



OFFICE OF EDUCATION PERFORMANCE AUDITS



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Annual Report

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

WEST VIRGINIA BOARD OF EDUCATION



**West Virginia Board of Education
2010-2011**

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Honorable Earl Ray Tomblin
Governor of West Virginia

Honorable Jeffrey Kessler
Acting President, West Virginia Senate

Honorable Richard Thompson
Speaker, West Virginia House of Delegates

L. Wade Linger Jr.
President, West Virginia Board of Education

Dear Governor Tomblin, Acting President Kessler, Speaker Thompson, and President Linger:

The Office of Education Performance Audits respectfully submits its 2011 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 always show progress and improvement following on-site reviews.

As West Virginia continues to implement the *No Child Left Behind Act of 2001* (NCLB) and Global 21, West Virginia's 21st century learning plan, specific education trends have emerged. 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,

Gus Penix, 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 *2011 Annual Report* compiles West Virginia's accountability activities for the 2010-2011 school year.

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings December 2010

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 2010 report.

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

School Accreditation Status

66 or 9.06% of schools issued Exemplary Accreditation status
7 or .96% Career/Technical Schools/Programs issued Exemplary Accreditation
103 or 14.15% schools issued Distinction Accreditation Status
521 or 71.57% of schools issued Full Accreditation status
13 or 1.79% of schools issued Conditional Accreditation status
19 or 2.61% of schools issued Temporary Accreditation status
3 or .41% of schools issued Low Performing status

School District Approval Status

49 or 89.09% of school districts issued Full Approval status
2 or 3.64% of school districts issued Conditional Approval status
0 or 0.00% of school districts issued Temporary Approval status
4 or 7.27% 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

County	School	Facility Code	Status	Date Certain	Deficiency
Barbour	Philippi Elementary	02-204	CA	May 31, 2012	APM 5.1.1
Berkeley	Martinsburg North Middle	04-302	CA	May 31, 2013	APM 5.1.1
Boone	Van Junior/Senior High	06-503	CA	June 30, 2012	APM 5.1.4
Cabell	Huntington Middle	12-310	CA	June 30, 2014	APM 5.1.1
Doddridge	Doddridge County Elementary	18-211	CA	May 31, 2012	APM 5.1.1
Fayette	Collins Middle	20-302	CA	May 31, 2013	APM 5.1.1
Grant	Petersburg High	24-501	CA	June 30, 2014	APM 5.1.1
Hampshire	Romney Elementary	28-206	CA	June 30, 2014	APM 5.1.1
	Romney Middle	28-402	CA	June 30, 2014	APM 5.1.1
Harrison	South Harrison Middle	33-308	CA	June 30, 2014	APM 5.1.1
Jefferson	North Jefferson Elementary	37-202	CA	June 30, 2014	APM 5.1.1
Kanawha	Watts Elementary	39-274	CA	June 30, 2014	APM 5.1.1
	East Bank Middle	39-407	CA	June 30, 2014	APM 5.1.1
	Riverside High	39-514	CA	June 30, 2014	APM 5.1.1
Lincoln	Duval PK-8	43-101	CA	May 31, 2013	APM 5.1.1
	Hamlin PK-8	43-102	CA	May 31, 2013	APM 5.1.1
	Guyan Valley Middle	43-301	CA	May 31, 2013	APM 5.1.1
Logan	Man Middle	45-103	CA	May 31, 2013	APM 5.1.1
	Logan Middle	45-301	CA	May 31, 2012	APM 5.1.1
Mercer	Bluefield Intermediate	51-240	CA	June 30, 2014	APM 5.1.1
	Bluefield High	51-502	CA	May 31, 2011	APM 5.1.4
Mingo	Matewan High	54-505	CA	June 30, 2012	APM 5.1.4

County	School	Facility Code	Status	Date Certain	Deficiency
Morgan	Warm Springs Middle	58-301	CA	June 30, 2014	APM 5.1.1
McDowell	laeger Elementary	60-213	CA	OEPA Review	OSR (5.1.11; 5.5.2)
	Welch Elementary	60-222	CA	June 30, 2014	APM 5.1.1
	Southside K-8	60-223	CA	June 30, 2014	APM 5.1.1
	Mount View High	60-527	CA	May 31, 2013	APM 5.1.1.
	Career and Technology Center	60-731	CA	OEPA Review	OSR (5.11.1; 5.11.5)
Preston	Central Preston Middle	70-401	CA	June 30, 2014	APM 5.1.1
Roane	Spencer Elementary	79-205	CA	June 30, 2014	APM 5.1.1
Webster	Webster County High	91-501	CA	June 30, 2012	APM 5.1.2

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

County	School	Facility Code	Status	Date Certain	Deficiency
Fayette	Mount Hope High	20-505	LP	Improvement Consultant Team	APM 5.1.1; 5.1.4
Nicholas	Richwood High	62-502	LP	Improvement Consultant Team	APM 5.1.2
Roane	Spencer Middle	79-301	LP	Improvement Consultant Team	APM 5.1.1

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

EXEMPLARY ACCREDITATION SCHOOLS

Schools achieving Exemplary Accreditation status were honored at a recognition ceremony held November 9, 2010. Sixty-five West Virginia schools and eight career/technical schools/programs achieved exemplary accreditation status in 2010. 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 2010-2011	
COUNTY	SCHOOL
Barbour	Kasson Elementary/Middle School
Berkeley	Inwood Primary School
Braxton	Davis Elementary School
Cabell	Davis Creek Elementary School
	Meadows Elementary School
	Nichols Elementary School
Harrison	Johnson Elementary School
	Simpson Elementary School
	Bridgeport Middle School
	Bridgeport High School
Jackson	Evans Elementary School
Jefferson	C. W. Shipley Elementary School
	Shepherdstown Elementary School
	Shepherdstown Middle School
Kanawha	Chamberlain Elementary School
	Holz Elementary School
	Kenna Elementary School
	Montrose Elementary School
	Overbrook Elementary School
	Weberwood Elementary School
	Horace Mann Middle School
	John Adams Middle School
	George Washington High School
Logan	Verdunville Elementary School

**EXEMPLARY ACCREDITATION STATUS SCHOOLS
2010-2011**

COUNTY	SCHOOL
Marion	East Dale Elementary School
	Fairview Elementary School
	Pleasant Valley Elementary School
	White Hall Elementary School
	Barrackville Elementary/Middle School
	Fairview Middle School
	Fairmont Senior High School
Monongalia	Suncrest Primary School
	Cheat Lake Elementary School
	North Elementary School
	Mountaineer Middle School
	Suncrest Middle School
	Morgantown High School
	University High School
Ohio	Bethlehem Elementary School
	Steenrod Elementary School
	West Liberty Elementary School
	Woodsdale Elementary School
	Triadelphia Middle School
	Warwood School
Putnam	Confidence Elementary School
	Eastbrook Elementary School
	Hurricane Town Elementary School
	Poca Elementary School
	Scott Teays Elementary School
	West Teays Elementary School
	Winfield Elementary School
	Hurricane Middle School
	Poca Middle School
	Winfield Middle School
	Buffalo High School
	Hurricane High School
	Winfield High School
Raleigh	Hollywood Elementary School
	Maxwell Hill Elementary School
	Liberty High School
Randolph	Pickens Elementary/High School
Wood	Greenmont Elementary School
	Vienna Elementary School
	Jackson Middle School
Wyoming	Wyoming County East High School

**EXEMPLARY ACCREDITATION STATUS
2010-2011**

COUNTY	CAREER/TECHNICAL EDUCATION SCHOOLS/PROGRAMS
Brooke	Brooke High School
Kanawha	Carver Career Center
	Garnet Career Center
Raleigh	Academy of Careers and Technology
Randolph	Randolph Technical Center
Wayne	Spring Valley High School
	Tolsia High School
	Wayne High School

EDUCATION PERFORMANCE AUDITS

During the 2010-2011 school year, individual school Education Performance Audits were conducted at 54 schools and two juvenile institutional educational programs. County level Education Performance Audits were conducted in three county school districts. Progress reviews were conducted in two county school districts. Follow-up Education Performance Audits were conducted in 20 schools and one juvenile institutional education program. A second follow-up review was conducted in one school. In total, 78 schools in 34 school districts were reviewed by the Office of Education Performance Audits. Five county school districts were reviewed. Reports may be viewed on the Office of Education Performance Audits website at: <http://oeпа.state.wv.us>.

