preston County Schools	Central Preston Middle School
	South Preston Middle School
	Preston High School
Upshur County Schools	Buckhannon-Upshur Middle School
Wetzel County Schools	Hundred High School

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. The following counties and schools were reported as having Indicators of Efficiency that Education Performance Audit Teams assessed as requiring more efficient and effective applications. Detailed information may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Mountain Ridge Intermediate School
Boone County Schools	Whitesville Elementary School
Clay County Schools	Lizemore Elementary School
Greenbrier County Schools	Greenbrier West High School
Jackson County Schools	Ripley High School
Kanawha County Schools	Dunbar Primary School
Lincoln County Schools	Lincoln County High School
Mason County Schools	Point Pleasant Primary School
Mercer County Schools	Memorial Primary School
Mineral County Schools	Frankfort Middle School
Monongalia County Schools	University High School
Morgan County Schools	Widmyer Elementary School
McDowell County Schools	Mount View High School
Preston County Schools	Central Preston Middle School
	South Preston Middle School
	Preston High School
Upshur County Schools	Buckhannon-Upshur Middle School
Wetzel County Schools	Hundred High School

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Schools

1. Student Achievement.

Data indicated that student performance on the WESTEST continues as a statewide professional development priority. Areas identified during Education Performance Audits directly related to student achievement included:

- 1.1. High expectations.
- 1.2. Lesson plans and principal feedback.
- 1.3. Library/educational technology access and technology application.
- 1.4. Instructional strategies.
- 1.5. Programs of study.
- 1.6. Instructional day.

2. Leadership.

Data indicated that leadership continues as a statewide professional development priority with 37.50 percent of the schools reviewed cited for leadership issues. Areas identified during Education Performance Audits directly related to leadership included:

- 1.1. Lesson plans and principal feedback.
- 1.2. Regulatory agency reviews.

3. School Five-Year Strategic Improvement Plans.

Education Performance Audit results indicated that development and implementation of school Five-Year Strategic Plans are considerations for statewide professional development. Strategic Plans were cited in 31.25 percent of the schools reviewed. An area identified during Education Performance Audits directly related to Five-Year Strategic plans is listed below.

- 1.1. Data analysis.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

School Systems

1. Student Achievement.

Data indicated that school system student performance on the WESTEST and other assessment instruments continue as a priority for professional development.

2. County Five-Year Strategic Plans.

Education Performance Audit findings indicated that the county Five-Year Strategic Plan development, implementation, and monitoring remain considerations for statewide professional development. All county school systems submitted plans that were ultimately approved by the West Virginia Board of Education following feedback from the West Virginia Department of Education.

3. Hiring Practices.

Education Performance Audits indicated that hiring practices and personnel issues are considerations for statewide professional development.

4. Leadership.

Education Performance Audit findings indicated County Superintendent and County Board of Education leadership as a recommendation for statewide professional development.

5. Facilities.

Education Performance Audit findings indicated the need for statewide professional development regarding the effective and efficient utilization of schools, school maintenance, and improving deteriorating school facilities.

6. Finance.

Education Performance Audit findings indicated a need for statewide professional development in finance.

**APPEALS PROCEDURE
OF
SCHOOL ACCREDITATION STATUS/
COUNTY SCHOOL DISTRICT APPROVAL STATUS**

An appeals procedure is in place, as prescribed by the West Virginia Board of Education, that governs the disposition of administrative proceedings, the hearing of appeals, and any controversy or disputes arising from the school accreditation status and county school district approval status.

Five appeals were submitted to the Office of Education Performance Audits concerning the designation of school accreditation status. Two appeals were approved and three appeals were denied.

MEDICAL EMERGENCY STUDENT EXEMPTIONS

Education Performance Audit Teams verify the Statewide assessment participation rate of all students and investigate reasons for any student not tested. Policy 2320 provides medical emergency exemptions for specified health conditions preventing students from participation in the Statewide assessment program. The Office of Education Performance Audits received, reviewed, and responded to 416 medically fragile waivers for emergency exemptions and one in the process of being reviewed. Education Performance Audit Teams verified those in schools and counties audited.

CASUAL DEFICIT

W.Va. Code §18-2E-5 and Policy 2320 require that a county school district having more than a casual deficit submit a plan to the West Virginia Board of Education specifying strategies for eliminating the casual deficit.

One county school district (Hardy County) experienced a casual deficit and submitted a plan for eliminating the deficit. The Office of Education Performance Audits reviewed the plan and presented it to the State Board. The county has decreased the casual deficit and is expected to eliminate the deficit by the 2008-2009 school year.

EDUCATION PERFORMANCE AUDITS FIVE YEAR TREND DATA

TOP STANDARDS CITED

2008-09 School Year.

