

August 2013

A Process for Improving Education: Performance Based Accreditation System

Annual Report



Office of Education Performance Audits

West Virginia Board of Education





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2012-2013**

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Office of Education Performance Audits

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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 *2013 Annual Report* compiles West Virginia's accountability activities for the 2012-2013 school year.

SUMMARY DATA OF RATINGS

School District Approval Status School Accreditation Status

Report of Ratings February 2013

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. Each 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 February 2013 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

58 or 8.00% of PK-12 schools - Exemplary Accreditation status
6 or 0.83% of Career/Technical Schools/Programs - Exemplary Accreditation status
108 or 14.90% of schools - Distinction Accreditation status
462 or 63.72% of schools - Full Accreditation status
15 or 2.07% of schools - Conditional Accreditation status
77 or 10.62% of schools - Temporary Accreditation status
1 or 0.14% of schools - Low Performing status

School District Approval Status

49 or 89.09% of school districts - Full Approval status
2 or 3.64% of school districts - Conditional Approval status
0 or 0.00% of school districts - Temporary Approval status
4 or 7.27% of school districts - 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 7.

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

County	School	Status	Date Certain	Deficiency
Barbour	Belington Middle	CA	June 30, 2016	APM 5.1.1
	Philippi Middle	CA	June 30, 2016	APM 5.1.1
	Philip Barbour High Complex	CA	June 30, 2016	APM 5.1.1
Berkeley	Martinsburg North Middle	CA	June 30, 2016	APM 5.1.1
Boone	Van Junior/Senior High	CA	June 30, 2016	APM 5.1.1
Cabell	Guyandotte Elementary	CA	June 30, 2016	APM 5.1.1
	Peyton Elementary	CA	June 30, 2016	APM 5.1.1
	Spring Hill Elementary	CA	June 30, 2016	APM 5.1.1
	Enslow Middle	CA	June 30, 2016	APM 5.1.1
	Huntington Middle	CA	June 30, 2016	APM 5.1.1
Calhoun	Arnoldsburg School	CA	June 30, 2016	APM 5.1.1
Fayette	Ansted Elementry	CA	June 30, 2016	APM 5.1.1
	Valley Elementary	CA	June 30, 2016	APM 5.1.1
	New River Elementary	CA	June 30, 2016	APM 5.1.1
	Valley High	CA	June 30, 2016	APM 5.1.1
Grant	Union Educational Complex	CA	June 30, 2016	APM 5.1.1
Greenbrier	Western Greenbrier Middle	CA	June 30, 2016	APM 5.1.1
	Greenbrier West High	CA	June 30, 2016	APM 5.1.1
Hampshire	Capon Bridge Elementary	CA	June 30, 2016	APM 5.1.1
Hampshire	Hampshire Senior High	CA	June 30, 2016	APM 5.1.1
Hancock	A.T. Allison Elementary	CA	June 30, 2016	APM 5.1.1
Jackson	Ravenswood Grade School	CA	June 30, 2016	APM 5.1.1
Kanawha	Grandview Elementary	CA	June 30, 2016	APM 5.1.1
	Pratt Elementary	CA	June 30, 2016	APM 5.1.1
	J. E. Robins Elementary	CA	June 30, 2016	APM 5.1.1
	Watts Elementary	CA	June 30, 2016	APM 5.1.1
	Cedar Grove Middle	CA	June 30, 2016	APM 5.1.1
	East Bank Middle	CA	June 30, 2016	APM 5.1.1
	Elkview Middle	CA	June 30, 2016	APM 5.1.1
	Stonewall Jackson Middle	CA	June 30, 2016	APM 5.1.1
	Sissonville High	CA	June 30, 2016	APM 5.1.1
Lewis	Peterson-Central Elementary	CA	June 30, 2016	APM 5.1.1

County	School	Status	Date Certain	Deficiency
Lincoln	Hamlin PK-8	CA	June 30, 2016	APM 5.1.1
	Midway Elementary	CA	June 30, 2016	APM 5.1.1
	Guyan Valley Middle	CA	June 30, 2016	APM 5.1.1
Logan	Logan Middle	CA	June 30, 2016	APM 5.1.1
	Chapmanville Regional High	CA	June 30, 2016	APM 5.1.1
	Logan Senior High	CA	June 30, 2016	APM 5.1.1
Marshall	Moundsville Middle	CA	June 30, 2016	APM 5.1.1
Mason	Beale Elementary	CA	June 30, 2016	APM 5.1.1
Mason	Ashton Elementary	CA	June 30, 2016	APM 5.1.1
McDowell	laeger Elementary	CA	June 30, 2016	APM 5.1.1
	Welch Elementary	CA	June 30, 2014	APM 5.1.1
	Mount View High	CA	May 31, 2013	APM 5.1.1
Mercer	Straley Elementary	CA	June 30, 2016	APM 5.1.1
	Bluefield Intermediate	CA	June 30, 2016	APM 5.1.1
Mingo	Matewan Middle	CA	June 30, 2016	APM 5.1.1
Monongalia	Mylan Park Elementary	CA	June 30, 2016	APM 5.1.1
Monroe	Peterstown Elementary	CA	June 30, 2016	APM 5.1.1
Pleasants	Pleasants County Middle	CA	June 30, 2016	APM 5.1.1
Preston	Terra Alta/East Preston School	CA	June 30, 2016	APM 5.1.1
	Tunnelton-Denver Elementary	CA	June 30, 2016	APM 5.1.1
	Valley Elementary	CA	June 30, 2016	APM 5.1.1
	South Preston Middle	CA	June 30, 2016	APM 5.1.1
Raleigh	Cranberry-Prosperity Elementary	CA	June 30, 2016	APM 5.1.1
	Marsh Fork Elementary	CA	June 30, 2016	APM 5.1.1
Randolph	Tygarts Valley Middle/High	CA	June 30, 2016	APM 5.1.1
Roane	Geary Elementary Middle	CA	June 30, 2016	APM 5.1.1
Summers	Hinton Area Elementary	CA	June 30, 2016	APM 5.1.1
	Summers Middle	CA	June 30, 2016	APM 5.1.1
	Summers County High	CA	June 30, 2016	APM 5.1.1
Taylor	Anna Jarvis Elementary	CA	June 30, 2016	APM 5.1.1
	Grafton High	CA	June 30, 2016	APM 5.1.1
Upshur	French Creek Elementary	CA	June 30, 2016	APM 5.1.1
Wayne	Fort Gay Elementary	CA	June 30, 2016	APM 5.1.1
	Prichard Elementary	CA	June 30, 2016	APM 5.1.1
	East Lynn Elementary	CA	June 30, 2016	APM 5.1.1
	Fort Gay Middle	CA	June 30, 2016	APM 5.1.1

County	School	Status	Date Certain	Deficiency
Webster	Glade Middle	CA	June 30, 2016	APM 5.1.1
Wetzel	Paden City Elementary	CA	June 30, 2016	APM 5.1.1
Wirt	Wirt County Primary Center	CA	June 30, 2016	APM 5.1.1
Wood	Jefferson Elementary Center	CA	June 30, 2016	APM 5.1.1
	Franklin Elementary Center	CA	June 30, 2016	APM 5.1.1
Wyoming	Baileysville Elementary & Middle	CA	June 30, 2016	APM 5.1.1
	Road Branch Elementary & Middle	CA	June 30, 2016	APM 5.1.1

GUIDE FOR INTERPRETING CHART

TA	Temporary Accreditation Status	5.1.1	Achievement
CA	Conditional Accreditation Status	5.1.2	Participation Rate
LP	Low Performing	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 15, 2012. Fifty-eight West Virginia schools and six career/technical centers/programs achieved exemplary accreditation status in 2012. 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 2012-2013	
COUNTY	SCHOOL
BERKELEY	Inwood Primary School
BRAXTON	Davis Elementary School
CABELL	Meadows Elementary School
	Ona Elementary School
GREENBRIER	White Sulphur 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
	Driswood Elementary School
	Shepherdstown Elementary 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
	Nitro High School
MARION	East Dale Elementary School
	White Hall Elementary School
	Fairview Middle School
	Monongah Middle School
	Fairmont Senior High School
MINERAL	Frankfort High School
MONONGALIA	Suncrest Primary School
	Cheat Lake Elementary School
	Suncrest Middle School
	Morgantown High School

EXEMPLARY ACCREDITATION STATUS SCHOOLS 2012-2013 (Continued)	
COUNTY	SCHOOL
NICHOLAS	Panther Creek Elementary School
OHIO	Bethlehem Elementary School
	Steenrod Elementary School
	West Liberty Elementary School
	Woodsdale Elementary School
	Bridge Street Middle School
	Triadelphia Middle School
PENDLETON	North Fork Elementary School
PUTNAM	Confidence Elementary School
	Eastbrook Elementary School
	Hurricane Town Elementary School
	Mountain View Elementary School
	Poca Elementary School
	Scott Teays Elementary School
	West Teays Elementary School
	Poca Middle School
	Hurricane High School
	Winfield High School
RALEIGH	Crescent Elementary School
	Maxwell Hill Elementary School
RANDOLPH	Pickens Elementary/High School
WOOD	Greenmont Elementary School
	Neale Elementary School
	Vienna Elementary School
	Jackson Middle School
CAREER/TECHNICAL EDUCATION EXEMPLARY CENTERS	
FAYETTE	Fayette Institute of Technology
KANAWHA	Garnet Career Center
MERCER	Mercer County Technical Education Center
RANDOLPH	Randolph Technical Center
CAREER/TECHNICAL EDUCATION EXEMPLARY PROGRAMS	
BROOKE	Brooke High School
WAYNE	Spring Valley High School

EDUCATION PERFORMANCE AUDITS

During the 2012-2013 school year, individual school Education Performance Audits were conducted at 65 schools and one juvenile institutional educational program. County level Education Performance Audits were conducted in five county school districts and one regional education service agency (RESA) was audited. Follow-up Education Performance Audits were conducted in 11 schools. A second follow-up review was conducted in eight schools. County level Follow-up Education Performance Audits were conducted in two county school districts. In totality, 85 schools in 22 school districts were reviewed by the Office of Education Performance Audits. Reports may be viewed on the Office of Education Performance Audits website at: <http://oepe.state.wv.us>.

EDUCATION PERFORMANCE AUDITS 2012-2013		
COUNTY	SCHOOL	EPA DATE
Individual School Education Performance Audits		
Berkeley	Back Creek Valley Elementary School	February 12, 2013
	Bedington Elementary School	February 14, 2013
	Gerrardstown Elementary School	February 14, 2013
	Hedgesville Elementary School	February 13, 2013
	Marlowe Elementary School	February 13, 2013
Grant	Union Educational Complex	September 12, 2012
	Dorcas Elementary School	September 13, 2012
	Maysville Elementary School	September 12, 2012
	Petersburg Elementary School	September 11, 2012
	Petersburg High School	September 11, 2012
Harrison	Nutter Fort Primary School	March 7, 2013
Jackson	Henry J. Kaiser Elementary School	April 18, 2013
Kanawha	Dunbar Primary School	March 13, 2013
Lincoln	Duval PK-8 School	October 23, 2012
	Hamlin PK-8 School	October 25, 2012
	Harts PK-8 School	October 24, 2012
	Midway Elementary School	October 24, 2012
	Ranger Elementary School	October 23, 2012
	West Hamlin Elementary School	October 25, 2012
	Guyan Valley Middle School	October 23, 2012
	Lincoln County High School	October 24, 2012
McDowell	Anawalt Elementary School	January 29, 2013
	Bradshaw Elementary School	January 29, 2013
	Fall River Elementary School	January 29, 2013
	laeger Elementary School	February 28, 2013
	Kimball Elementary School	January 30, 2013
	Welch Elementary School	February 27, 2013
	Southside K-8 School	January 30, 2013
	Sandy River Middle School	February 27, 2013
	River View High School	January 29, 2013
	Mount View High School	January 30, 2013
	Career and Technology Center	February 28, 2013