EDUCATION PERFORMANCE AUDITS 2010-2011		
COUNTY	SCHOOL	EPA DATE
Individual School Education Performance Audits		
Barbour	Belington Elementary School	March 15, 2011
	Junior Elementary School	March 15, 2011
	Volga-Century Elementary School	March 15, 2011
Berkeley	Berkeley Heights Elementary School	October 14, 2010
	Spring Mills Middle School	October 14, 2010
	Musselman High School	October 14, 2010
Boone	Van Elementary School	February 23, 2011
	Van Jr./Sr. High School	February 23, 2011
	Madison Middle School	February 24, 2011
Cabell	Central City Elementary School	January 26, 2011
	Huntington Middle School	January 26, 2011
Calhoun	Calhoun-Gilmer Career Center	October 7, 2010
Greenbrier	Eastern Greenbrier Middle School	March 31, 2011
Hardy	Moorefield Intermediate School	October 12, 2010
Harrison	Mountaineer Middle School	December 9, 2010
	South Harrison Middle School	December 9, 2010
Jackson	Gilmore Elementary School	November 4, 2010
Jefferson	North Jefferson Elementary School	April 5, 2011
	Page Jackson Elementary School	April 6, 2011
	South Jefferson Elementary School	April 7, 2011
	Charles Town Middle School	April 7, 2011
	Harpers Ferry Middle School	April 6, 2011
	Wildwood Middle School	April 5, 2011
Kanawha	Flinn Elementary School	November 9, 2010
	Watts Elementary School	November 8, 2010
Logan	Logan Middle School	March 3, 2011
Marion	Watson Elementary School	December 8, 2010
	West Fairmont Middle School	December 8, 2010
Mason	Ashton Elementary School	October 27, 2010
	Beale Elementary School	October 28, 2010
	Leon Elementary School	October 27, 2010
	New Haven Elementary School	October 28, 2010

COUNTY	SCHOOL	EPA DATE
Mason <i>(Continued)</i>	Roosevelt Elementary School	October 26, 2010
	Pt. Pleasant Intermediate School	October 26, 2010
	Hannan High School	October 26, 2010
	Pt. Pleasant Jr./Sr. High School	October 27, 2010
	Mason County Career Center	October 28, 2010
Marshall	McNinch Primary School	November 18, 2010
Mercer	Athens School	January 11, 2011
	Spanishburg School	January 11, 2011
	Bluefield Intermediate School	February 2, 2011
	Lashmeet-Matoaka School	February 3, 2011
Mineral	Keyser High School	October 13, 2010
Nicholas	Dixie Elementary School	March 30, 2011
Taylor	Taylor County Middle School	March 14, 2011
Tyler	Sistersville Elementary School	November 17, 2010
Upshur	Buckhannon Academy Elementary School	March 16, 2011
Wayne	East Lynn Elementary School	January 27, 2011
	Fort Gay Elementary School	January 27, 2011
	Wayne Middle School	January 27, 2011
Wetzel	Magnolia High School	March 9, 2011
	Paden City High School	March 10, 2011
Wyoming	Berlin McKinney Elementary School	February 9, 2011
	Road Branch Elementary and Middle School	February 9, 2011
County Education Performance Audits		
Gilmer	Gilmer County School System	May 2-4, 2011
Jefferson	Jefferson County School System	April 5-7, 2011
Mason	Mason County School System	October 25-28, 2010
Juvenile Institutional Education Program Audits		
Cabell	Barboursville School (OIEP)	October 5, 2010
Marion	Academy Programs (OIEP)	October 6, 2010
Individual School Follow-up Education Performance Audits		
Barbour	Mount Vernon Elementary School	April 18, 2011
	Philip Barbour High School	April 19, 2011
Boone	Sherman Junior High School	April 21, 2011
Braxton	Sutton Elementary School	April 28, 2011
Brooke	Brooke High School	April 11, 2011
Hancock	Oak Glen Middle School	May 11, 2011
Harrison	Wilsonburg Elementary School	May 12, 2011
Kanawha	Cedar Grove Elementary School	April 1, 2011
	Hayes Middle School	April 15, 2011
Mason	Wahama High School	October 28, 2010
Monongalia	University High School	September 8-9, 2010
Monroe	Mountain View Elementary/Middle School	March 28, 2011
Morgan	Warm Springs Intermediate School	March 14, 2011
Nicholas	Nicholas County Career/Technical Center	April 26, 2011

COUNTY	SCHOOL	EPA DATE
Individual School Follow-up Education Performance Audits (Continued)		
Pleasants	St. Mary's High School	March 15, 2011
Pocahontas	Hillsboro Elementary School	March 21, 2011
Raleigh	Beckley-Stratton Middle School	March 18, 2011
Tucker	Tucker County High School	May 21, 2011
Upshur	French Creek Elementary School	March 30, 2011
Wyoming	Baileysville Elementary and Middle School	March 31, 2011
County Follow-up Education Performance Audits		
Lincoln	Lincoln County School System (Personnel)	March 30 and April 1, 2011
Randolph	Randolph County School System	February 15, 2011
Juvenile Institutional Follow-up Education Program Audits		
Greenbrier	Davis-Stuart School	July 12, 2011
Second Follow-up Individual School Education Performance Audits		
Mason	Wahama High School	May 13, 2011

Note: Of the 54 schools visited, 249 high quality standards necessary for improvement, 41 recommendations, 51 Initiatives for achieving AYP, and 4 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.

7.1.5. Instructional strategies.

Berkeley County Schools –Berkeley Heights Elementary School

TITLE: Get Down and Dirty

Description of Program

During the 2009-2010 school year, Berkeley Heights Elementary School, a K-3 school serving approximately 650 students, offered a supplemental Science Club for selected Grade 3 students. Each of the seven teachers were asked to choose two students to participate in the program who would benefit from additional instruction in this content area. Eleven of the 14 nominees participated in the “Get Down and Dirty” program. On Friday afternoons a Master Gardener and part-time school secretary introduced the students to numerous hands-on activities and experiences involving reducing, reusing, and recycling materials.

The participants composted remains from cafeteria lunches, utilized the composted soil for planting, and applied their acquired knowledge regarding plant growth. Students also participated in lessons that included making rain gauges, studying and charting the placement of the sun at the same time of day throughout the year, comparing and contrasting planting of bulbs versus seeds, compiling lists of materials found in excavated soil from various campus locations, and observing different plants throughout their individual growth cycle. Numerous mathematics concepts were incorporated through the incorporation of Square Foot Gardening. Students applied mathematics and science by determining how many seed bulbs to sow in each square based upon the adult plant’s potential size, discussing and calculating area and perimeter, measuring for length and volume, and utilizing multiplication and division skills in “real life” applications.

Summary of Results

The 2009-2010 WESTEST results for Berkeley Heights Elementary School indicated that 74 percent of 163 Grade 3 students scored below mastery in science with a mastery or above rate of 26 percent. However, nine of the 11 students who participated in the Science Club scored mastery or above and one student achieved Distinguished status resulting in an 81.8 percent mastery of science content knowledge within the focus group. These 11 students comprised only 6.7 percent of the Grade 3 population, but accounted for 25 percent of the mastery or above results.