- 5.1.1. Achievement** 7 (21.88%) of 32 schools reviewed were cited.
- 7.1.2. High expectations.** 11 (34.38%) of 32 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 9 (28.13%) of 32 schools reviewed were cited.
- 7.1.7. Library/educational technology access & technology application.** 10 (31.25%) of 32 schools reviewed were cited.
- 7.1.9. Programs of study.** 6 (18.75%) of 32 schools reviewed were cited.
- 7.1.13. Instructional day.** 6 (18.75%) of 32 schools reviewed were cited.
- 7.2.1. County and School electronic strategic improvement plans.** 10 (31.25%) of 32 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 11 (34.38%) of 32 schools reviewed were cited.
- 7.2.4. Data analysis.** 7 (21.88%) of 32 schools reviewed were cited.
- 7.8.1. Leadership.** 12 (37.50%) of 32 schools reviewed were cited.

2007-08 School Year.

- 7.1.2. High expectations.** 19 (35.85%) of 53 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 15 (28.30%) of 53 schools reviewed were cited.
- 7.1.7. Library/educational technology access & technology application.** 12 (22.64%) of 53 schools reviewed were cited.
- 7.1.13. Instructional day.** 11 (20.75%) of 53 schools reviewed were cited.
- 7.2.1. County and School electronic strategic improvement plans.** 16 (30.19%) of 53 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 24 (45.28%) of 53 schools reviewed were cited.
- 7.6.3. Evaluation.** 13 (24.53%) of 53 schools reviewed were cited.
- 7.8.1. Leadership.** 19 (35.85%) of 53 schools reviewed were cited.

2006-07 School Year.

- 5.1.1. Achievement.** 15 (38.46%) of 39 schools reviewed were cited.
- 6.1.2. High expectations.** 18 (46.15%) of 39 schools reviewed were cited.
- 6.1.5. Instructional strategies.** 21 (53.85%) of 39 schools reviewed were cited.
- 6.1.6. Instruction in writing.** 9 (23.08%) of 39 schools reviewed were cited.
- 6.1.7. Library/educational technology access & technology application.** 13 (33.33%) of 39 schools reviewed were cited.
- 6.1.8. Instructional materials.** 13 (33.33%) of 39 schools reviewed were cited.
- 6.1.13. Instructional day.** 10 (25.64%) of 39 schools reviewed were cited.
- 6.2.1. Unified County and School Improvement Plans.** 17 (43.59%) of 39 schools reviewed were cited.

2006-07 School Year (Continued).

- 6.2.3. **Lesson plans and principal feedback.** 24 (61.54%) of 39 schools reviewed were cited.
- 6.2.4. **Data analysis.** 12 (30.77%) of 39 schools reviewed were cited.
- 6.4.1. **Regulatory agency reviews.** 14 (35.90%) of 39 schools reviewed were cited.
- 6.8.1 **Leadership.** 10 (25.64%) of 39 schools reviewed were cited.

2005-06 School Year.

- 5.1.1. **Achievement.** 37 (69.81%) of 53 schools reviewed were cited.
- 6.1.1. **Curriculum based on content standards and objectives.** 15 (28.30%) of 53 schools reviewed were cited.
- 6.1.2. **High Expectations.** 20 (37.74%) of 53 schools reviewed were cited.
- 6.1.5. **Instructional strategies.** 24 (45.28%) of 53 schools reviewed were cited.
- 6.1.6. **Instruction in writing.** 19 (35.85%) of 53 schools reviewed were cited.
- 6.1.7. **Library/educational technology access and technology application.** 18 (33.96%) of 53 schools reviewed were cited.
- 6.1.12. **Multicultural activities.** 16 (30.19%) of 53 schools reviewed were cited.
- 6.2.3. **Lesson plans and principal feedback.** 24 (45.28%) of 53 schools reviewed were cited.
- 6.4.1. **Regulatory agency reviews.** 12 (22.64%) of 53 schools reviewed were cited.

2004-05 School Year.

- 5.1.1. **Achievement.** 45 (63.38%) of 71 schools reviewed were cited.
- 6.1.2. **High Expectations.** 19 (26.76%) of 71 schools reviewed were cited.
- 6.1.4. **Instruction.** 11 (15.49%) of 71 schools reviewed were cited.
- 6.1.5. **Instructional strategies.** 16 (22.54%) of 71 schools reviewed were cited.
- 6.1.7. **Library/educational technology access and technology application.** 27 (38.03%) of 71 schools reviewed were cited.
- 6.1.8. **Instructional materials.** 12 (16.90%) of 71 schools reviewed were cited.
- 6.1.12. **Multicultural activities.** 24 (33.80%) of 71 schools reviewed were cited.
- 6.2.3. **Lesson plans and principal feedback.** 25 (35.21%) of 71 schools reviewed were cited.
- 6.4.1. **Regulatory agency reviews.** 13 (18.31%) of 71 schools reviewed were cited.
- 6.6.2. **Licensure.** 16 (22.54%) of 71 schools reviewed were cited.