EDUCATION PERFORMANCE AUDITS 2012-2013		
COUNTY	SCHOOL	EPA DATE
Mercer	Memorial Primary School	November 28, 2012
	Whitethorn Elementary School	November 29, 2012
	Princeton Primary School	November 27, 2012
Mineral	Fort Ashby Primary School	February 20, 2013
	Wiley Ford Primary School	February 21, 2013
Mingo	Lenore K-8 School	March 21, 2013
	Mingo County Extended Learning Center	May 21, 2013
	Burch Elementary School	March 19, 2013
	Dingess Elementary School	March 20, 2013
	Gilbert Elementary School	March 21, 2013
	Riverside Elementary School	March 20, 2013
	Matewan Elementary School	March 20, 2013
	Kermit K-8 School	March 19, 2013
	Williamson Middle School	March 21, 2013
	Matewan Middle School	March 20, 2013
	Burch Middle School	March 19, 2013
	Gilbert Middle School	March 21, 2013
	Tug Valley High School	March 20, 2013
	Mingo Central Comprehensive High School	March 19, 2013
Monroe	Monroe County Vocational Center	May 8, 2013
Morgan	Widmyer Elementary School	February 12, 2013
Preston	Aurora Elementary School	August 21, 2012
	Rowlesburg School	August 22, 2012
	Bruceton School	August 23, 2012
	Terra Alta East Preston School	August 23, 2012
	Fellowsville Elementary School	August 22, 2012
	Kingwood Elementary School	August 21, 2012
	Tunnelton-Denver Elementary School	August 22, 2012
	Valley Elementary School	August 22, 2012
	Central Preston Middle School	August 21, 2012
	South Preston Middle School	August 22, 2012
	West Preston Middle School	August 23, 2012
	Preston High School	August 21, 2012
County Education Performance Audits		
Grant	Grant County School System	September 11-14, 2012
Lincoln	Lincoln County School System	October 23-25, 2012
McDowell	McDowell County School System	January 29-February 1, 2013
Mingo	Mingo County School System	March 17 – 22, 2013
Preston	Preston County School System	August 21-23, 2012
Juvenile Institutional Education Program Audit		
Wood	Pressley Ridge at White Oak Village	May 16, 2013

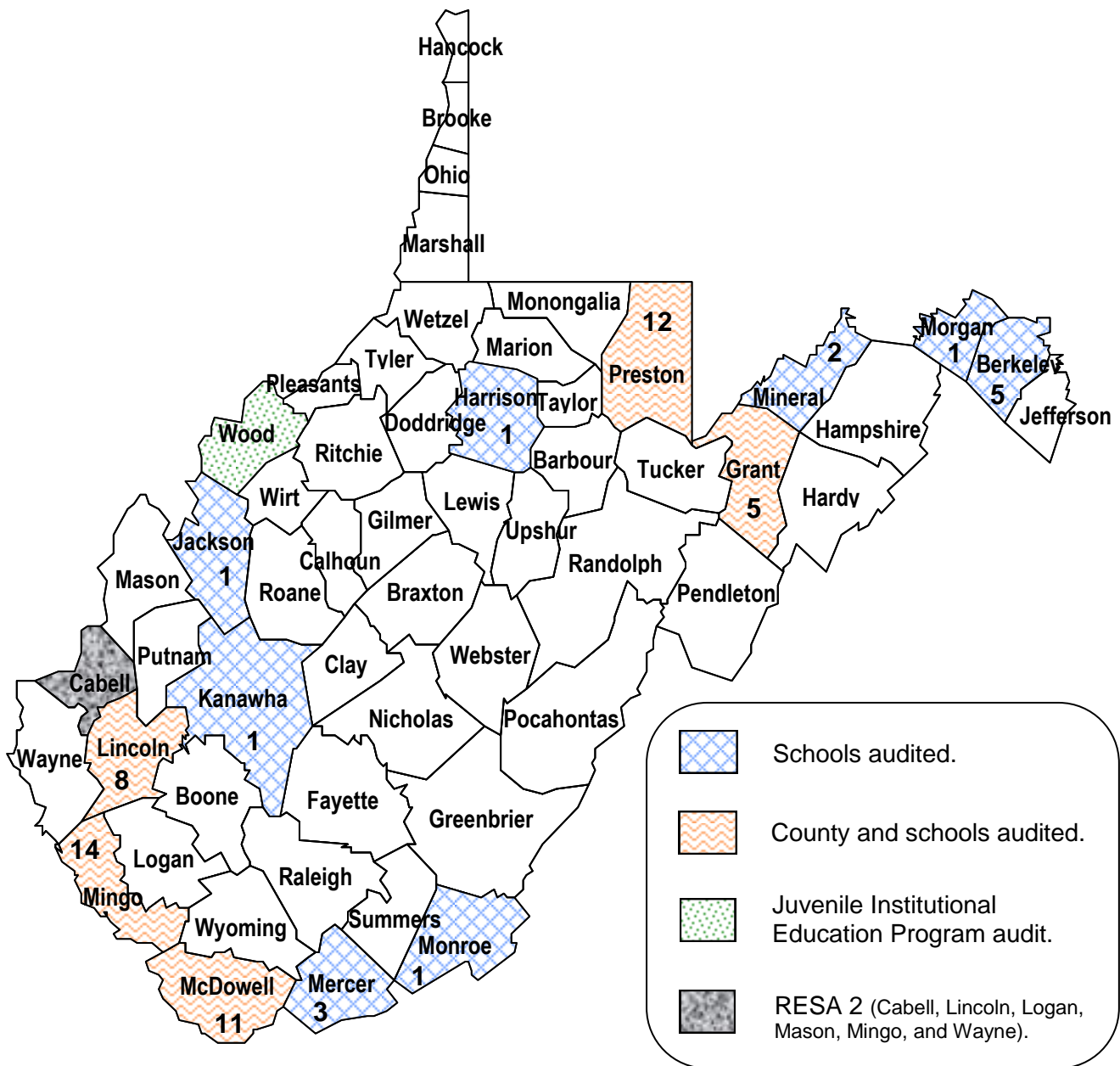
EDUCATION PERFORMANCE AUDITS 2012-2013		
COUNTY	SCHOOL	EPA DATE
Regional Education Service Agency (RESA)		
Cabell, Lincoln, Logan, Mason, Mingo, Wayne	RESA 2	June 6, 2013
Individual School Follow-up Education Performance Audits		
Berkeley	Opequon Elementary School (Follow-up)	April 11, 2013
	Tuscarora Elementary School (Follow-up)	April 10, 2013
	Winchester Avenue Elementary School (Follow-up)	April 9, 2013
Calhoun	Arnoldsburg School (Follow-up)	March 26, 2013
	Pleasant Hill School (Follow-up)	March 26, 2013
	Calhoun Middle High School (Follow-up)	March 26, 2013
Jefferson	T.A. Lowery Elementary School (Follow-up)	April 12, 2013
Lewis	Alum Bridge Elementary School (Final)	March 14, 2013
Upshur	Fred W. Eberle Technical Center (Final)	March 13, 2013
Wetzel	Magnolia High School (Progress Monitoring)	September 5, 2012
	Paden City High School (Progress Monitoring)	September 5, 2012
County Follow-up Education Performance Audits		
Calhoun	Calhoun County School System	March 26-28, 2013
Monroe	Monroe County School System	February 13-16, 2012
Second Follow-up Individual School Education Performance Audits		
Barbour	Philip Barbour High School	August 28, 2012
Berkeley	Musselman High School	September 10, 2012
Cabell	Central City Elementary School	February 27, 2013
	Huntington Middle School	February 27, 2013
Hardy	Moorefield Intermediate School	August 20, 2012
Upshur	Buckhannon Academy Elementary School	March 26, 2013
Wetzel	Magnolia High School	March 1, 2013
	Paden City High School	March 1, 2013

SUMMARY

Education Performance Audits. Of the 65 schools visited, the OEPA reported 84 high quality standards necessary for improvement, 20 recommendations, and 55 Initiatives for achieving adequate yearly progress (AYP), and four exemplary programs. The OEPA reported annual performance measure (5.1.1. Achievement) was cited in six schools.

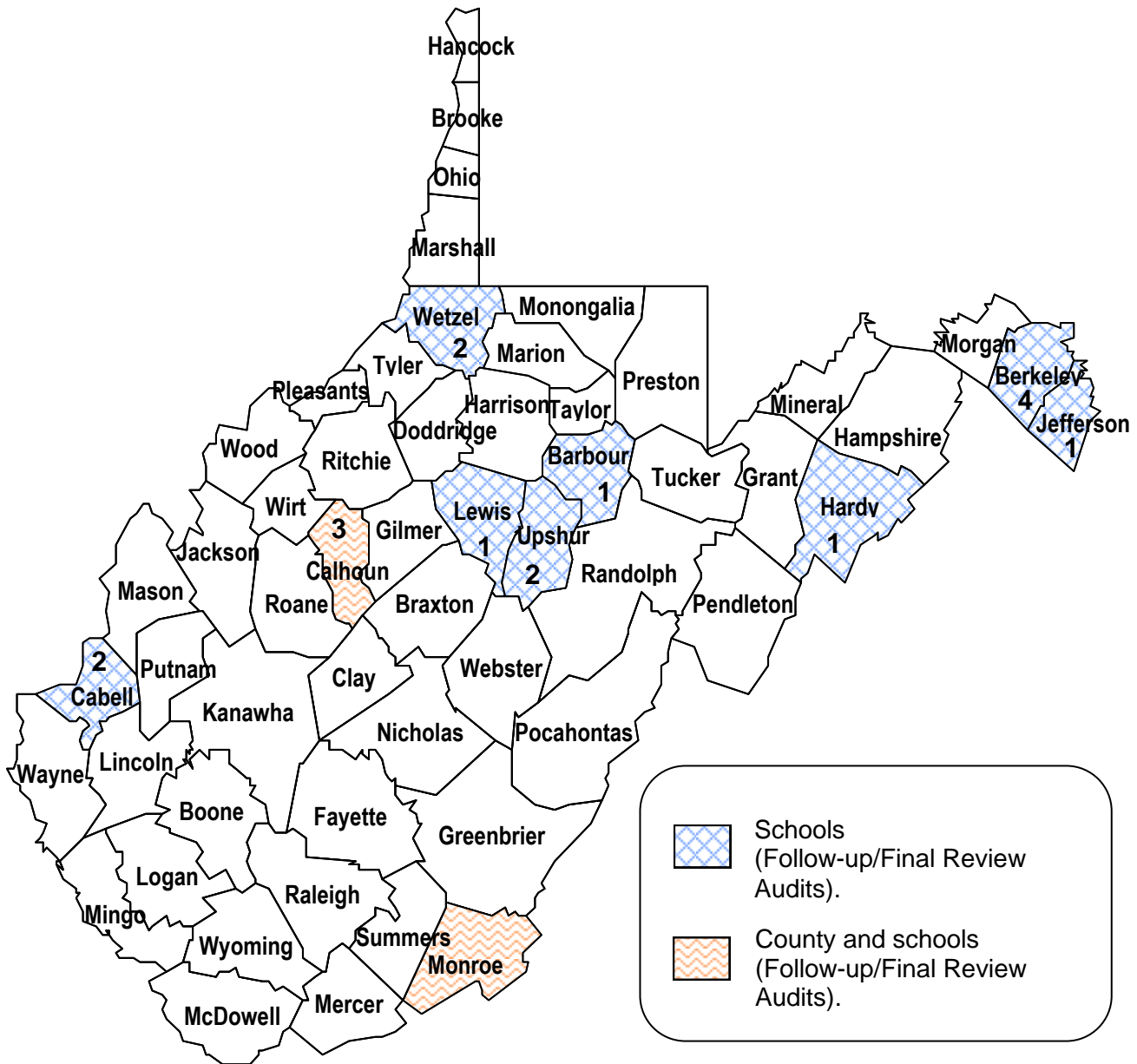
Follow-up Education Performance Audits. Of the 19 schools visited, the OEPA reported four annual performance measures (5.1.1. Achievement) had not been corrected.