Contact: Amber Boeckmann and/or Wanda Pyles Phone: 304-267-3520
Email: aboeckma@access.k12.wv.us or wmpyles@access.k12.wv.us

7.2.4. Data analysis.

Greenbrier County Schools – Eastern Greenbrier Middle School

TITLE: Eastern Greenbrier Middle School Intervention Program (RTI)

Description of Program

Eastern Greenbrier Middle School's (EGMS) Intervention Program was initially established in 2007. Over the past three years it has evolved into a program which provides support, enrichment, and intensive skill deficit recovery based on students' needs. The mission of the intervention program is to provide support for students to obtain mastery in literacy and numeracy.

Students are assessed each quarter on their foundational skills using the Scholastic Reading Inventory and the Scholastic Math Inventory scores. These inventories utilize the lexile and quantile framework and produce results that mirror the WESTEST2. These inventories are given more frequently and provide a current picture of a student's knowledge.

Students scoring 200 lexiles or quantiles below grade level are targeted for intervention. Students placed in intervention may or may not be served by Individual Education Plans (IEPs). Students substantially below level in reading may be placed in Tier 3 intervention and will be instructed using the Wilson program.

Intervention classes are offered during a student's flex period. The flex period provides many offerings to the students including intramurals, advisor/advisee, band, choir or Globaloria. If a student cannot be taken out of a flex class (band, choir, or Globaloria), that student may receive intervention during an after-school class that focuses primarily on economically disadvantaged students or students with IEPs; however, other students of need may receive these services as well. A final prong of the intervention offerings at EGMS includes Critical Skills Summer School. Although this extended year program targets students in jeopardy of retention, students lacking in foundational skills are also referred.

The school developed a flowchart.

Summary of Results

The reading and mathematics data show increases in students' lexile and quantile scores. Gains of 100 or more lexiles or quantiles are not uncommon. Mathematics WESTEST2 scores showed gains of six percentile points when adjusting for the cut score shift. Reading WESTEST2 scores showed a gain of two percentile points when adjusting for the cut score shift. The number of students requiring Tier 3 intervention has decreased. Furthermore, students appear to be more accountable for their achievement and understand the importance of this assistance.

Contact: Cathy Thompson, Principal Phone: 304-647-6498
Email: cathomp@access.k12.wv.us

7.1.3. Learning environment.

Kanawha County Schools – Flinn Elementary School

TITLE: SOAR - Flinn's Positive Behavior Support Program.

Description of Program

SOAR (Be **S**afe, Be **O**n Time, Be **A**ccountable, Be **R**espectful), Flinn Elementary School's schoolwide Positive Behavior Support program is data-based and designed to promote student academic success by instilling empowerment, self-discipline, effective decision-making skills, and accountability. After a one-year in depth study of the school's discipline data in 2008-2009, a Positive Behavior Support (PBS) committee of 10 staff members developed a schoolwide program, SOAR, which stands for Safe, On time, Accountable, and Respectful student behavior.

The program, implemented during the 2009-2010 school year, established expectations and guidelines based on offenses committed for each identified location of the school, including the bus. The staff believed that behavior must be taught just as West Virginia 21st Century content standards and objectives (CSOs) are taught. Starting on the first day of school, students participate in an intense SOAR Kick Off that consists of an introductory assembly, six daily lesson plans, and a culminating activity. Following the conclusion of the Kick Off, each student signs a SOAR contract and is given a SOAR stick. As students are seen exhibiting positive behaviors, teachers, administrators, and other school staff members praise them for their performance and students move their sticks to the next level of "altitude".

At the beginning of each nine weeks teachers and administrators set a goal of how many times a child should reach the top level (Level 4 - I'm SOARING high!) to participate in the SOAR Celebrations. Data are tracked through a sticker chart in each teacher's classroom. SOAR Celebrations are held following each nine weeks grading period. Celebrations are always tied to the CSOs and the Wellness Policy.

Teachers implement layered rewards weekly and monthly within the classrooms. The purpose of the program is to motivate students to behave positively, to reach those students who struggle with behavior and need more frequent reinforcement, decrease the number of discipline referrals in all categories and locations, and decrease the number of students who have excessive tardiness throughout the school year.

Summary of Results

Data collected during the first year of implementation (2009-2010) showed that 63 percent of the student population attended the Beginning of Year (First Nine Weeks) Celebration and 89 percent attended the End of Year (Fourth Nine Weeks) Celebration. The number of students who qualified for the SOAR Celebrations increased by 26 percent during the 2009-2010 school year. In addition, the SOAR program has been effective in decreasing the number of students who exhibited excessive tardies. Excessive is defined as having 10 or more tardies. In the 2008-2009 school year 81 students fell in this category. Data analyzed showed 42 students had 10 or more tardies during the 2009-2010 school year; 39 students less after one year of program implementation and a 48 percent decrease in tardiness.

Contact: Maria Bird, Principal Phone: 304-348-1960 Email: mbird@kcs.kana.k12.wv.us

7.1.12. Multicultural activities.

Logan County Schools – Logan Middle School

TITLE: Soles for Souls: Afghanistan

Description of Program

Students researched living conditions in Afghanistan and communicated via Skype to an Army Major serving in that country. The research showed that with winter arriving in Afghanistan, many children and women did not have shoes. The students decided to host a shoe drive for Afghanistan which was inspired by the success of the previous donation in February 2010 where sneakers were shipped to Haiti following the January 2010 earthquake. Because of winter conditions, the students also collected hats, gloves, and scarves during the shoe drive. Both shoe drives were an opportunity for multicultural education.

Through the application of Skype and student conducted research learning activities, Logan Middle School students received a global understanding of the interrelationship of world events and how all people are affected by them. This project helped diminish negative preconceived opinions about all Afghanis which in turn developed awareness and empathy for others in our country and state. Students learned a great deal about the country and its people. Through their research, students learned about the military effort in Afghanistan and the governance of Afghanistan as well as the economic and social issues and customs. The students came to understand that misconceptions breed intolerance of differences.

Summary of Results

With the help of faculty and staff, students gathered, boxed, and shipped more than 650 pairs of shoes. Local community members and agencies paid the shipping costs. WOWK-TV featured Logan Middle School's hard work on the 6:00 p.m. newscast January 19, 2011. At the conclusion of the project, WOWK-TV ran another story as a follow-up to their efforts.

Contact: Meagan Sellards Phone: 304-752-1804 Email: msellards@access.k12.wv.us

BEST PRACTICES

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

In conducting Education Performance Audits of schools and county school districts, Education Performance Audit Teams observe best practices or commendable aspects of the school and or school districts. The following “Initiatives for Achieving Adequate Yearly Progress (AYP)” were reported for the 2010-2011 school year.

Berkeley County

Berkeley Heights Elementary School

7.8.1. Leadership. The principal and assistant principal were thorough and efficient in the school’s management and operation. Teachers and students reported that the administrators provided high quality assistance and excellent leadership. The Team believed that the administration possessed a clear vision for the direction of the school.

Spring Mills Middle School

7.1.2. High expectations. The teachers all exhibited high expectations for all students through high quality instruction and challenging students to do their best. The students were well behaved and mannerly and offered assistance to the Team members. The administrators were knowledgeable and efficient in their duties and were role models for staff and students.

7.1.3. Learning environment. The facility was clean, inviting, and educationally stimulating. It was evident that the staff and students had a high level of pride in their school.

Musselman High School

7.1.3. Learning environment. The atmosphere of the school was positive and all staff and students reported that the school had “a great school environment”. Students stated that they felt safe and that discipline was fair and equal. The facility was well-maintained and attractive.