STATEWIDE TRENDS

A responsibility of the Office of Education Performance Audits is to determine whether statewide system deficiencies exist in the capacity to establish and maintain a thorough and efficient system of schools, including the identification of trends and the need for continuing improvements in education, and report those deficiencies and trends to the State Board. Several trends emerged as the Office of Education Performance Audits performed the duties and responsibilities outlined in legislation and policy.

County School Districts

1. Adequate Yearly Progress (AYP).

The eight county school districts audited failed to achieve AYP during the previous five years. Of these eight school districts, three school districts were not on No Child Left Behind (NCLB) improvement, one school district was on first year NCLB improvement; two were on NCLB corrective action; and two were on NCLB corrective action.

2. County Five-Year Strategic Plan.

Strategic plans in four of the eight county school districts audited were inadequate in one or more areas. Ultimately all 55 school districts plans were approved after feedback and support from the West Virginia Department of Education.

3. Policy Implementation.

Various policies were frequently not implemented specific to West Virginia Board of Education policies, W.Va. Code, and/or the county's own policies.

4. Advanced Placement (AP), Honors, and College Courses.

Opportunities for advanced classes, including Advanced Placement (AP); Honors; and college courses, were limited to nonexistent in five of the county school districts audited. This translated into a low number of Advanced Placement (AP) test takers in the counties, a lower overall college going rate than the State rate, and a higher percent of students enrolled in developmental courses in West Virginia public colleges than the State average.

5. Personnel.

Personnel was an issue in the school districts audited. Specifically, the issues included: Hiring practices, licensure, and personnel evaluation.

INDIVIDUAL SCHOOL TRENDS

1. Adequate Yearly Progress (AYP).

School performance of economically disadvantaged (SES) and students with disabilities (SE) subgroups continued to lead as the subgroups failing to achieve AYP. No Child Left Behind data for school year 2007-08 show the following West Virginia public schools below standard in mathematics and reading for SES. Elementary 15 schools or 5.88 percent; Middle 25 schools or 16.56 percent; High 27 schools or 28.13 percent; and 67 schools or 13.35 percent of All Schools. NCLB data show for the SE: Elementary 15 schools or 53.57 percent; Middle 57 schools or 71.25 percent; High six schools or 50 percent; and 78 or 65 percent of All Schools below standard.

2. Leadership.

School leadership was frequently identified in persistently low performing schools, particularly those failing to show improved student achievement. The reasons varied from a high turnover of principals, first time administrators, failure to follow policies and laws, and failure to provide instructional leadership.

3. School Five-Year Strategic Plans.

A recurring trend showed that not all school instructional staff had a working knowledge of the school's Five-Year Strategic Plan and, therefore, the plan was not being applied consistently to bring about school improvement. Additionally, many plans did not adequately address the performance improvement areas. Ultimately all school plans were approved following the West Virginia Department of Education System of School Support.

STATEWIDE ACCOMPLISHMENTS

1. The Education Performance Audit system continued to evolve and execute performance audits with clearly delineated standards. The following amendments in Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, were fully reviewed during the 2008-09 school year school and county level audits.
 - Incorporated Global 21 language.
 - Adequate Yearly Progress (AYP) restricted to current No Child Left Behind (NCLB) requirements.
 - Reading/language arts
 - Math
 - Participation rate
 - Attendance rate (Elementary and Middle Schools)
 - Graduation rate (High Schools)
 - Exemplary Accreditation status defined as substantially exceeds standards.
 - Distinction accreditation status applied.
 - Full Accreditation status based on AYP or if not met an index of performance measures was used for accreditation categories.
 - Types of measures
 - Student proficiency on assessments
 - Bonus for above mastery and distinguished
 - Writing assessments
 - Attendance rates
 - Percentage of courses taught by highly qualified teachers
 - ACT Explore and PLAN scores
 - Graduation rates
 - Job placement rates for career/technical education
 - Students passing end-of-course career/technical tests
 - Percent of students not requiring college remediation classes
 - Bonus points for subgroup improvement, Advanced Placement (AP) percentages, dual credit completers, and International Baccalaureate completers
 - Low Performing Accreditation status.
 - Electronic Five-Year Strategic Plan review and feedback.
 - Appeals procedure for on-site reviews.
2. The West Virginia Department of Education, Division of Educator Quality and System Support, developed and applied a technical assistance procedure for schools and school systems reported by Education Performance Audits.