Counties and Schools Audited School Year 2012-2013



Audited
65 Individual Schools
1 Juvenile Institutional Education Program
1 RESA
5 Counties
15 Counties Visited

Counties and Schools Follow-up/Final Review Audits School Year 2012-2013



Follow-up/Final Review Audits

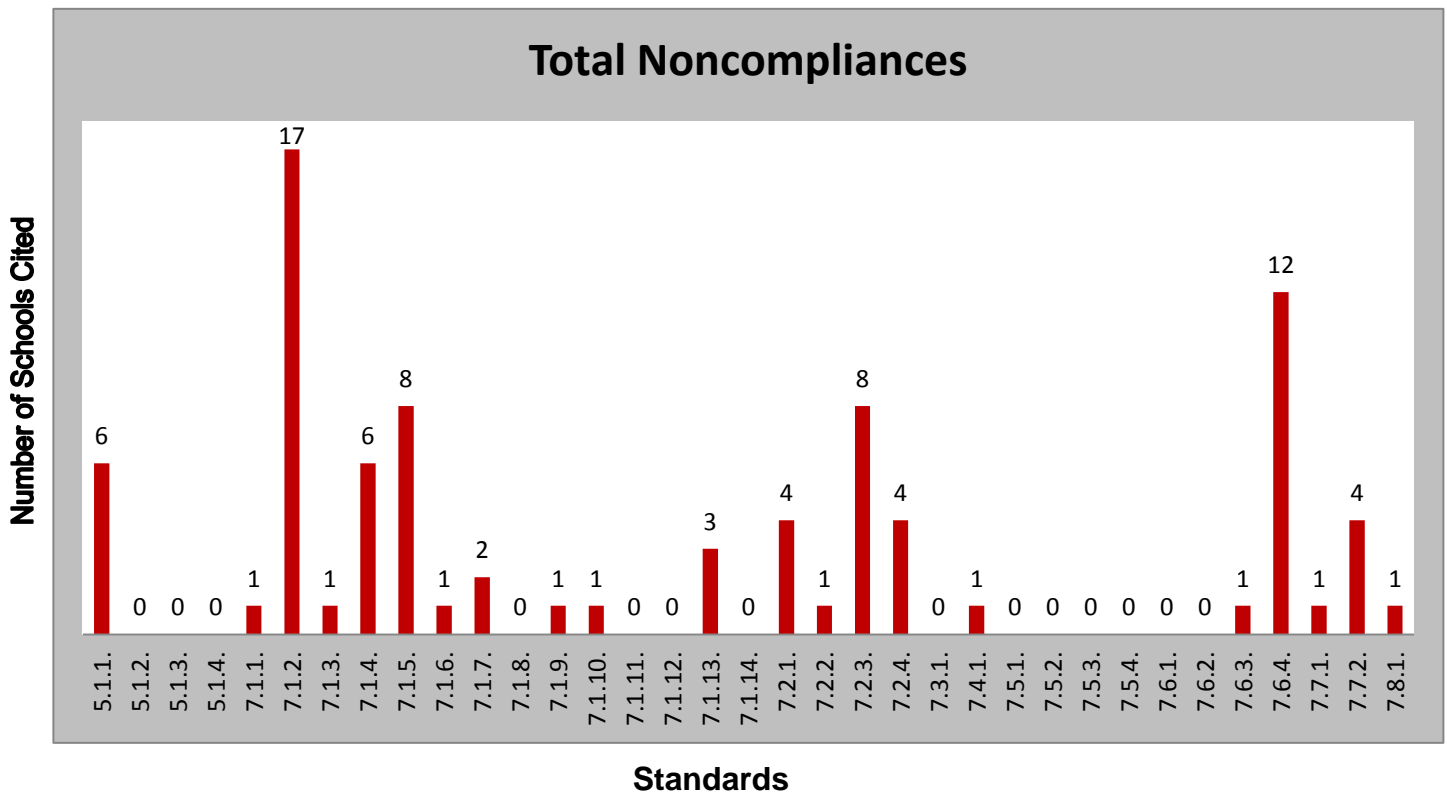
19 Individual Schools

(Two schools were visited twice.)

2 Counties

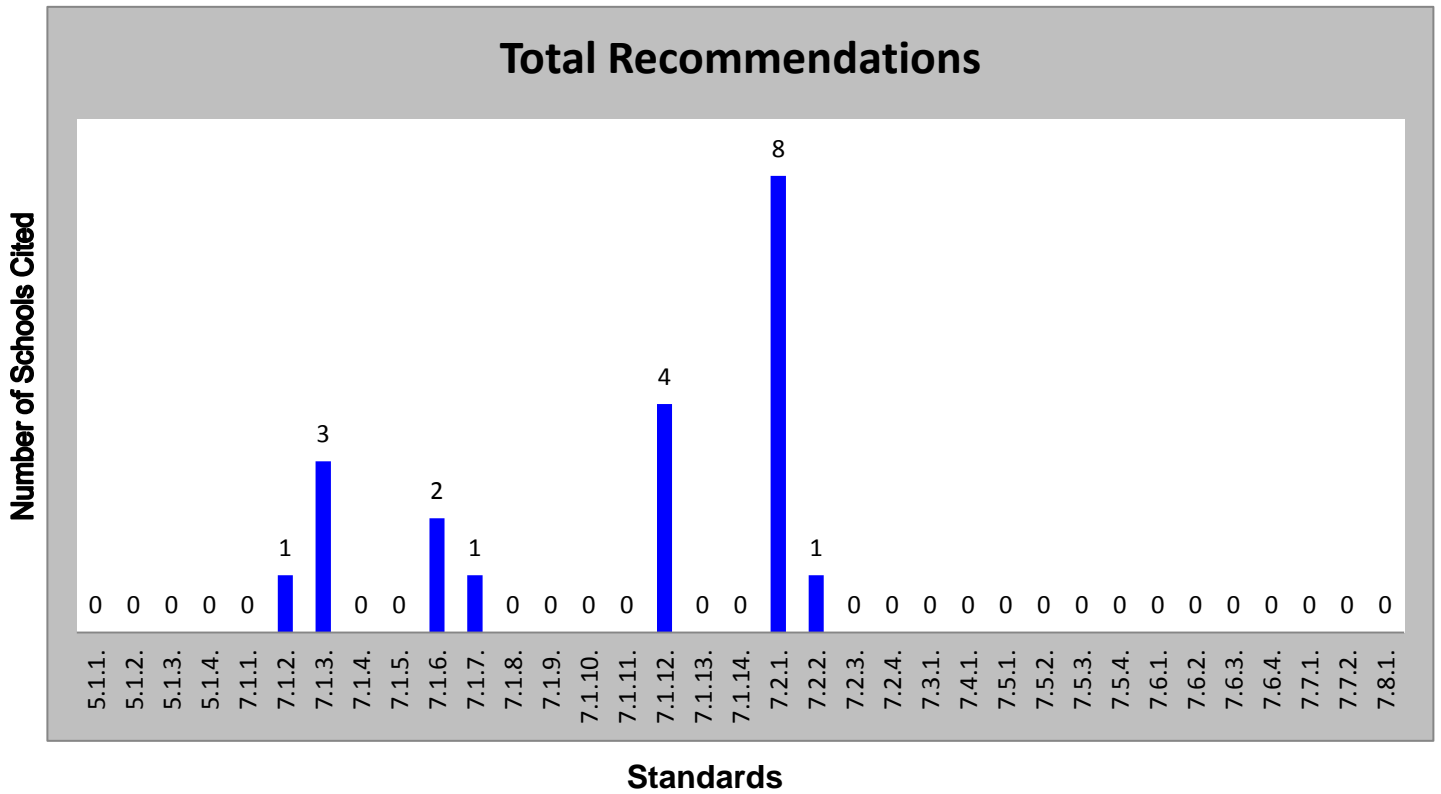
10 Counties Visited

**Standards Cited
School Year 2012-2013**



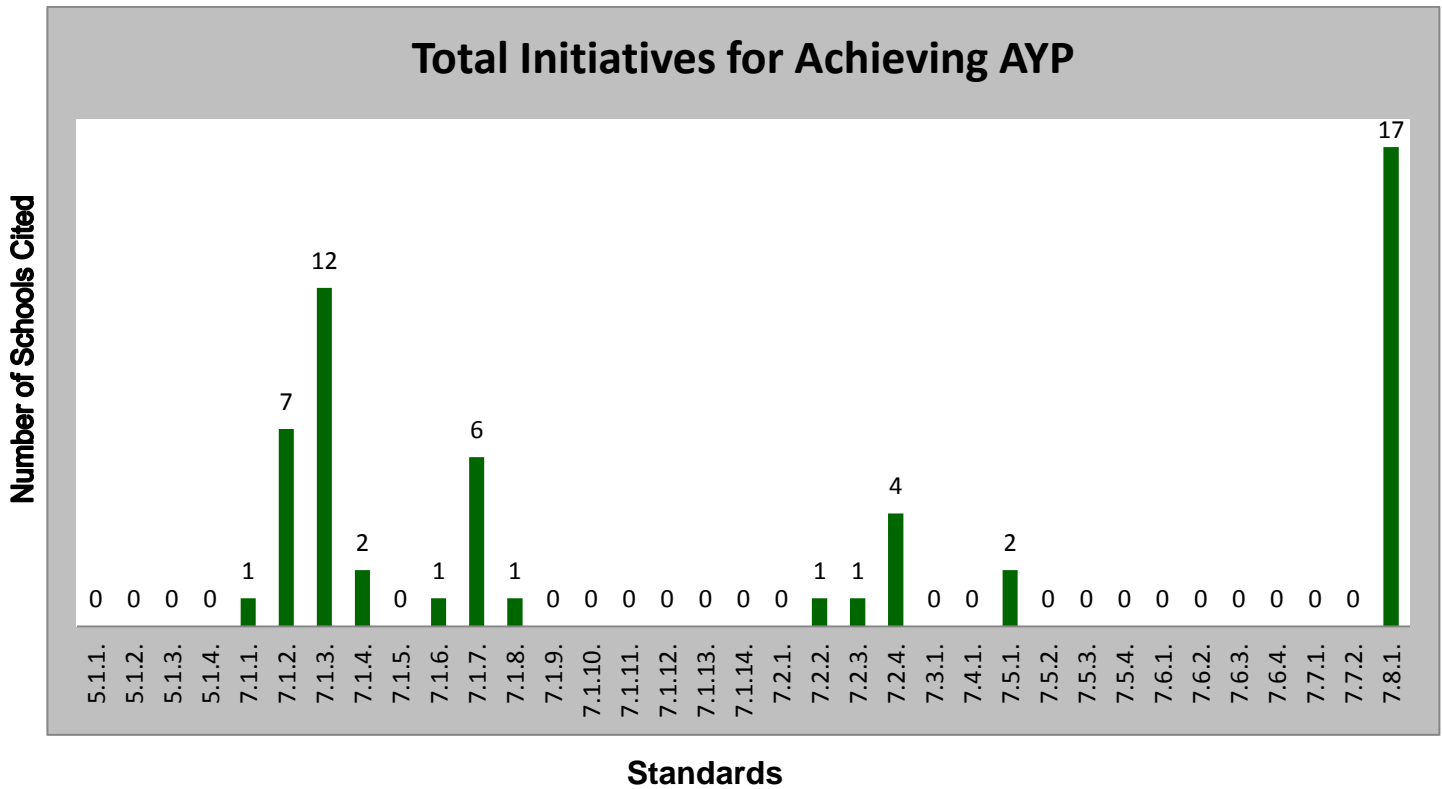
Top Standards Cited	2012-2013 (65 schools reviewed)
7.1.2. High expectations.	17 (26.15%) cited.
7.6.4. Teacher and principal internship.	12 (18.46%) cited.
7.1.5. Instructional strategies.	8 (12.31%) cited.
7.2.3. Lesson plans and principal feedback.	8 (12.31%) cited.
5.1.1. Achievement.	6 (9.23%) cited.
7.1.4. Instruction.	6 (9.23%) cited.
7.2.1. County and School electronic strategic improvement plans.	4 (6.15%) cited.
7.2.4. Data analysis.	4 (6.15%) cited.
7.7.2. Policy implementation.	4 (6.15%) cited.
7.1.13. Instructional day.	3 (4.62%) cited.
7.1.7. Library/educational technology access and technology application.	2 (3.08%) cited.

School Year 2012-2013



Top Standards Cited	2012-2013 (65 schools reviewed)
7.2.1. County and School electronic strategic improvement plans.	8 (12.31%) cited.
7.1.12. Multicultural activities.	4 (6.15%) cited.
7.1.3. Learning environment.	3 (4.62%) cited.
7.1.6. Instruction in writing.	2 (3.08%) cited.