7.1.4. Instruction. The Team commended the principal for instituting various activities that directly addressed the lower WESTEST2 scores. The proactive approach of the entire administrative team was indicative of the entire staff’s dedication to the advancement of student achievement.

7.1.12. Multicultural activities. The Team commended the school’s approach to developing and implementing the Multicultural Plan. A former student and current teacher at Musselman High School noted a disconnect between African American students and white students as a multicultural issue. This teacher participated in writing the school’s Multicultural Plan to address this area. The staff recognized the importance of multicultural activities and their role in the success of the plan. The plan was put in place and students and staff reported that it was successful in bridging the two groups. A staff book study on multicultural and diversity issues is planned and multicultural activities are an ongoing part of the school’s curriculum.

Boone County

Madison Middle School

7.1.7. Library/educational technology access and technology application. The Team commended the music class and the physical education program for the excellent technology use in instruction. A computer program was being used by the music teacher that allowed the teacher to monitor all of the keyboards in the class and individually. The physical education program had five Wii units and was effectively using them for instruction. Additionally, the school had a high level of technology buildingwide.

Van Jr./Sr. High School

7.1.3. Learning environment. The Team commented the school's learning environment. The school was clean and educationally stimulating. All students were on-task and active instruction was evident buildingwide.

7.1.6. Instruction in writing. Writing across the curriculum was emphasized in all classrooms. Numerous examples of writing were evident throughout all classes and teachers were addressing the students' needs based on the writing section of the WESTEST2 writing assessment.

7.1.7. Library/educational technology access and technology application. Van Junior/Senior High School provided a mobile and stationary computer laboratory for teachers and students as a resource for supporting classroom technology instruction. Each student was provided extensive access to technology and its application within the instructional day. The school technology contact was available and assisted teachers in ensuring that technology was operational and optimized for curriculum integration. The school technology contact and principal supported teachers in integrating technology and students benefited from these practices.

Cabell County

Central City Elementary School

8.1.1. Curriculum; 8.1.3. Facilities; 8.1.4 Administrative Practices; 8.1.5. Personnel. Cabell County School System provided Central City Elementary School a wealth of resources including personnel, technology, equipment and materials, programs, and a beautifully constructed school. The structure is in place to provide an effective and efficient educational program.

Calhoun County

Calhoun-Gilmer Career Center School

7.1.2. High expectations. The Team commended the number of work readiness certificates that students achieved in 2009-2010 (4 Gold, 37 Silver, and 29 Bronze.) Additionally, the Skills USA program Career Technical Student Organization had three (3) gold Medal winners at the state level.

Greenbrier County

Eastern Greenbrier Middle School

- 7.1.3. Learning environment.** The school's learning environment was excellent. The building was clean, educationally stimulating, and the atmosphere was conducive to the learning process. It was evident that all teachers were making curricular decisions based on the students' needs.
- 7.8.1. Leadership.** The principal and three grade-level principals provided high quality leadership. All four administrators exhibited a high level of knowledge of the students' needs and the programs and practices in place to increase student achievement. They were excellent role models for staff and students. The teachers also provided high quality classroom leadership. The teachers were knowledgeable of the needs of students and were providing the curriculum in a manner that could be followed by all students.

Harrison County

Mountaineer Middle School

- 7.1.3. Learning environment.** The students' behavior throughout the Team visit was exceptional. Respect between teachers and students was evident and student discipline procedures and the Positive Behavior Support (PBS) program were spoken of highly by staff. The facility was well kept and tidy. The overall feel of the building was positive and a great deal of school pride was evident.

Jefferson County

Page Jackson Elementary School

- 7.1.1. Curriculum based on content standards and objectives.** Every teacher in the building was delineating the West Virginia 21st Century content standards and objectives (CSOs) by a list that showed when the CSO was covered. Each teacher was keenly aware of the students needs based on the CSOs. Teachers were reacting to the students' mastery of the CSOs by adjusting instruction and then reevaluating student success.
- 7.1.2. High expectations.** All teachers held high expectations for all students. The Team observed all students on task the entire day of the Education Performance Audit. General education teachers and resource/special education teachers showed high levels of collaboration. Classroom observations and teacher, principal, and student interviews clearly showed that all students were expected to do their best work and were given positive reinforcement and high quality assistance and instruction.

South Jefferson Elementary School

- 7.8.1. Leadership.** The principal provided high quality leadership and was highly aware of the students' and staff's needs. The principal and lead teacher had developed individual student folders that contained a multitude of achievement data on each student. All curricular decisions were based on this data and high quality staff

development was provided to enable the staff to deliver the curriculum specific to students' needs.

Charles Town Middle School

7.8.1. Leadership. The principal was highly organized and provided high quality leadership for the teachers and students. It was evident that the principal utilized student data and stressed that all curricular decisions be based on data. The principal monitored classroom curriculum and provided research-based staff development for the teachers and monitored its implementation.

Jefferson County School System

7.1.7. Library/educational technology access and technology application. The Team commended Jefferson County for providing a full library for each school in the county. Additionally, the county provided a library/media specialist for each school. Each school used Accelerated Reader and Destiny (automated catalogue system for checking out books).

7.1.10. Approved elective offerings. Jefferson County provided numerous commendable elective course offerings to students. The following were examples of elective offerings.

1. Career in education program at Washington High School began when the new school opened. One obstacle was finding time for a double period. Jefferson County implemented a "Grow Your Own Program," where students go on to Shepherd College to earn a teaching certification. Jefferson County will implement the Grow Your Own Program at Jefferson High School next year (2011-2012).
2. Jefferson High School offered a commendable fine arts program for students. The theatre department consistently earns State and national awards for excellence.
3. The Team commended the business department offerings at Washington High School.

7.1.12. Multicultural activities. In 2006, educators and community advocates in Jefferson County started a program to work directly with first-generation, low-income, and under-represented minority students and parents to increase rigor and academic performance. In 2009, 42 under-represented minority students took advanced placement (AP) courses in Jefferson and Berkeley Counties. This program encouraged minority students to enroll in advanced and AP courses and provided support through supplemental advising, tutoring, and AP Boot Camp (a summer orientation for AP courses).

7.6.4. Teacher and principal internship. The Team commended Jefferson County Schools for its beginning teacher program. The curriculum coordinators (Pre-K-2; Grades 3-5, Middle Schools, and High School) oversee the program's implementation. W.Va. Code §18A-3-2b, Beginning teacher internships, was implemented in an exemplary manner with well-planned orientation and support staff meetings. Additionally, the county extended the program to provide staff development, relevant resources, college classes required for certificate renewal, and tuition reimbursement. The coordinators for their respective schools were also involved in the selection of the mentor and monitored classroom observations and follow-up conferences. Finally, the county contracted

retired teachers for additional mentoring with new teachers. The county exceeded statutory expectations to ensure that the new teachers were grounded, successful, and that all students in the county had a highly qualified and successful teacher even during the teacher's first year of teaching.

- 7.8.1. Leadership.** The Jefferson County Board of Education demonstrated exemplary leadership in fulfilling the statutory and policy requirements of county boards of education. Meetings of the board were conducted according to proper protocol that followed Roberts Rules of Order; board members were respectful of each other, the county superintendent and staff, the public, and school employees. This county board was forward minded and continuously planned for the future of all aspects of the county educational system.

The county board demonstrated an example of a board that operated effectively and efficiently in accordance with W.Va. Code §18-X-2-12a(1). "The effective and efficient operation of the public schools depends upon the developments of harmonious and cooperative relationships between county boards and school personnel." This was one best practice that was worthy of being emulated throughout the State. The board had a clear understanding of its responsibilities in managing schools according to W.Va. Codes and West Virginia Board of Education policies and rules. Detailed examples of the board of education leadership are contained in 7.8.1. of this report.