School Year 2012-2013



Top Standards Cited		2012-2013 (65 schools reviewed)
7.8.1.	Leadership.	17 (26.15%) cited.
7.1.3.	Learning environment.	12 (18.46%) cited.
7.1.2.	High expectations.	7 (10.77%) cited.
7.1.7.	Library/educational technology access and technology application.	6 (9.23%) cited.
7.2.4.	Data analysis.	4 (6.15%) cited.
7.1.4.	Instruction.	2 (3.08%) cited.
7.5.1.	Parents and the community are provided information.	2 (3.08%) cited.

Individual Schools

Standard	TOTAL NONCOMPLIANCES	TOTAL RECOMMENDATIONS	TOTAL INITIATIVES FOR ACHIEVING AYP
5.1.1. Achievement.	6	0	0
5.1.2. Participation rate.	0	0	0
5.1.3. Attendance rate.	0	0	0
5.1.4. Graduation rate.	0	0	0
7.1.1. Curriculum based on content standards and objectives.	1	0	1
7.1.2. High expectations.	17	1	7
7.1.3. Learning environment.	1	3	12
7.1.4. Instruction.	6	0	2
7.1.5. Instructional strategies.	8	0	0
7.1.6. Instruction in writing.	1	2	1
7.1.7. Library/educational technology access and technology application.	2	1	6
7.1.8. Instructional materials.	0	0	1
7.1.9. Programs of study.	1	0	0
7.1.10. Approved elective offerings.	1	0	0
7.1.11. Guidance and advisement.	0	0	0
7.1.12. Multicultural activities.	0	4	0
7.1.13. Instructional day.	3	0	0
7.1.14. Alignment with job market opportunities.	0	0	0
7.2.1. County and School electronic strategic improvement plans.	4	8	0
7.2.2. Counseling services.	1	1	1
7.2.3. Lesson plans and principal feedback.	8	0	1
7.2.4. Data analysis.	4	0	4
7.3.1. Alternative education.	0	0	0
7.4.1. Regulatory agency reviews.	1	0	0
7.5.1. Parents and the community are provided information.	0	0	2
7.5.2. Codes of conduct.	0	0	0
7.5.3. Statewide assessment.	0	0	0
7.5.4. Physical assessment.	0	0	0
7.6.1. Hiring.	0	0	0
7.6.2. Licensure.	0	0	0
7.6.3. Evaluation.	1	0	0
7.6.4. Teacher and principal internship.	12	0	0
7.7.1. School rules, procedures, and expectations.	1	0	0
7.7.2. Policy implementation.	4	0	0
7.8.1. Leadership.	1	0	17

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 observations, interviews, data collection, and research, the various Education Performance Audit Teams recognized the following school systems and schools for exemplary programs and/or practices.

Harrison County

Nutter Fort Primary School

1. 7.1.1. Curriculum based on content standards and objectives.

Title: Standards-Based Report Cards

Description of Program

Nutter Fort Primary requested a waiver from the Harrison County Board of Education April 16, 2012, to implement an alternative grading process for the 2012-2013 school year. The request was granted for Nutter Fort Primary to develop and implement a Standards-Based Report Card and assessment practices for Grades 1 and 2. Additionally, Nutter Fort Primary was awarded a \$5,000 grant through the Fairmont State/Professional Development School Partnership for this initiative. The grant was used for teacher stipends, book resources, and iPads for the new assessment process.

Professional development sessions were held to research and develop a standards-based report card aligned with West Virginia Next Generation Common Core Standards. Staff developed a rubric which clearly defined proficiency levels for each standard. The standards make it clear to students, parents, and teachers the concepts and skills required at each grade level. These learning standards shape curriculum, instruction, assessment, and student learning. With this change in grading, Nutter Fort Primary teachers reflect more on their teaching practices, how students learn, and what changes need to be made to meet the requirements of the new State standards. This enables teachers to create more individualized instruction and parents can easily discern the strengths and weaknesses in every component of each academic area.

Summary of Results

The Nutter Fort Primary teachers agreed this new grading assessment is an accurate and in-depth report of student progress. The parent response to the new Standards-Based Report Card has been favorable as well. Two parent meetings were held to introduce parents to Nutter Fort Primary's new Standards-Based Report Card and to discuss any concerns with this new assessment tool. Survey results are depicted in the following chart.

RESPONSE QUESTIONS	<i>Strongly agree</i>	<i>Mostly agree</i>	<i>Not sure</i>
The SBRC gives me a clearer academic picture of what my child is learning in school.	75%	25%	
I am better able to understand my child's strengths and weakness in each academic area.	80%	20%	
The new SBRC is easy to understand.	65%	30%	5%
I understand my child's learning behaviors vs. academic indicators.	70%	30%	
It is clear that the rubric does not equate to A, B, C, D grades.	80%	15%	5%
I prefer the new SBRC compared to the traditional report card.	50 %	30 %	15 %

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2. 7.1.6. Instruction in writing.

Title: Writers' Workshop

Description of Program

The Nutter Fort Primary School staff values and incorporates writing instruction as an essential element of literacy development. Writers' Workshop is a daily component in the K-2 master schedule. The writing program at Nutter Fort Primary School focuses on the Common Core Writing Standards. The daily Writers' Workshop includes structured best practices to engage students in the writing process. Writing Benchmarks have been developed to use BOY (beginning of year), MOY (middle of year), and EOY (end of year) and grade level rubrics to assess the Benchmarks. Data from each Benchmark are analyzed and monitored for growth. Ongoing professional development sessions on scoring, recording, conferencing, and administering Benchmark prompts provided vital information to guide instructional practices in writing to meet the students' needs.

Summary of Results

The rigorous writing program implemented at Nutter Fort Primary School has resulted in improved student writing evidenced by the Benchmark scores shown below.

K	FY12 BOY	FY12 EOY	FY13 BOY	FY13 MOY	1ST	FY12 BOY	FY12 EOY	FY13 BOY	FY13 MOY	2ND	FY12 BOY	FY12 EOY	FY13 BOY	FY13 MOY
ADVANCED	0%	69%	0%	20%	ADVANCED	3%	21%	1%	5%	ADVANCED			1%	5%
PROFICIENT	43%	29%	15%	57%	PROFICIENT	30%	45%	5%	45%	PROFICIENT			13%	24%
BASIC	37%	1%	67%	17%	BASIC	40%	27%	44%	32%	BASIC			66%	62%
BELOW	20%	1%	18%	7%	BELOW	27%	7%	50%	18%	BELOW			20%	9%

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3. 7.1.7. Library/educational technology access and technology application.

Title: Mustang Stables

Description of Program

Beginning during the 2012-2013 school year, Nutter Fort Primary staff began using a schoolwide Intranet site called "Mustang Stables". This site was created by Nutter Fort Primary's computer teacher to house data and other information about the school. Key information on the needs of the teachers, administration, and staff is placed on this internal website. The site creates a sense of community among the staff for them to collaborate and communicate with one another in a safe and friendly environment. It also conserves teachers time by centralizing valuable and up-to-date information.

This website is password protected and secured from outside visitors. Information that can be accessed by the staff includes: Daily memoranda, announcements, technology sign out calendars, weekly team planners, discussions, schoolwide calendar, school directory, resources (templates, schedules, etc.), links, poles, and more. All staff members were trained on how to navigate and upload information to the site and all staff understands the importance of checking the site daily for updates.

Summary of Results

Nutter Fort Primary School staff has expressed positive feedback about this site. To date, 27,987 visits have been logged.

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4. 7.1.12. Multicultural activities.

Title: Chinese Program

Description of Program

The Chinese Program is in its fourth year at Nutter Fort Primary School. In collaboration with the Asian Hanban Society, Chinese guest teachers have been an addition to Nutter Fort Primary during the 2009-2010; 2010-2011; 2011-2012; and 2012-2013 school years - two days a week. Students have learned basic greetings, colors, numbers, and other character trait phrases. Nutter Fort Primary School students practice the Chinese language skills they acquire through engagement activities with classmates and teachers. This partnership prepares Nutter Fort Primary students for the 21st Century through global awareness and appreciation of diversity. Other benefits of this program include developing relationships with Asian students and strengthening school-community connections. In addition to the guest teacher program, Nutter Fort Primary is in its second year of the West Virginia Department of Education Language Leaper Program with a focus on Chinese language.

Summary of Results

Nutter Fort Primary students have an increased awareness and understanding of the Chinese language and culture through experiences with the Chinese Program. West Virginia Department of Education Language Leaper Chinese SOPA Results (Spring 2012) ranked Nutter Fort Primary number three out of the seven West Virginia Language Leaper schools rated for proficiency in the Chinese language.

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Mingo County

Mingo County School System

1. 7.1.7. Library/educational technology access and technology application.

Title Robotics Initiative

Description of Program

Students and teachers involved in robotics visit local elementary schools, give demonstrations, and offer explanations of how robotics works. As a result, Lego teams have been formed across the county at Matewan Middle School in partnership with Kermit K-8 School and at Gilbert Middle School. The county team joined with Team 337 at the State level to make a presentation at the West Virginia Technology Conference about FIRST, an international robotics competition billed as “Varsity Sport for the Mind.”

After the consolidation of four county high schools in 2011, students and sponsors decided to form two teams, one at Tug Valley High School and one at Mingo Central Comprehensive High School. Both teams continue to grow and compete individually and together.

The two county high schools communicate and collaborate through a common interest in robotics. Recently, a computer component was printed on the Dimension uPrint Plus 3D printer at Mingo Central Comprehensive High School for the Tug Valley High School team. A Tug Valley High School student designed the part on CAD software and sent the printable file to the Mingo Central Comprehensive High School instructor, Thomas Bane, who printed the part. After some test runs, students decided to alter their original design and requested two additional parts from the 3D printer.

Mingo County School District’s robotic programs and teams have grown over the past decade and have been active in the growing world of robotics. Under the guidance of Rick Meade and Virginia Mounts and supported by funding from NASA, Appalachian Electric Power, and other sponsors; students and teachers began competing in Cleveland, Ohio as a rookie team in 2004. Over the years Team 1249 (locally referred to as the RoboRats) has entered, placed, and won multiple competitions as an individual team and in alliance competition has won industrial design, engineering design, and numerous other awards.

In 2010, robotics regional competitions expanded rapidly and Mingo County began competing in the Smokey Mountain Region and the North Carolina Region, as well as, their home region, Pittsburgh. The team continues to test new drive systems, mechanical devices, and new applications.

Summary of Results

Team 1249 achieved second place in North Carolina's international competition and will advance as captains in the next round. Educational robotics is gaining traction at all levels of the educational system. Observational evidence and success of the program show students learning and applying programming, engineering, higher-level thinking, and collaborating skills. Furthermore, the team has spawned other teams within the county.

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2. 7.2.1 County and School electronic strategic improvement plans.

Goal 3: Wellness

County: Mingo

School: Mingo County Schools

Title: Mingo County Wellness Initiative

Description of Program

The Mingo County School District Wellness Initiative began during the 2007-2008 school year and has continued to expand. During the 2011-2012 school year, it was revealed that breakfast participation rates for the county were very low (31 percent countywide), while the student poverty rate was around 70 percent. Furthermore, alarming data revealed a high incidence of childhood obesity, diabetes, and cardiovascular disease in the county. Mingo County School District committed to implementing the Universal Free Meals Program that included a wellness initiative for scratch cooking in the schools, breakfast initiatives to change where and when students eat breakfast, and the overall wellness of the school environment. All schools implemented the new initiatives in fall 2011. Mingo County School District participated in the Community Eligibility Option (CEO) where all students were provided free lunch and breakfast for the 2012-2013 school year.

The Mingo County Superintendent of Schools and the director of school nutrition and wellness coordinator committed to make overall wellness important to students and staff. Wellness coaches were employed for the 2011-2012 school term and were charged with motivating students and staff in organizing, implementing, and documenting school wellness activities. The program started with a one year start up grant from the West Virginia Department of Education, Office of Child Nutrition. The program continued during 2012-2013 through county funding. Coaches collaborated with "The Alliance for a Healthier Generation" to gain resources and assistance with planning activities. The wellness coaches and coordinator also developed partnerships with supporting agencies, such as, the American Dairy Association, Mingo County Diabetes Coalition, PEIA Pathways to Wellness, Appalachian Regional Healthcare, and the Tug

Valley Roadrunner Club. The coaches organized activities both during and after the school day. As a catalyst for wellness, the coaches energize the school environment. Some schools start the day with a “Jammin’ Minute” where students and staff get up and dance to music for a minute. Breakfast is served in the classrooms, hallways, and other places accessible to students to encourage students to eat a healthy nutritious breakfast.

Wellness coaches have specific responsibilities that include meeting several times per year with the Mingo County Wellness Committee. At the end of the school year, they submit Wellness Activity Forms that document the activities organized throughout the school year. Some activities completed by the coaches included: Walk with the Teacher, Walk a Mile in My Shoes, Fitness Friday, Pedometers across the Curriculum, Let’s Move, WESTEST Olympics, Hop into the New Year, and WVU Extension Nutrition Education.

Fresh fruits and vegetables are offered to students during the school day. Mingo County participates in the USDA Fresh Fruits and Vegetables Program in six county elementary schools. This program introduces students to fresh fruits and vegetables and an education component exposes students to the fruit or vegetable and they learn where it is grown and the vitamin and nutrient benefit.

Summary of Results

A comparison of the percent of proficient students for the 2010-2011 school year with the percent of proficient students for the 2011-2012 school year showed the following results.

- Elementary School Reading. The percent of proficient students increased 8.1 percent for the all students (AS) subgroup, increased 5.1 percent for the economically disadvantaged (SES) subgroup, and increased 6.1 percent for the special education (SE) subgroup.
- Middle School Reading. The percent of proficient students increased 2.4 percent for the AS subgroup and increased 2.8 percent for the SES subgroup.
- High School Reading. The percent of proficient students increased 1.2 percent for the AS subgroup and increased 2.2 percent for the SES subgroup.
- Elementary School Mathematics. The percent of proficient students increased 14.4 percent for the AS subgroup, increased 13.5 percent for the SES subgroup, and increased 9.6 percent for the SE subgroup.
- High School Mathematics. The percent of proficient students increased 9.0 percent for the AS subgroup and increased 6.6 percent for the SES subgroup.

Mingo County’s ACT scores in English improved from 18.7 in 2008 to 19.9 in 2012. ACT reading scores improved from 19.2 in 2008 to 20.1 in 2012. ACT science scores improved from 18.7 in 2008 to 19.3 in 2012.

For the 2011-2012 school year, Mingo County’s graduation rate for SES students was 73.64 percent, which was higher than the State graduation rate (63.37 percent) for SES students.

At the end of school year 2011-2012, out of school suspensions were reduced by 143 days, zero student expulsion hearings were held during the school year, attendance was up for the year, and the number of students placed in the Alternative Learning Center decreased.

In comparison for the same time period last year (2011-2012) to this year (2012-2013) (August – February), Mingo County had 195 fewer incidents resulting in out-of-school suspension.

All Mingo County Schools were recognized by the United States Department of Agriculture (USDA) in June of 2012 for being Healthier US School Challenge Bronze Level Recipients. The Healthier US School Challenge (HUSSC) is a voluntary certification initiative to recognize schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity.

Mingo County collaborated this year (2012-2013) with the Mingo County Diabetes Coalition on a 5K run/walk with all Grade 8 students. The “Take 10 Challenge” challenged students to increase their steps to 10,000 per day and increase the consumption of fruits and vegetables to five per day. At the culmination of a four week period, the 5K was held for the students and prizes were awarded. Mingo County School District Transportation Department transported students to the Burch Middle School track for the event. Another collaborative 5K is being planned.

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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 2012-2013 school year.

Berkeley County

Back Creek Valley Elementary School

- 7.1.8. Instructional materials.** Back Creek Valley Elementary had a backpack program in which students were given a tape recorder, headphones, a book on tape, and a response sheet. The students listened to the book on tape and illustrated or wrote a response to the story. A packet of summer fun literacy activities were mailed to participating students to increase literacy skills. The principal reported positive parent feedback and increased reading scores of participating students.

Gerrardstown Elementary School

- 7.2.3. Lesson plans and principal feedback.** The principal provided excellent feedback on teacher lesson plans. The feedback was productive and a great benefit to the teachers. Lesson plans throughout the building were high quality and an excellent roadmap for the progression of the classes.

Hedgesville Elementary School

- 7.1.3. Learning environment.** The school had a very positive, welcoming, nurturing environment that was conducive to the learning process. The staff was welcoming and open and was enthusiastic about the future of the students. The principal and assistant principal were supportive of all students and staff and made available all the opportunities to enable the teachers to provide a positive learning environment. There was excellent vertical teaming among the staff to ensure continuity in the achievement of the students throughout their years at the school. The building was clean and educationally stimulating.
- 7.5.1. Parents and the community are provided information.** The school had a high number of retired teachers and parents volunteering at the school. They helped in the classrooms to aid the teachers in the classroom curriculum delivery. These adults acted in the role of providing an additional professional staff member with their high levels of knowledge and experience, which aided students in achieving the highest levels of achievement.

- 7.8.1. Leadership.** The principal led the school in a positive and effective manner. The principal was highly organized, knowledgeable, and held himself to the highest standards and fostered leadership in the individual classrooms. Teachers demonstrated great classroom leadership through attending professional development sessions and applying best practices in classroom instruction.

Marlowe Elementary School

- 7.8.1. Leadership.** The principal provided an excellent example of leadership. She was highly organized and knowledgeable of the needs of the school, individual teachers, and students. The principal guided the curriculum and procured the support and materials necessary for high quality curriculum delivery.

Grant County

Grant County School System

Through braiding of financial resources provided by Title I, Special Education, and Critical Skills funds, Grant County Schools implemented a countywide Reading Initiative. Grant County Schools contracted with Dr. Carol Tolman to deliver professional development regarding the Language Essentials for Teachers of Reading and Spelling (LETRS). Additionally, Grant County Schools employed an assistant superintendent during the 2010-2011 school year. Part of this position involves serving as the district contact for secondary curriculum. By separating the curriculum responsibilities into two sections (elementary and secondary), county personnel are more equipped to focus on the two levels independently. Improvements have been made in general education subgroups, but targeted instruction remained a critical need in the special education (SE) subgroups at the secondary level.

Harrison County

Nutter Fort Primary School

- 7.1.3. Learning environment.** The learning environment at Nutter Fort Primary School was positive, nurturing, clean, safe, and educationally stimulating. A plethora of student work was displayed and staff constructed entertaining and interesting decorations to support learning.
- 7.1.7. Library/educational technology access and technology application.** The Team observed excellent technology applications in every classroom and in the computer laboratory. The school had iPads, iPods, computers, Smart Boards, Elmos, and laptops for teacher and student use and it was evident that students used the technology on a regular basis.
- 7.5.1. Parents and the community are provided information.** The Team commended the Nutter Fort Primary School staff for the numerous and unique ways in which parents and the community are provided information to help students learn. Parents are brought into the school once each nine weeks to participate in classroom instruction to observe educational activities occurring at the school.

The school developed the Mustang Pride Program, in which the staff takes food to needy children's families on a regular basis. Additionally, backpacks of food are sent home with needy kids on weekends. Several community groups donate food and clothing for the school's students.

- 7.8.1. Leadership.** The principal and assistant principal provided excellent school leadership. All teachers stated that the administration was extremely supportive and helpful and provided necessary materials and professional development to support teachers. The principal was keenly aware of the school and student needs and held high expectations for students, staff, and herself. The classroom teachers provided excellent classroom leadership and challenged all students to do their best work.

Jackson County

Henry J. Kaiser Elementary School

- 7.1.2. High expectations.** Communication among the teachers was excellent and effective. The teachers held weekly collaborative team meetings in which data analysis, proper student scheduling, expected behaviors, and other curricular issues were discussed.

All teachers held high expectations for all students. The Team observed classrooms and interviewed teachers and found that all teachers were organized and knowledgeable of student data and non-curricular student needs. It was evident that student achievement and student welfare were the guiding factors of the staff. These were evident in all aspects of the school, the enthusiasm of staff and students, enriching curriculum, and engaging and meaningful instructional strategies.

- 7.1.3. Learning environment.** The learning environment was safe, secure, and conducive to student learning. Student work was displayed throughout the building and students were treated respectfully and encouraged to excel academically and socially. Henry J. Kaiser Elementary School was inviting and promoted good work habits.

- 7.1.6. Instruction in writing.** The writing component of education was being thoroughly implemented in every classroom. The Team observed high quality student writing in Kindergarten through Grade 2. Students were challenged to continue to improve their writing abilities through excellent instruction in writing and staff encouragement.

- 7.2.4. Data analysis.** The Team commended the school staff for the data notebooks maintained in all classrooms to monitor student progress and give students ownership of their achievement.

Lincoln County

Lincoln County School System

1. Lincoln County School District established a Memorandum of Understanding (MOU) with Southwestern Community Action Council, Inc., Child and Family Development Program and Head Start for the 2011-2012 and 2012-2013 school years.

2. Professional Learning Community (PLC). Weekly meetings of PLC teams were held at each school in Lincoln County through a West Virginia Board of Education waiver.
3. Math Support. Lincoln County School District employed two math support/instructional coaches located at Harts PK-8.
4. Lincoln County School District extended RESA 2 collaboration to provide technical assistance to Harts PK-8.
5. Lincoln County School District contracted with a retired West Virginia Department of Education employee to work with two School Improvement Grant (SIG) schools (Hamlin and Guyan Valley).
6. Lincoln County School District contracted Consulting4U as Instructional and Administrative Consultant for the school district. The consultant's area of focus is elementary mathematics and she also works with the Beginning Educator Mentoring program.
7. Lincoln County School District has extended the professional employee search to attending recruiting fairs, advertising on the West Virginia Department of Education website, utilizing the Transition to Teaching program, and establishing a partnership with Logan County Schools to continue to support the Transition to Teaching program beyond federal/state funding. The county utilized Title II funds to support this initiative.
8. Lincoln County School District was one of the first counties to implement a Universal Meals program during the 2011-2012 school year. The county participates in the Community Eligibility Option (CEO) whereby all students continue to receive free breakfast and lunch. In 2011, all nine Lincoln County schools received the Gold Award of Distinction for their work with the Healthier US School Challenge. In 2012, three Lincoln County schools received a reward for having the highest breakfast participation in the state. One school, Guyan Valley Middle School, had the highest increase in breakfast participation in West Virginia.

Kanawha County

Dunbar Primary School

- 7.1.3. **Learning environment.** The school showed a positive learning environment. The facility has been well maintained and the students and staff exhibited pride in the school. The staff was cohesive and exhibited high expectations in classrooms and throughout the building. Students reported to the Team that they felt safe and that all teachers were caring and compassionate toward their needs.
- 7.1.7. **Library/educational technology access and technology application.** The school had a multitude of technology that was being used by the students. They had a computer laboratory, a mobile laptop laboratory, iPads, iPods, Elmos, Smartboards, etc. Teachers are required to receive training from the principal to receive the iPads. Students were fluent in using technology.

7.2.4. Data analysis. The students maintained student data notebooks. These are an excellent motivating factor and gives student ownership of the student's academic skills. Students work with the formal and informal data, progress monitoring, benchmarking to aid them in seeing their individual progress.

7.8.1. Leadership. The principal provided excellent leadership. She is in her third year at the school and was extremely organized and knowledgeable of the school's needs. She gave excellent feedback to teachers during the evaluation process and monitored the implementation of the high quality professional development that was provided teachers.

McDowell County

Bradshaw Elementary School

7.2.4. Data analysis. Bradshaw Elementary School was implementing a Short Cycle Assessment to further assess student achievement based on data. These were assessments completed between Acuity Benchmark tests. Three of the assessments were completed between each benchmark and were aligned directly with what was being taught in the classrooms. This practice was more evidence of the staff's reliance on student data to guide curriculum.

Kimball Elementary School

7.2.4. Data analysis. Kimball Elementary School maintained Student Data Notebooks for each student as a means to stay aware of the needs of all students based on student achievement data. Students meet with a teacher and the principal to examine data from previous years, including WESTEST results. The teacher, principal, and students then create three goals for improvement. A notebook for each was created where data are kept as assessments are taken and the student's attendance is also tracked. Students are conferenced often and more frequently if the student is potentially at-risk. Students become extremely familiar with their individual data and growth. On February 4, 2013, parents were invited to an after school event, "Data and Dessert", where students presented their data notebook to their parents/guardians.