Required annual meetings with each school's local school improvement council (LSIC) were unique and productive. Minutes of board meetings contained explicit information, listing members present which always indicated a quorum of council members, overview of the school's strategic plan, school performance, etc. A schedule of meetings that contained points to consider in the LSIC presentation was given to schools prior to the meetings. While this form was not an agenda for LSIC meetings, it did contain elements of the statutory requirements. Board meeting minutes showed that these were included in the LSIC reports, with one school the exception.

LSIC presentation formats varied from school to school. For example, one school developed a musical production for the presentation. Another school involved students in a media interview format in which students posed questions to LSIC members such as, "Discuss the school's strategic plan" and "What is the school's mastery rate on WESTEST?" Those presentations maintained interest, involved thought and planning, and were entertaining.

Superintendent

The Jefferson County Schools' Superintendent showed highly effective leadership and demonstrated practices of a high performing superintendent. The superintendent and county board were collaboratively engaged in all aspects of Jefferson County's system of education. Numerous standards throughout this report enumerate the focus on student learning and the areas necessary to be in place to assure that student learning is the sole purpose of the system. The county superintendent was proactive and developed a structured, organized process for this to occur.

- 8.1.3. Facilities. (Indicator of Efficiency)** The Team commended the Jefferson County Board and Superintendent of Jefferson County Schools for their work with the School Building Authority of West Virginia (SBA) that implemented a building program that had redesigned Jefferson County School facilities through remodeling, reorganization, and new facilities with the primary goal of relieving overcrowding and correcting unsafe conditions. Jefferson County had several projects in the Ten-Year Comprehensive

Educational Facilities (CEFP) in process and was vigorous in dealing with the 2010-2020 long-range plan for facilities.

- 8.1.5. Personnel. (Indicator of Efficiency)** The Team commended the Jefferson County School District for the creative initiatives and incentives to retain, recruit, and prepare teachers and staff to provide instructional and support programs to the schools that establish and support high quality curriculum and instructional services.

Tuition Reimbursement Program. The human resource department was provided funds up to \$150,000 annually for tuition reimbursement for regularly employed professional and service personnel who were taking classes for license renewal, certification, or advancement related to careers within the school system. The maximum reimbursement was \$3,500 per person, per fiscal year. Employees must sign an agreement to reimburse the board for funds received for this purpose if he/she voluntarily leaves employment with the board within three years from the date of completion of training. During the summer months, Jefferson County offers a college level class which meets the licensure renewal requirements of having a course related to the improvement of instruction through the use of instructional technologies. This was at no cost to employees.

Child Care Reimbursement. The county offered Child Care reimbursement to teachers.

Transfers. The process of transfers as per W.Va. Code §18A-2-7 was not included in the audit of personnel hiring. However, according to the human resources coordinator and facilitator, with more than 100 transfers in the county during the last three years, no request had been made for hearings. The Team found this commendable. The county attributed this to having good and extensive communications with affected employees and the involvement of the appropriate personnel associations (professional and service) in the transfer process.

Kanawha County

Flinn Elementary School

- 7.1.2. High expectations.** All staff had high expectations for all students and provided good role models for students. The teachers' collaboration at the school was high quality and the Team commended the instruction that promoted higher level thinking skills evident in a majority of the classrooms. The principal was highly organized and, even though this was her first year as principal, was a strong curriculum leader.

Logan County

Logan Middle School

- 7.1.3. Learning environment.** The learning environment of this Grade 5-8 middle school with 831 students was well organized and orderly. Student movement during class change was systematic and purposeful. The school facility was set up in a fashion that provided a positive school culture. Teachers were enthusiastic and a cohesive group.
- 7.1.6. Instruction in writing.** All teachers, including band, physical education, and mathematics teachers, were giving writing assignments to all students at least once a week. A strong plan was in place regarding delivering instruction in writing and

providing high quality feedback to students to assist them in improving their writing skills. The success of instruction in writing was shown in the writing portion of the WESTEST2.

- 7.6.3. Evaluation.** The Team commended the evaluation system the principal had organized to evaluate school personnel. All evaluations had been completed according to the timelines and requirements of W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*. Personnel evaluations provided valid and reliable feedback and were specific to each individual teacher and the class and activities occurring during the observations. Instructive comments were made on evaluations (where needed), with accompanying recommendations for meeting the performance criteria and characteristics.

Encouragement and reinforcement were also noted in cases when the principal observed and noted improvement. Discerning comments were written for each performance criterion of the observation form. Commendations were also provided and accompanied by an explanation of the remarks. This administrator would be an excellent presenter to assist principals in schools and/or counties where evaluations are sketchy and lack substance.

- 8.1.6. Regional Education Service Agency.** The Team commended the high quantity and quality of services provided by RESA 2. The services and support were based on the school's identified needs. The following RESA 2 support and services are listed.

A consultant provided technical assistance one day a week in technology integration, CSO deconstruction and implementation in classrooms, Time on Task, instructional strategies, Pacing Guides, I Can statement utilization, Global 21, Teach 21 support.

A consultant provided technical assistance two days each month on implementation of Connected Mathematics for Grade 8 teachers, modeling, lesson planning, mathematics, and Professional Learning Community (PLC) support.

A consultant provided technical assistance two days each month in reading/language arts support for designated teachers and comprehension to four teachers selected by the principal.

A Program Development Director for RESA 2 (2nd semester) for mathematics Grade 5, provided online support for Everyday Mathematics - Pacing guides and games integration.

The Executive Director of RESA 2 provided one day a week daily Teacher Studio Contact. This support was designated for special education and new teachers. The following areas were included: CSO utilization and Depth of Knowledge (DOK) work; Differentiated Instruction (DI); high expectations and culture analysis and response; equity issues in curriculum and instruction; design of learning targets for daily classroom use; Leadership Team focus on teacher capacity building; student support services; student engagement strategies; Teacher Studio as a forum for discussion of best practices; and the implementation of an online professional development system designed for Logan Middle School's teacher needs.

Marion County

West Fairmont Middle School

- 7.1.3. Learning environment.** The school's Positive Behavior Support (PBS) program—Bear Bucks, Paw Prints, CUBS, VIP, “high tables”—was commendable for its development of positive behavior traits through all grade levels. A variety of programs were available for students to excel. In addition, the Project ISAAC after school program provided students multiple opportunities for enrichment and academic engagement.

The Team commended the social studies teacher for the high number (more than 100) of Golden Horseshoe winners over the course of his teaching career. The Team also found his approach to teaching the digital native generation commendable.

The building was a clean, educationally stimulating environment and pride was evident by both staff and students.

Mason County

Ashton Elementary School

- 7.5.1. Parents and the community are provided information.** The Team commended the extensive parental involvement with the school. The principal and staff indicated that the school encourages the parents and community to be involved in the school and related numerous examples of parent involvement.

Beale Elementary School

- 7.5.1. Parents and the community are provided information.** The school had a “Support the Troops” program in Grades K - 06. Students wrote letters to troops each month and collected items for the troops, such as, compact discs (CDs), paper, cards, etc. The school's business partner shipped the items to the troops. The Team commended this mutual and long range relationship between the school and its business partner.
- 7.8.1. Leadership.** The principal was highly organized and prepared for the Education Performance Audit. Teachers were on task and knowledgeable of the school's and students' needs. The principal modeled professionalism and possessed the ability to guide the school in advancing student performance.

Leon Elementary School

- 7.5.1. Parents and the community are provided information.** The Team commended the extensive parent and community involvement with the school. A parent volunteer coordinator and the volunteers assisted the school in the following ways: Fund raising, duplicating papers for teachers, helping with parties and holidays, and developing bulletin boards and yearbooks.

The school's Parent Teacher Organization (PTO) raised money for each student who attended Leon Elementary to receive a check for \$500 upon graduation from high school.