Southside K-8 School

7.1.4. Instruction. Two co-teaching teams provided good examples of co-teaching. These two groups worked well together, and Team members could not distinguish the general educator from the Title 1 educator. These teams worked fluidly to deliver instruction to all students and kept all students on task and fully involved in the lessons. This is a new practice at this school year.

Sandy River Middle School

7.1.7. Library/educational technology access and technology application. The school utilized a great deal of technology. Available technology included: Five mobile laboratories, two iPad laboratories, and two stationary laboratories and all classrooms had Smartboards. The Team observed students using technology and it was evident

that all students had received excellent training on the proper use of technology and were using technologies frequently in the learning process.

- 7.8.1. Leadership.** The principal provided the staff and students an excellent example of leadership. The principal was highly organized and knowledgeable of the needs of the school and students based on student data and observations buildingwide. Staff was provided high quality professional development and the principal monitored the implementation of this professional development.

Career and Technology Center

- 7.1.2. High expectations.** The school created the One to Won Program. In this program the school administered the TABE (Test of Adult Basic Education) test to students and identified deficits in reading and mathematics. These deficits were addressed through assigned tutoring at the school by AmeriCorps. The principal reported great success in the achievement of the students in the academic portions of the classes.
- 7.2.2. Counseling services.** The Team commended the Mirror Image Program in place at the school. This was a program to increase interest in career technical education in which Grade 8 students were brought to the school to spark interest in the programs. Students identified as at-risk of failing and/or dropouts were targeted to be enrolled at the career technical center. Enrollment at the school increased from 176 students in 2010-2011 to 249 students in 2012-2013.

McDowell County School System

1. 7.2.1. County electronic strategic plan.

From the Five-Year Strategic Plan (dated January 17, 2013), the prominent initiatives and activities included the following.

- I. To improve student achievement in all curricula through high quality instruction.
 - a. The LEA will provide training and support for formative and summative assessments, standards-based grading practices and 21st century standards-based lesson design to ensure quality instruction.
 - b. The LEA will provide professional development to improve content knowledge and use of high-yield practices for district and school level administration and teachers in core content areas to improve student achievement.
 - c. Ensure accuracy of highly qualified data.
 - d. Develop a plan that focuses on recruiting, retaining and retraining highly qualified teachers in order to have 100% of core academic classes taught by highly qualified teachers.
 - e. Due to a high number of teaching vacancies, McDowell County will implement a McDowell County Transition to Teaching (TtT) Cohort.

- II. To promote a culture of high expectations through positive relationship building and the development of effective interpersonal skills.
 - a. Schools will implement an intervention model designed to identify at-risk students and provide support necessary to improve their physical/social/ emotional well-being.
 - b. Review and evaluate progress toward strategic plan goals, objectives and actions on a regular basis.
 - c. Provide funding for an In-school Suspension teacher at Mount View High School via Rural Low Income Schools Funding.
 - d. Ensure a quality education for all students through strong partnerships between home, school and community.
 - e. Create a healthy and safe environment to promote student success and well-being.
- III. To provide personalized learning to ensure timely graduation with 21st century skills to become productive citizens.
 - a. Schools will implement an intervention model designed to identify at-risk students and provide support necessary to increase student achievement.
 - b. Provide intervention support for schools via RLIS funds in order to improve student achievement.
 - c. Increase growth in the number of students entering post-secondary education and/or career technology.
 - d. Schools will provide all students personalized learning opportunities to meet their individual needs.
- IV. The district will implement the Special Education programmatic requirements as defined by IDEA.
- V. To improve student achievement through increased access to 21st century teaching and learning.

Through interviewing staff at the central office, the Team determined that the county was making progress in achieving the goals listed in the McDowell County Five-Year Strategic Plan. The Team commended the goal-focused approach of the county. While McDowell County is making progress, the county school district will need to sustain the effort to see a change in student achievement.

2. 7.4.1. Regulatory Agency Reviews.

Overall, the operation and maintenance of the school facilities in McDowell County have significantly improved in the last few years. School administrators and staff seem to take more ownership for the physical appearance of the schools' environment and aesthetics. The skill levels of maintenance staff have also increased on the building control systems and more technical heating, ventilation, and air conditioning (HVAC) systems have been installed on the newer buildings. The maintenance staff members are allowed to attend workshops and training sessions held around the State which has also aided to improve their skills. The maintenance director implemented a painting program that has enhanced the aesthetics of the schools where the painting projects have been completed.

3. 7.6.1. Hiring.

The Team commended the personnel director. It was evident that the personnel director spent an enormous number of hours working toward full correction of the previous findings of noncompliance in personnel. Her work was high quality which resulted in a high functioning level of implementation of State Board Policy 2320. She had revised required forms, such as, employment application forms; job application forms; matrix to evaluate qualification of applications to gather and evaluate applicants per the requirements of W. Va. Code §18A-4-7a, etc. She has maximized technology by keeping data and records relevant to personnel. This enabled the personnel director to provide the Team information, such as, postings; vacancies; number and names of substitutes working in long-term assignments; names and assignments of personnel who transferred 20 days prior to the beginning of the instructional period, along with the superintendent's report to the state superintendent; mentors in the beginning teachers/principal programs; tracking process of obtaining teacher certification; etc. The personnel director would be a valuable resource to share her work and expertise with other personnel directors statewide. She is also responsible for calling substitutes. In order to ensure bus operators and bus aides report to work on time, she starts calling substitutes at 4:00 a.m. each morning. She also makes evening calls for substitutes. The Team recognized her commitment to McDowell County School District and the hard work involved to ensure county compliance with all standards for which she is responsible.

4. 7.6.4. Teacher and principal internship.

The county begins the school year with a three-day summer academy for new teachers, principals, and mentors. The Team reviewed the academy program and found it to be high quality. This quality training continues throughout the year with monthly two-hour sessions for the novice teachers and principals. Time is allocated at each monthly principals' meeting to provide specific training for novice principals. McDowell County considers a novice teacher or principal to be an individual with less than five years experience. Every principal in the county is considered a novice principal. All participants are compensated for their attendance to training sessions outside their workday.

5. 7.7.2. Policy implementation.

McDowell County School District has done an exemplary job of developing, implementing and complying with the intent of West Virginia Board of Education Policy 4373 through policy 11-028. Continuing education to meet the requirements and intent of the State Board was thorough and well documented. This policy addressed many of the policy issues previously cited in the 2001 and 2009 audits dealing with disciplinary procedures, student due process rights, nondiscrimination, tobacco use and substance abuse.

Mercer County

Memorial Primary School

7.1.2. High expectations. All teachers throughout Memorial Primary School demonstrated extremely high expectations for all students. All students were on task and teachers provided high quality instruction. All students interviewed reported that teachers cared about them and expected them to do their best work. Students reported being

assigned adequate amounts of homework and that teachers would not accept poor work.

- 7.8.1. Leadership.** All teachers and the principal had excellent leadership. The principal was highly organized and led the school by example. Teachers had excellent classroom management and were challenging all students to excel academically and to become responsible students.

Princeton Primary School

- 7.1.2. High expectations.** It was evident that all staff held high expectations for all students. The Team observed all students were on task and teachers were providing high quality instruction. Classroom management was excellent. Student interviews revealed that students were happy, content, and felt challenged and nurtured. The building was decorated well, educationally stimulating, and teachers posted student work and noted motivational comments to encourage students to do their best in all areas.
- 7.1.7. Library/educational technology access and technology application.** Technology use was excellent throughout the building. All students had numerous opportunities to use technology and were fluent for their age level in using the technology.
- 7.8.1. Leadership.** The principal exhibited a high level of leadership and challenged all teachers to do the same. It was evident that the principal and teachers were in charge of the building; however, students were given ample opportunities to make decisions. This promoted individual thinking skills and autonomy.

Whitethorn Elementary School

- 7.8.1. Leadership.** The principal was extremely organized and exhibited high expectations for all staff and students. He was actively involved in the delivery of education and taught lessons for students. The principal was proactive in securing funds and materials for teachers and students. All teachers exhibited high expectations and challenged all students to perform at their highest levels.

Mineral County

Fort Ashby Primary School

- 7.1.3. Learning environment.** The learning environment was positive and conducive to the learning process. It was evident that all teachers and the principal were knowledgeable of the needs of the school and individual students and were making decisions based on student needs. All students interviewed reported feeling safe, secure, and nurtured.
- 7.8.1. Leadership.** The principal was organized, knowledgeable, and provided high quality leadership. The principal was prepared for the audit and was fluent in all areas of the school's operation and management.

Wiley Ford Primary School

- 7.1.3. Learning environment.** The principal and staff fostered an excellent learning environment. Although the building was somewhat aged, the facility was bright, well-decorated, and conducive to the learning environment. All students interviewed reported that they felt safe and valued. It was evident that all staff was caring, nurturing, and attuned to the needs of all students.
- 7.1.7. Library/educational technology access and technology application.** Wiley Ford Primary School provided various educational technology equipment, such as, Elmos, iPads, laptop computers, and LCD projectors. Computer workstations were provided for teachers as a resource for supporting classroom technology instruction. Each student was provided extensive access to technology and its application within the regular instructional day. A county Technology Integration Specialist (TIS) was available and assisted teachers in delivering lessons that integrated technology into the curriculum. The principal supported teachers in the integration of technology and students benefited from these practices.
- 7.8.1. Leadership.** The principal and teacher leadership at the school was excellent. The principal was organized and exhibited a high level of professionalism and a genuine concern for the welfare of every student. She was knowledgeable of the academic and nonacademic needs of the school. All teachers exhibited exceptional classroom management and treated students with the highest regard.

Mingo County

Burch Elementary School

- 7.1.3. Learning environment.** The building was constructed in the 1930s, but exhibited a high degree of attention to detail. The school was very clean and it was evident that the staff and students had a great deal of pride in the building. The overall look and feel of the building fostered a positive school climate and atmosphere conducive to teaching and learning.
- 7.8.1. Leadership.** The principal provided high quality leadership for the staff. The principal treated all staff and students respectfully and held high expectations for himself and others in the building. The principal fostered an environment that encouraged teacher collaboration through grade level and vertical teaming.

Dingess Elementary School

- 7.1.1. Curriculum based on content standards and objectives.** There was a significant focus on the Next Generation Standards and current West Virginia 21st Century content standards and objectives (CSOs) in curriculum and instruction. Teachers were emphasizing a greater depth of knowledge for each student in preparation for the next testing cycle. The staff had analyzed the decline in student achievement and determined that a greater focus was needed to improve student performance. The Team observed a strong focus on a curriculum based on the content standards and

objectives and a great deal of work by the staff to ensure that the Next Generation Standards were a driving force in the classroom curriculum.

7.1.2. High expectations. The school's Support for Personalized Learning (SPL) program was well developed and consistently applied to all students. Students' collective and individual needs were carefully considered and the staff was dedicated to providing the appropriate curriculum delivery for each individual student. Teachers sequenced learning by applying students' prior knowledge in thoughtful and deliberate curriculum delivery. Teachers were using formal and informal assessments as well as observations to evaluate the effect of instruction on student learning and adjusting teaching as necessary. Staff reported progress in student achievement shown by informal data analysis.

7.1.3. Learning environment. The Safe School program was excellent and all students could discuss the components of the Safe School Plan. The learning environment was nurturing and students expressed that they felt safe and that teachers were genuinely concerned about their well-being. All students reported positive classroom and school experiences.

Although the building was older, it was clean, provided a positive climate, and was conducive to the learning environment. Teaching practices; safety practices; and relationships among the principal, teachers, and parents promoted a positive school culture. The Team observed a multitude of student work posted throughout the building which exhibited a high level of Depth of Knowledge.

7.8.1. Leadership. The Team commended the principal for establishing high standards for student learning, fostering a strong staff consensus for high expectations, and being highly organized and knowledgeable of the school's needs. Student learning was viewed as the fundamental purpose of the school and the principal provided the leadership necessary to guide the school toward improved student achievement.

Gilbert Elementary School

7.1.2. High expectations. All teachers exhibited high expectations and commitment to student learning as evidenced by the school's significant improvement from not achieving adequate yearly progress (AYP) in 2010-2011 (before reconfiguration) to 67 percent student mastery in Grade 3 and 68 percent mastery in Grade 4 mathematics and 63 percent mastery in Grade 3 and 58 percent mastery in Grade 4 reading/language arts.

7.1.3. Learning environment. The school was clean and conducive to the learning environment. All students interviewed verified that they felt safe and that the staff was there to support them and that they were challenged in their classes. All teachers appeared positive and knowledgeable of the students' needs.

7.8.1. Leadership. The principal was guiding the school both in terms of curriculum and the physical environment. Teachers stated that the principal was supportive and integral in school improvement. The principal was highly organized and knowledgeable of the school and student needs and was fluent in the student data.

Matewan Elementary School

- 7.1.3. Learning environment.** The school was clean, welcoming, and educationally stimulating. All staff and students had a very positive attitude and all decisions were based on the needs of all students. Students reported that they felt safe, nurtured, and valued by all staff.
- 7.8.1. Leadership.** The principal was knowledgeable, personable, caring, compassionate, and well-organized. It was evident that the principal possessed excellent leadership skills and a wealth of knowledge to determine areas of need, then direct professional development to increase student achievement.

Kermit K-8 School

- 7.8.1. Leadership.** The principal exhibited excellent leadership and was organized and knowledgeable of the school's needs. The Team found evidence of this in teacher observations and evaluations, correspondence to classroom teachers, and in the teacher and student interviews.

Burch Middle School

- 7.8.1. Leadership.** The principal and assistant principal provided excellent leadership. The administrators were knowledgeable and organized and were clearly aware of the school's needs. Teachers reported that the administrators were supportive and provided the programs and materials necessary to deliver the classroom curriculum. The principal stated that the Mingo County Central Office and RESA 2 staffs had provided a great deal of support and assistance.

Williamson Middle School

- 7.1.2. High expectations.** The school had a student leadership team that met regularly. The student leadership team talked with the administrative team, developed reward incentives, and aided in other decision making processes. This process promoted a positive school environment as it showed students that decisions were based on the needs of the students and school.
- All teachers exhibited high expectations for all students. The Team observed excellent teaching buildingwide. While an overall decline had occurred in student achievement, it was evident that appropriate steps were being taken to overcome this decline. Student test data guided the classroom curriculum and all staff members were keenly aware of the school's needs based on this data.
- 7.1.3. Learning environment.** The principal and teachers fostered a positive learning environment. Students overwhelmingly reported that they felt safe, secure, and valued by the staff.

Mingo Central Comprehensive High School

- 7.1.3. Learning environment.** The school learning environment was safe, clean, nurturing, and conducive to the learning process. With this being the school's second full year in operation, the building was immaculately clean and showed evidence of excellent student pride. All students interviewed reported to feel safe and valued by the staff and that their education was the main priority of the staff.
- 7.1.7. Library/educational technology access and technology application.** The Team commended the extensive technology being used buildingwide. One-to-one computer usage was reported and observed. Laptop computers were issued to each student and the school had four stationary computer laboratories. Additionally, Smartboards, Elmos, and other forms of technology were being used throughout the school.

Tug Valley High School

- 7.1.4. Instruction.** The Team commended the strong collaboration between the English and social studies classes. These teachers worked together to foster this relationship and teachers reported noticeable increases in student abilities since this relationship had been initiated. Students reportedly increased their study skills and report-writing abilities due to this process.
- 7.8.1. Leadership.** The principal was knowledgeable and organized and had an excellent vision for the direction of the school. Teachers reported feeling supported and believed that the principal was guiding the school in the proper direction. The Team saw evidence of excellent leadership in organization and a thorough knowledge of the needs of the teachers and students and the actions that needed to be taken to correct prior discipline issues.

Mingo County School System

1. 7.1.1. Curriculum.

Mingo County's Academic Coach Initiative is driven by the county's commitment to provide a cadre of highly qualified teachers who serve as academic coaches for all schools in the county. Seven full-time coaches are in place at the county's elementary schools (all are certified by the Coaching for Learning program); one full-time instructional coach is in place for secondary mathematics. The STEM (Science, Technology, Engineering, and Mathematics) coordinator, contracted through RESA 2, holds a Ph.D. in aero-space engineering and works in many programs across the county's schools. A full-time technology integration facilitator has been in place in the county for several years. Additionally, three part-time coaches serve English/language arts teachers in Grades 5-12. One secondary part-time coach is a former West Virginia Teacher of the Year who has won multiple awards for instructional strategies. Two administrative coaches, contracted from RESA 2, are on-site at the county's middle schools to work with the schools' principals.

Coaches are responsible for: Providing specific and on-going professional development; facilitating training and monitoring the Next Generation Standards; modeling best practices; analyzing, disaggregating, and disseminating data; supporting teachers in creating lessons;

locating and recommending instructional resources and strategies; meeting with teachers and administrators to facilitate classroom instruction in areas of need; monitoring formative assessment; and serving as a liaison between the county administrative assistant and county schools.

2. 7.1.2. High Expectations.

The Team commended the Mingo County School District for providing the opportunity for every school-age child who wants and needs dental care to receive it through the “Smiles Mobile Dentist Program”. This program is a full-service mobile and in-school dental program that provides services to every county school. Services include a dental examination, cleaning, fluoride treatment, x-rays, sealants, dental education, fillings, baby teeth extractions, and referrals to other dentists if a more serious problem is detected.

This program serves about 15 counties in West Virginia and approximately 250 Mingo County students participated in the program since its inception in November 2012.

3. 7.1.7. Library/educational technology access and technology application.

The Team commended Mingo County’s Technology Initiative. All classrooms were equipped with a SmartBoard, digital projector, and document camera. Infrastructure continues to improve to support technology that included: Networks upgraded to 1000 MB; commercial wireless in all schools; e-rate funding of \$900,000; and fiber Internet connections in all schools upgraded from 10 MB to 100 MB in 2012.

Mingo County began implementing the One-to-One Mingo Computer Program in spring 2011, and currently all students in Grades 9-12 are paired with a laptop computer to use during the academic year. Each graduating student receives the laptop computer in which the student has developed a portfolio. This program is planned to be expanded to the middle level grades. Individual school Education Performance Audit Teams observed technology resources being used effectively at all schools throughout the county. The Teams also noted that few, if any, technology malfunctions during the school audit.

4. 7.2.1. County and School electronic strategic improvement plans.

The Mingo County Five-Year Strategic Plan was developed by a committee of educators and community members and communicated districtwide. The plan was well developed and predicated on data and research-based practices.

- Focus on rigor and relevance across all content areas.
- Focus on formative and benchmark assessments across all content areas.
- Implement and monitor the Next Generation Content Standards in mathematics and English/language arts in Grades K, 1, 4, 5, and 9.
- Increase the number of highly qualified teachers in content-specific areas.
- Support for principals and assistant principals in developing leadership strategies to create and maintain high performing schools.
- Continued support of standards-based mathematics program, Investigations in the elementary grades and Carnegie Learning in the middle and high school grades.

- Placement of instructional coaches in each of the elementary schools; contracted English/language arts coaches at the middle and high schools; Carnegie Learning mathematics coach at the middle and high schools; and contracted a Science, Technology; Engineering, Mathematics (STEM) instructional facilitator for all programmatic levels.
- Support a Co-teaching Cohort between the county and RESA 2 to provide training on co-teaching methods for general education, special education, and Title I teachers.
- Continue implementation of Support for Personalized Learning (SPL) at all programmatic levels.
- Expanded extended day/extended year program.
- Specific interventions for identified students - Credit recovery/graduation/dropout prevention coach at high schools.

5. 8.1.5. Personnel.

The superintendent and county personnel office staff were welcoming, cordial, and accommodating. Personnel files and information requested relating to the personnel standards were readily available for the Team to review. The Team observed that this same level of cooperation and kindness was extended to individuals who called or who walked in the personnel office requesting assistance. This type of behavior can help build trust and respect for the personnel office and often plays a big part in employees talking through any problem they might have with the county due to some personnel action in lieu of filing a grievance.

**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. Information may be viewed on the Office of Education Performance Audits website at: <http://oepe.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Back Creek Valley Elementary School
	Bedington Elementary School
	Gerrardstown Elementary School
	Hedgesville Elementary School
	Marlowe Elementary School
Grant County Schools	Dorcas Elementary School
	Maysville Elementary School
	Union Educational Complex
	Petersburg High School
	Grant County School System
Harrison County Schools	Nutter Fort Primary School
Jackson County Schools	Henry J. Kaiser Elementary School
Kanawha County Schools	Dunbar Primary Center
Lincoln County Schools	Duval PK-8 School
	Hamlin PK-8 School
	Harts PK-8 School
	Midway Elementary School
	Ranger Elementary School
	West Hamlin Elementary School

Lincoln County Schools <i>(Continued)</i>	Guyan Valley Middle School
	Lincoln County High School
	Lincoln County School System
McDowell County Schools	Anawalt Elementary School
	Bradshaw Elementary School
	Fall River Elementary School
	laeger Elementary School
	Kimball Elementary School
	Welch Elementary School
	Southside K-8 School
	Sandy River Middle School
	Mount View High School
	River View High School
	Career and Technology Center
	McDowell County School System
Mercer County Schools	Memorial Primary School
	Princeton Primary School
	Whitethorn Elementary School
Mineral County Schools	Fort Ashby Primary School
	Wiley Ford Primary School
Mingo County Schools	Burch Elementary School
	Dingess Elementary School
	Gilbert Elementary School
	Matewan Elementary School
	Riverside Elementary School
	Kermit K-8 School
	Lenore K-8 School
	Burch Middle School
	Gilbert Middle School
	Matewan Middle School
	Williamson Middle School
	Mingo Central Comprehensive High School

Mingo County Schools <i>(Continued)</i>	Tug Valley High School
	Mingo County Extended Learning Center
	Mingo County School System
Monroe County Schools	Monroe County Vocational Center
Morgan County Schools	Widmyer Elementary School
Preston County Schools	Aurora Elementary School
	Bruceton School
	Fellowsville Elementary School
	Kingwood Elementary School
	Rowlesburg School
	Terra Alta/East Preston School
	Tunnelton-Denver Elementary School
	Valley Elementary School
	Central Preston Middle School
	South Preston Middle School
	West Preston Middle School
	Preston High School
	Preston County School System

Berkeley County

Back Creek Valley Elementary School

Back Creek Valley Elementary School was proactive in curriculum delivery in that teachers analyzed the data and made curricular and instructional changes based on the data. Staff development was provided to target weaknesses and strengthen the overall instruction.

Bedington Elementary School

While student data revealed high student achievement and teachers were knowledgeable of student needs, some teachers needed to vary instructional strategies and engage students throughout the class period. The Team believed that the school has the capacity to correct this area and that student achievement will increase accordingly.

Gerrardstown Elementary School

The staff had been provided high quality professional development to target the areas of weakness and the staff had high expectations for all students and provided a safe and secure learning environment. Once the area of instructional strategies is corrected, student achievement will continue to increase.

Hedgesville Elementary School

Hedgesville Elementary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target any areas of concern that the staff had in regards to curriculum and student behavior.

Marlowe Elementary School

The administration and staff of Marlowe Elementary School disaggregated and utilized student data to guide the classroom curriculum and instruction. The staff was proactive in avoiding areas of student weakness and eliminating those areas in a timely manner.

Grant County

Dorcas Elementary School

The students of Dorcas Elementary School will be consolidated into Petersburg Elementary School at the beginning of the 2013-2014 school year. It is imperative that the principal continue to elicit assistance from the Grant County central office and RESA 8 to continue to provide a curriculum that is data-driven and relevant to the needs of all students to provide all students the opportunity to learn.

Maysville Elementary School

The principal and staff of Maysville Elementary School had conducted extensive data analysis and all were extremely knowledgeable of the needs of the school and of the individual students.

Union Educational Complex

Given the achievement levels in all subgroups, the principal of Union Educational Complex must continue to solicit assistance from the Grant County central office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate additional high quality, research-based programs and practices to enable all students to have the opportunity to learn.

Petersburg High School

Given the achievement levels of students in all subgroups, Petersburg High School and Grant County must implement high yield instructional practices and instruction that will improve achievement. Grant County must actively pursue assistance from RESA 8, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

Grant County School System

Grant County Schools braids funding resources to provide intervention to students in the areas of reading and mathematics.