The Toyota plant at Buffalo was extensively involved with the school. Representatives from the plant judged the science and social studies fair; talked to each class about

Japanese culture, customs, and traditions; wore and displayed the traditional Kimonos for the students; provided \$500 for the school for each student of an employee who attended the school; provided programs for the school, such as, Origami Art; and provided assistance for student scholarships.

Roosevelt Elementary School

- 7.1.5. Instructional strategies.** Sign language and Braille were being taught to all students at the school. A small number of students who are blind or have low vision and students who are deaf or hard of hearing attend the school. This was an excellent way to expose students to various learning styles and instructional strategies and to help them understand and appreciate diversity.
- 7.5.1. Parents and the community are provided information.** The Team commended the exceptional parental and community involvement with the school. The Parent Teacher Association (PTA), open houses, parents reading to students, and Listening Mothers were examples of the extensive parent and community school involvement.

Hannan High School

- 7.1.2. High expectations.** High expectations were evident in all classrooms and all teachers were providing high quality instruction. No students were off task during the day of the Education Performance Audit and teacher and student interviews verified that this was the normal expectation. Students were challenged by instruction. The Team commended the principal and staff for recreating the school's environment and establishing a 21st century school. The Team also commended the students for rising to the high standards of behavior and academic attention.
- 7.8.1. Leadership.** The principal was extremely knowledgeable and provided clear and effective leadership. The Team believed that the principal has the ability to maintain the positive direction of the school. The staff also demonstrated exceptional focus and leadership.

Mason County Career Center

- 7.1.2. High expectations.** The Team commended the Mason County Career Center for organizing a Post Secondary Opportunities Fair that provided students the opportunity to investigate future avenues for success. The students had the chance to speak with representatives of West Virginia University at Parkersburg, Carpenters Union, Boilers Union, Bricklayers Union, United States Navy, United States Marines, and various other institutions.

Students are provided the opportunity to earn post-secondary credits through Mountain West Career Technical Center.

Mercer County

Spanishburg School

- 7.1.3. Learning environment.** The learning environment was commendable. The student behavior was excellent, even though the school was on a two hour delay due to

inclement weather. The facility, although aged, was clean and stimulating. It was evident that the staff was truly concerned about the students' welfare.

Bluefield Intermediate School

- 7.1.3. **Learning environment.** The facility was in immaculate condition and was an excellent environment for the students. Staff and students demonstrated a great deal of pride in their school.
- 7.8.1. **Leadership.** The principal was highly organized and extremely knowledgeable of the school and student needs and had a clear plan to address the low achievement through high quality staff development. A high number of staff medical issues occurred, including the principal. However, the principal provided high quality leadership to overcome these issues. Staff members spoke very highly of the principal and had a great deal of respect for her.

Lashmeet/Matoaka School

- 7.1.2. **High expectations.** The school's learning environment was positive and student centered. All students were on task and teachers provided high quality instruction. It was obvious that all teachers and administrators based decisions on the needs and welfare of the students.
- 7.2.4. **Data analysis.** Staff had completed an extensive amount of data disaggregation. Curricular decisions in the classes were based on this data analysis and teachers adjusted their instruction to information contained in the data. All teachers were fluent in discussing the class needs and the individual students' specific skill needs.
- 7.8.1. **Leadership.** The principal displayed commendable leadership qualities. She was prepared for the Education Performance Audit and organized and had a thorough vision of the school's needs and what was needed to increase student achievement. All teachers stated that they had a great respect for the principal and were working with the principal to increase student achievement.

Tyler County

Sistersville Elementary School

- 7.1.3. **Learning environment.** The school was clean and the learning environment was positive, inviting, nurturing, and educationally stimulating. School staff and students exhibited a great deal of school pride.
- 7.8.1. **Leadership.** Although the principal was in her first year as the school's administrator, she demonstrated high quality leadership and was organized and prepared for the Education Performance Audit. The school principal was the instructional leader and conveyed a high level of knowledge about the school's needs, improving instruction, and guiding the school in achieving improved student and school performance. The principal demonstrated and communicated a clear vision of the direction for the school.

Upshur County

Buckhannon Academy Elementary School

- 7.1.7. Library/educational technology access and technology application.** Buckhannon Academy Elementary School was a very high tech school. The Team observed students using Whiteboards in several classrooms. It was apparent that the students were familiar with the technology and had used it many times before. The use of Edline as a portal for students to access grade level and classroom appropriate content and activities allowed students to move from computer to computer throughout the school and still access their technology resources. The school effectively integrated technology into the curriculum. Laboratories and classroom computers were used extensively throughout the day of the Education Performance Audit. The Team commended the school staff on their work toward creating a technology-rich learning environment.

Wayne County

East Lynn Elementary School

- 7.1.13. Instructional day.** Although the school was on a two hour delay due to weather conditions, the instructional day progressed smoothly and teachers gave priority to teaching and learning. Teachers provided a variety of instructional practices and students were on task and actively engaged in learning activities.
- 7.2.3. Lesson plans and principal feedback.** The principal was very organized in reviewing lesson plans and providing feedback to teachers on lesson planning.
- 7.5.1. Parents and the community are provided information.** The on-site parent volunteer discussed the parent volunteer program and stated that the principal and teachers provided information and encouraged parent involvement with the school.

Wyoming County

Road Branch Elementary/Middle School

- 7.1.3. Learning environment.** The school was orderly and all students said that they felt safe. Students loved the school and reported positive classroom experiences. The school environment was nurturing and all staff were caring and devoted to all students. On the day of the Education Performance audit all instruction the Team observed was engaging and all students were on task.
- 7.1.6. Instruction in writing.** All teachers provided instruction in writing and gave writing assignments to all students multiple times per week. A strong plan was in place specific to how writing across the curriculum was to be done. Teachers gave high quality feedback to each student on writing assignments to improve writing skills.

Office of Institutional Education Programs

Barboursville School (Cabell County) – Juvenile Institutional Education Program

- 3.2.2. High Expectations.** It was evident that all staff were nurturing and compassionate and pushed each student to excel. The staff was aware of students' extremely difficult situations and took measures to help students overcome their issues. Teachers provided high quality instruction in a caring manner that provided safety and security for all students.
- 3.8. Leadership.** The principal was organized and knowledgeable of the school's focus and the educational needs of the students.

Academy Programs (Marion County) – Juvenile Institutional Education Program

- 3.2.2. High Expectations.** The Team commended the staff for the high expectations demonstrated for all students. No academic time was lost and students reported that there is never 'down time' and teachers provide challenging and interesting instruction. The principal modeled high expectations for all students and teachers and expected nothing less from students and faculty. Students were recognized quarterly for their academic success with honor rolls as well as special recognition as recommended by the teachers.
- 3.2.5. Instruction.** Instruction in all classes was high quality. Although the students' achievement levels varied in each class, the teachers maintained student interest and engagement and ensured that no barriers were in place that prohibited student achievement.
- 3.3.3. Data Analysis.** The West Virginia Department of Education @ Academy Programs created a spreadsheet that displays and consequently enables education staff to monitor student performance data in up to 34 different categories. Extensive data were kept on each student and decisions were based on this data. Student educational success was monitored to identify the program's effectiveness. The last review of the students enrolled in the on-grounds schools at Academy Programs, shows that the students, before enrollment, came to the school with an overall collective GPA of 1.164 for the first semester. At the conclusion of the second semester ending in June, 2010, these same students had an overall GPA of 2.857. Academic success was also noted in the rate of the accrual of credits toward earning a high school diploma. For the second semester, the average number of credits offered to all students was 3.58. The average number of credits earned by the students was 3.48. The accrual rate of credits at 97 percent validates that the students showed improvement in their grades.
- 3.3.8. Lesson Planning.** All teachers' lesson plans were impeccable. Steps to complete the lesson of the day were clear and concise and a substitute teacher could easily follow the lesson plans.
- 3.8. Leadership.** The principal was the instructional leader of the school. He was knowledgeable of each student's needs and for the teachers' needs. The principal modeled high expectations of students, staff, and self and provided avenues and resources to allow all students to excel. The principal's command of the school and his leadership abilities were one of the major reasons for the excellent condition of the school and the high levels of student achievement.

**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
Barbour County Schools	Belington Elementary School
	Junior Elementary School
	Volga-Century Elementary School
Berkeley County Schools	Berkeley Heights Elementary School
	Spring Mills Middle School
	Musselman High School
Boone County Schools	Van Elementary School
	Madison Middle School
	Van Junior/Senior High School
Cabell County Schools	Central City Elementary School
	Huntington Middle School
Hardy County Schools	Moorefield Intermediate School
Harrison County Schools	Mountaineer Middle School
	South Harrison Middle School
Jackson County Schools	Gilmore Elementary School
Jefferson County Schools	North Jefferson Elementary School
	South Jefferson Elementary School
	Charles Town Middle School

COUNTY	SCHOOL
Jefferson County Schools <i>(Continued)</i>	Harpers Ferry Middle School
	Wildwood Middle School
Kanawha County Schools	Watts Elementary School
Logan County Schools	Logan Middle School
Marion County Schools	Watson Elementary School
	West Fairmont Middle School
Marshall County Schools	McNinch Elementary School
Mason County Schools	Ashton Elementary School
	Beale Elementary School
	New Haven Elementary School
	Roosevelt Elementary School
	Point Pleasant Intermediate School
	Point Pleasant Junior/Senior High School
	Mason County Career Center
Mercer County Schools	Athens School
	Spanishburg School
	Bluefield Intermediate School
	Lashmeet/Matoaka School
Mineral County Schools	Keyser High School
Nicholas County Schools	Dixie Elementary School
Taylor County Schools	Taylor County Middle School
Tyler County Schools	Sistersville Elementary School
Upshur County Schools	Buckhannon Academy Elementary School
Wayne County Schools	East Lynn Elementary School
	Fort Gay Elementary School
	Wayne Middle School
Wetzel County Schools	Magnolia High School
	Paden City High School
Wyoming County Schools	Berlin McKinney Elementary School
	Road Branch Elementary and Middle 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
Barbour County Schools	Belington Elementary School
	Junior Elementary School
	Volga-Century Elementary School
Berkeley County Schools	Berkeley Heights Elementary School
	Musselman High School
Boone County Schools	Van Elementary School
	Madison Middle School
	Van Junior/Senior High School
Cabell County Schools	Central City Elementary School
	Huntington Middle School
Gilmer County Schools	Gilmer County School System
Greenbrier County Schools	Eastern Greenbrier Middle School
Hardy County Schools	Moorefield Intermediate School
Harrison County Schools	Mountaineer Middle School
	South Harrison Middle School
Jackson County Schools	Gilmore Elementary School
Jefferson County Schools	North Jefferson Elementary School
	South Jefferson Elementary School
	Charles Town Middle School
	Harpers Ferry Middle School
	Wildwood Middle School
	Jefferson County School System

COUNTY	SCHOOL
Kanawha County Schools	Flinn Elementary School
	Watts Elementary School
Logan County Schools	Logan Middle School
Marion County Schools	Watson Elementary School
	West Fairmont Middle School
Marshall County Schools	McNinch Elementary School
Mason County Schools	Ashton Elementary School
	Beale Elementary School
	Leon Elementary School
	New Haven Elementary School
	Roosevelt Elementary School
	Point Pleasant Intermediate School
	Point Pleasant Junior/Senior High School
	Hannan High School
	Mason County Career Center
	Mason County School System
Mercer County Schools	Athens School
	Spanishburg School
	Bluefield Intermediate School
	Lashmeet/Matoaka School
Mineral County Schools	Keyser High School
Nicholas County Schools	Dixie Elementary School
Taylor County Schools	Taylor County Middle School
Tyler County Schools	Sistersville Elementary School
Upshur County Schools	Buckhannon Academy Elementary School
Wayne County Schools	East Lynn Elementary School
	Fort Gay Elementary School
	Wayne Middle School
Wetzel County Schools	Magnolia High School
	Paden City High School
Wyoming County Schools	Berlin McKinney Elementary School
	Road Branch Elementary and Middle 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
Barbour County Schools	Belington Elementary School
	Junior Elementary School
	Volga-Century Elementary School
Berkeley County Schools	Berkeley Heights Elementary School
	Spring Mills Middle School
	Musselman High School
Boone County Schools	Van Elementary School
	Madison Middle School
	Van Junior/Senior High School
Cabell County Schools	Central City Elementary School
	Huntington Middle School
Calhoun County Schools	Calhoun-Gilmer Career School
Greenbrier County Schools	Eastern Greenbrier Middle School
Hardy County Schools	Moorefield Intermediate School
Harrison County Schools	Mountaineer Middle School
	South Harrison Middle School
Jackson County Schools	Gilmore Elementary School
Jefferson County Schools	North Jefferson Elementary School
	South Jefferson Elementary School
	Charles Town Middle School
	Harpers Ferry Middle School
	Wildwood Middle School

COUNTY	SCHOOL
Kanawha County Schools	Flinn Elementary School
	Watts Elementary School
Logan County Schools	Logan Middle School
Marion County Schools	Watson Elementary School
	West Fairmont Middle School
Marshall County Schools	McNinch Elementary School
Mason County Schools	Ashton Elementary School
	Beale Elementary School
	Leon Elementary School
	New Haven Elementary School
	Roosevelt Elementary School
	Point Pleasant Intermediate School
	Point Pleasant Junior/Senior High School
	Hannan High School
	Mason County Career Center
Mercer County Schools	Athens School
	Spanishburg School
	Bluefield Intermediate School
	Lashmeet/Matoaka School
Mineral County Schools	Keyser High School
Nicholas County Schools	Dixie Elementary School
Taylor County Schools	Taylor County Middle School
Tyler County Schools	Sistersville Elementary School
Upshur County Schools	Buckhannon Academy Elementary School
Wayne County Schools	East Lynn Elementary School
	Fort Gay Elementary School
	Wayne Middle School
Wetzel County Schools	Magnolia High School
	Paden City High School
Wyoming County Schools	Berlin McKinney Elementary School
	Road Branch Elementary School

**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.

Four appeals were submitted to the Office of Education Performance Audits concerning the designation of school accreditation status during the 2010-2011 school year. The 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 496 medically fragile waivers for emergency exemptions. 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 deficit.

Two county school districts (Mason County and Preston County) experienced a deficit and each submitted a plan for eliminating the deficit. The Office of Education Performance Audits reviewed the plans and presented them to the State Board.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Schools

1. Student Performance.

Achievement.

Data indicated that student performance on the WESTEST2 continues as a statewide professional development priority. Areas identified during Education Performance Audits directly related to student achievement included:

- Instructional strategies.
- Library/educational technology access and technology application.
- Instruction.
- High expectations.
- Curriculum based on content standards and objectives.

Graduation Rate.

While the statewide graduation rate (84.34 percent) was slightly higher than the previous year (83.8 percent), 18 of West Virginia's high schools did not meet the 80 percent accountability requirement. This increased from 15 schools the previous year. Data for the 2009-2010 school year indicated that 85 percent of West Virginia's high schools achieved the graduation rate standard, 11 of the 18 schools below the standard showed improvement, and 7 of the 18 schools did not show improvement. The increasing number and percentage of high schools below the 80 percent performance measure leads to graduation rate recommended as a priority consideration for statewide professional development.

2. Counseling Services.

Education Performance Audit data revealed that the provision of direct student counseling services emerged as one of the most frequent standards cited for the first time in five years of trend data analysis. Fourteen or 25.93 percent of the 54 schools audited did not meet the requirements. Counseling services emerged as a statewide professional development recommendation.

3. Leadership.

Data indicated that leadership continues as a statewide professional development priority with 22.22 percent of the schools reviewed cited for leadership issues. Areas identified during Education Performance Audits directly related to leadership included:

- Lesson plans and principal feedback.
- Instructional day.

4. School Five-Year Strategic Improvement Plans.

Education Performance Audit results indicated that development and implementation of school electronic Five-Year Strategic Plans are considerations for statewide professional development. Strategic Plans were cited in 42.59 percent of the schools reviewed.

5. Licensure.

Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy emerged in the top standards cited for the first time in five years of trend data. Eleven (20.37 percent) of 54 schools reviewed did not meet the licensure requirement. Licensure emerged as a consideration for statewide professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

School Systems

1. Student Performance.

Achievement.

Data indicated that school system student performance on the WESTEST2, other assessment instruments (Dibels, ACT PLAN and EXPLORE, NAEP, college entrance examinations, advanced placement [(AP)] test takers and the number scoring 3 or higher, percentage of students enrolled in college developmental courses, etc.) continue as a priority for professional development.

Graduation Rate.

The increased number of schools below the 80 percent graduation requirement continued as a recommendation for statewide professional development.

2. Policy Development and Implementation.

County school districts audited demonstrated a need for developing, updating, and implementing county policies consistent with State Code and West Virginia Board of Education policies.

3. Personnel.

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.

EDUCATION PERFORMANCE AUDITS FIVE YEAR TREND DATA

TOP STANDARDS CITED

2010-11 School Year.

- 7.1.1. Curriculum based on content standards and objectives.** 13 (24.07%) of 54 schools reviewed were cited.
- 7.1.2. High expectations.** 15 (27.78%) of 54 schools reviewed were cited.
- 7.1.4. Instruction.** 18 (33.33%) of 54 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 21 (38.89%) of 54 schools reviewed were cited.
- 7.1.7. Library/educational technology access & technology application.** 19 (35.19%) of 54 schools reviewed were cited.
- 7.1.13. Instructional day.** 12 (22.22%) of 54 schools reviewed were cited.
- 7.2.1. Five-year County and School electronic strategic improvement plans.** 23 (42.59%) of 54 schools reviewed were cited.
- 7.2.2. Counseling services.** 14 (25.93%) of 54 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 24 (44.44%) of 54 schools reviewed were cited.
- 7.6.2. Licensure.** 11 (20.37%) of 54 schools reviewed were cited.
- 7.8.1. Leadership.** 12 (22.22%) of 54 schools reviewed were cited.

2009-10 School Year.

- 7.1.2. High expectations.** 21 (48.84%) of 43 schools reviewed were cited.
- 7.1.3. Learning environment.** 14 (32.56%) of 43 schools reviewed were cited.
- 7.1.4. Instruction.** 11 (25.58%) of 43 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 19 (44.19%) of 43 schools reviewed were cited.
- 7.1.7. Library/educational technology access & technology application.** 17 (39.53%) of 43 schools reviewed were cited.
- 7.1.9. Programs of study.** 11 (25.58%) of 43 schools reviewed were cited.
- 7.2.1. County and School electronic strategic improvement plans.** 29 (67.44%) of 43 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 20 (46.51%) of 43 schools reviewed were cited.
- 7.8.1. Leadership.** 14 (32.56%) of 43 schools reviewed were 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.

2008-09 School Year. (Continued)

- 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.
- 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.

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. Student Performance.

An analysis of student performance data on the WESTEST2, other assessment instruments (Dibels, ACT PLAN and EXPLORE, NAEP, College entrance examinations), and the percentage of former students requiring college remediation reveal a trend lacking substantial growth. The WESTEST2 showed lower proficiency scores. Recent NAEP scores showed a slight downturn, and ACT Plan and EXPLORE scores remained stable, as did the college remediation rate. Many high schools struggle with the graduation rate standard for AYP.

2. County Five-Year Strategic Plan.

Strategic plans in the county school districts audited were lacking in one or more areas. Development of the plans, the foundations of school district planning, communication of the plans, and monitoring the plans were problem areas. All 55 school districts plans were approved after feedback and support from the West Virginia Department of Education.

3. Personnel.

Personnel was an issue in three of the five school districts the OEPA audited. The issues identified were hiring practices, licensure, and personnel evaluation. Especially troubling was that a Coach Database was not maintained in four of the five county school districts audited. Authorization for coaching personnel was also a recurring issue.

4. Leadership.

Education Performance Audits indicated deficiencies in the County Superintendent and/or County Board of Education leadership.

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 2009-2010 show the following West Virginia public schools below standard in mathematics and reading for SES. Elementary - 27 schools or 9.85 percent; Middle - 29 schools or 18.71 percent; High - 13 schools or 14.29 percent; and 69 schools or 13.27 percent of All Schools. NCLB data show for SE: Elementary - 8 schools or 32.00 percent; Middle - 59 schools or 77.63 percent; High - 5 schools or 100 percent; and 72 or 67.92 percent of All Schools below standard.

2. Personnel.

Office of Education Performance Audit on-site review reports showed a high number of new administrators in schools and a high turnover of principals and teachers. Ten of the 54 schools audited had new principals and eight of the 20 schools in which follow-up reviews were conducted had new principals.

3. 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.

4. 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 the plan was not being applied consistently to bring about school improvement. Additionally, the strategic plans were not being monitored to determine if the action steps were resulting in improved student achievement.

5. High Expectations.

Almost half of all schools audited showed a deficiency in high expectations for students. Many schools were not delivering instruction consistent with rigorous 21st Century school expectations.

6. Lesson Plans and Principal Feedback.

Many of the schools audited continued to have deficiencies in lesson plans prepared in advance, principals not reviewing plans, and plans lacking enough information for a substitute to follow.

7. Instruction.

A common trend in schools audited was instruction that was teacher directed and students were not active participants in learning.

STATEWIDE ACCOMPLISHMENTS

1. The Education Performance Audit system continued to evolve and execute performance audits with clearly delineated standards. All audits collected data that demonstrated whether the high quality standards had been met and if the school and school district had the capacity to improve student, school, and school system performance.
2. The West Virginia Department of Education has developed a support system and assistance for new county superintendents and superintendents assigned to West Virginia Board of Education intervention counties.
3. A Capacity Building Process for Low Performing Schools has been developed and applied. Revision of five-year strategic plans was used as a mechanism to plan for and overcome deficiencies identified through the state's accountability system.
4. Instruction in writing had evolved and was being included throughout the programs of study in schools audited.
5. Juvenile Institutional Education Programs showed substantial programmatic improvement as reflected in Education Performance Audits conducted during the past two school years.
6. The system of points on an index applied to assess and weigh annual performance measures for state accreditation of schools, contained in Policy 2320, has shown to be a reliable and fair basis to determine a school's accreditation status. The index prevents one measure, in isolation, from causing a school to not achieve full accreditation status.
7. Development and approval of Policy 2322, Standards for High Quality Schools, as a guiding document for policy and program development will provide the foundation for education and standards for accountability.
8. Follow-up review reports showed a common thread that schools and county school districts develop and use their Five-Year Strategic Plan as the basis for school improvement. Reports further indicated that the plans were used to modify instruction as determined by the schools and districts benchmarking students' performance.
9. Education Performance Audit reports showed that Regional Education Service Agencies (RESAs) have been providing numerous services to county school districts and to schools that are low performing. The regional agencies have followed through on offering services to schools designated in reports as needing support from RESAs in developing capacity to correct standards identified by education performance audit teams.