Secondary education is a weak area in Grant County Schools. With a new principal at both Petersburg High School and at Union Educational Complex, intensive support from the Grant County Schools central office staff is imperative in making progress toward increased student achievement. To add to this need, the assistant superintendent responsible for personnel, technology and secondary curriculum is inexperienced as well.

Grant County Schools is making great strides in addressing culture and communication at both the central office and school building levels. However, this is the foundational work necessary to be established before true progress in addressing student achievement may be made.

Harrison County

Nutter Fort Primary School

Nutter Fort Primary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target any areas of concern that the staff had regarding curriculum and student behavior.

Jackson County

Henry J. Kaiser Elementary School

Henry J. Kaiser Elementary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target staff concerns regarding curriculum and student behavior.

Kanawha County

Dunbar Primary Center

Dunbar Primary School provided a curriculum geared toward the needs of all students based on formal and informal data, Next Generation Content Standards, and the school's Five-Year Strategic Plan. Areas of weakness were identified and the principal provided professional development, guidance, and leadership to overcome these areas of weakness to ensure a high quality education for all students.

Lincoln County

Duval PK-8 School

Although gains had been made in a majority of subgroups, greater increases are needed. The principal must continue to solicit assistance from the Lincoln County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide a curriculum that is data-driven and instruction that is relevant to the curriculum and provide all students the opportunity to learn.

Hamlin PK-8 School

While all teachers were knowledgeable of the needs of the school and the individual students, it was obvious that instruction in the Grades K-5 classes needed attention. The Team believed that the principal and teachers would be receptive of receiving assistance to correct this issue. All teachers appeared to have the students' best interest as the priority. The Lincoln County superintendent of schools must ensure that the proper assistance be provided to aid the principal in guiding the improvements at the school.

Harts PK-8 School

It was evident that the principal and staff were aware of the needs of the school and individual students and teachers were providing high quality instruction. Students were kept on task with interesting and engaging instruction. All curricular decisions must be firmly grounded in proper data analysis and the needs of the school as defined in the school's Five-Year Strategic Plan.

Midway Elementary School

Midway Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained interventions. The principal must solicit assistance from the Lincoln County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to address declining student achievement and improve instructional delivery.

Ranger Elementary School

Continued monitoring by the principal in the area of varied instructional strategies must take place. All teachers were aware of the needs of the school and individual students and were exhibiting high expectations for all students. The principal provided a high quality example of leadership.

West Hamlin Elementary School

The staff had conducted high quality data analysis that was driving the curriculum and all decision were based on the needs of students. The principal and staff took a proactive approach toward all educational endeavors and were challenging all students to perform at their highest levels.

Guyan Valley Middle School

Through proper data analysis, implementation of the school's Five-Year Strategic Plan, and assistance in making curricular decisions based on these areas, Guyan Valley Middle School could provide students the avenues necessary to excel. The principal must spearhead these initiatives and ensure that they are implemented buildingwide. Assistance must be received from the county and State agencies to assist in this endeavor.

Lincoln County High School

The staff was fully aware of the needs of the school and individual students and all exhibited high expectations for all students. Staff and students indicated that the learning environment of the school was of high quality and leadership at the school in the position of principal and classroom teachers was excellent. Student achievement remains a great concern. Assistance must continue to be solicited to aid in determining the areas of weakness and to provide the necessary programs and practices to eliminate these weaknesses.

Lincoln County School System

Lincoln County School District established a Memorandum of Understanding (MOU) with Southwestern Community Action Council, Inc., Child and Family Development Program and Head Start for the 2011-12 and 2012-13 school years. By providing educational services to students at a young age and by providing additional educational support to students identified with special needs, Lincoln County School District demonstrated an understanding of the importance of early detection. Pre-School education was a component of the county Five-Year Strategic Plan.

Secondary education was a deficient area in Lincoln County. Student achievement was deficient in all indicators of assessment. Effective leadership and high quality teaching go hand in hand. The secondary school was challenged by having three principals in three years and two new assistant superintendents last school year and this school year. To maintain leadership stability, The OEPA suggested that Lincoln County develop leadership skills in staff that will foster stability and continuity at the high school.

Board of education members were concerned about attracting and retaining certified teachers, particularly in mathematics and science. This report presents information regarding educators teaching on permit or that do not meet the definition of highly qualified. This is not only a local dilemma, but a State issue. However, Lincoln County experienced this to a greater degree than several contiguous school districts. This licensure will need to be addressed at both the local level and the State level.

Finally, a void existed in central office staff designated to orchestrate and align curriculum to the strategic plan.

McDowell County

Anawalt Elementary School

The staff of Anawalt Elementary School had conducted extensive student data analysis and was using this data effectively to target areas of weakness in student achievement. Excellent classroom management, high quality curriculum delivery, and high expectations were pervasive buildingwide.

Anawalt Elementary School must evolve and reflect the positive educator aspects into higher levels of student achievement. The staff will need to apply their knowledge and attributes in instruction and student learning to develop students' knowledge, skills, and achievement.

Bradshaw Elementary School

Bradshaw Elementary School is postured to see increases in student achievement. It is imperative that the principal continue to monitor classroom instruction and provide the guidance and assistance that the classroom teachers need to deliver a high quality curriculum. Student data needs to remain the foundation for instruction and all teachers must fully utilize this data to guide instruction in each classroom.

Fall River Elementary School

Fall River Elementary School is likely to maintain the course of its performance if it does not embrace and implement the professional development that has been afforded staff on data analysis, high expectations, varied instructional strategies, and other curricular areas.

WESTEST2 (2012) achievement results by class reflected that Grade 3 students performed at 76.19 percent proficient in mathematics and 14.29 percent of the Grade 3 students achieved at the distinguished level. Grades 4 and 5 mathematics percent proficient levels were measurably lower (Grade 4 – 36.84 percent proficient and Grade 5 – 30 percent proficient). Reading data showed student proficient levels much lower than mathematics, but still following the same pattern of Grade 3 students performing 36 to 40 percent higher than Grades 4 and 5 (Grade 3 – 61.90 percent proficient; Grade 4 – 21.05 percent proficient; Grade 5 – 25.00 percent proficient). McDowell County and Fall River Elementary School must examine all aspects of student achievement and organize all the support services to intervene in a consistent approach to improve achievement.

Jaeger Elementary School

Under the guidance of the principal, the staff was disaggregating student data and implementing professional development to strengthen areas of weakness. The school was taking a proactive stance to increasing student achievement and was providing a nurturing environment for all students to learn.

Kimball Elementary School

Data showed a dramatic decline in student achievement from 2010-2011 to 2011-2012; however, the principal and staff had embraced the professional development provided by local and State education agencies and were providing high quality instruction and exhibited high expectations for all students. It is imperative that the principal continue to monitor classroom instruction and student achievement and make any changes necessary to ensure that teaching targets increased learning.

Welch Elementary School

The administration and staff of Welch Elementary School had conducted excellent data analysis and were working to implement programs and practices to address areas of weakness based on the data. Assistance must continue to be solicited from county and State educational personnel to assist in this endeavor.

Southside K-8 School

The principal and staff must remain vigilant in student achievement and continue to monitor individual and classroom data and adjust the curriculum delivery accordingly. The Team observed high quality data analysis and the staff was intimately aware of the curriculum needs based on the data. This awareness, positive staff attitudes, and high quality instruction observed are expected to lead to increased student achievement.

Sandy River Middle School

All staff members were aware of the student and school needs and the urgency to increase student achievement. Teachers were implementing the high quality professional development they had received and were deliberate about reviewing and responding to data. The Sandy River Middle School staff has defined the school's early detection performance concerns and were working on intervention strategies to maintain focus on improving student achievement.

Mount View High School

Mount View High School has been below standard 5.1.1 Achievement for the four previous years. The school has a May 31, 2013, Date Certain to achieve adequate yearly progress (AYP) for Full Accreditation. If the school does not meet the achievement standard for Full Accreditation by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5(n)(6).

It is further noted that the graduation rate at 69.0 percent is another early detection area and must also show improvement.

River View High School

The administration and staff of River View High School had examined the student data and had identified the areas of school and student weaknesses. High quality professional development had been instituted to target the areas of weakness and staff was genuinely enthusiastic about the changes that had been made as a result of the professional development. Through interviews and classroom observations, the Team observed that teachers were aware of the students' needs and were employing high quality instruction to improve student learning. It is critical for this school to have consistent leadership and certified teachers in place at the beginning of the school year. This, however, is a problem beyond the scope of the school's and McDowell County's efforts. The Team expressed hope that the Reconnect McDowell project will assist in establishing a community of certified educators.

Career and Technology Center

The administration and staff were aggressively addressing the area of student dropout issues and were providing avenues to help these students be successful and continue their education.

McDowell County School System

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

The Office of Education Performance Audits found that the McDowell County School District was monitoring student progress and had responded to achievement needs through the following instructional supports.

1. McDowell County School District was previously cited for not having a continuum of services for special education. In response, the special education director has arranged for co-teaching training with Dr. Marilyn Friend, a noted expert.
2. Teachers in PreK were using Early Childhood Positive Behavior Support (ECPBS) to provide behavior interventions and support.
3. All McDowell County schools were implementing Support for Personalized Learning (SPL) to address Core, Targeted, and Intensive instructional needs for all students.
4. Short cycle assessments were in place and Lexia Reading Assessment was used instead of DIBELS for screening.

Mercer County

Memorial Primary School

Student achievement was at the forefront of Memorial Primary School's mission and goals. In addition to extensive data analysis of student achievement, the school also supported the students' social and emotional needs. This structure ensured that students received the necessary support and individualized attention to achieve mastery.

Princeton Primary School

The staff of Princeton Primary School had been provided high quality staff development and programs to assure that all students achieve at high levels. A proactive approach to the educational process was evident buildingwide.

Whitethorn Elementary School

Whitethorn Elementary School was taking a proactive approach to discern the school and students' needs through formal and informal assessments as well as considering the students' social needs. High quality staff development was provided to give teachers the tools to increase student achievement buildingwide.

Mineral County

Fort Ashby Primary School

The principal had instituted high quality professional development to aid classroom teachers in implementing the classroom curriculum. A majority of teachers were challenging students.

Wiley Ford Primary School

Wiley Ford staff had a clear and concise method of collecting and analyzing student and school data, and making curricular decisions based on the data. The school's Five-Year Strategic Plan was the foundation for the daily operation of the school. The staff had been provided high quality professional development to target any areas of deficit.

Mingo County

Burch Elementary School

Under the guidance of the principal, the staff at Burch Elementary School had disaggregated the formal and informal student data and was using the results to target student weaknesses. The Team observed excellent classroom instruction and high quality student work and determined that all curricular decisions were firmly grounded in research based practices and the needs of the students.

Dingess Elementary School

Given the decline in student achievement in mathematics and reading/language arts, the principal and staff determined the areas of need and implemented high quality professional development to counteract the decline. The Team observed high staff expectations, excellent instruction, quality school and classroom leadership, and student engagement during the day of the Education Performance Audit. The principal and staff reported that the Mingo County Central Office staff had provided excellent support.

Gilbert Elementary School

The principal and staff of Gilbert Elementary School are strongly urged to continue to closely monitor student progress through formal and informal assessments and to modify teaching strategies to effectively challenge students to do their best work and continue to increase achievement. The teachers and the principal stated that the Mingo County Central Office staff provided excellent support.

Matewan Elementary School

The administration and staff of Matewan Elementary School had analyzed formal and informal student data and had determined the areas of weakness and applied programs and procedures to eliminate those areas. All staff members were aware of the student data and clearly explained the steps being taken to increase student achievement. Constant monitoring of classroom curriculum and teaching styles was being conducted by the principal and classroom teachers.

Riverside Elementary School

The administration and staff of Riverside Elementary School had utilized formal and informal student data to detect weaknesses in classroom curriculum and had investigated and implemented high quality professional development to eliminate the identified weaknesses. The principal is strongly urged to continue to monitor and provide feedback to the classroom

teachers to ensure that the delivery of curriculum is meeting the needs and learning styles of all students.

Kermit K-8 School

The principal and staff had detected areas of weakness in student achievement and measures were put into place through high quality professional development to correct the weaknesses. The principal must continue to elicit assistance from county and State agencies and provide the programs and materials for teachers to aid students in improving achievement.

Lenore K-8 School

The administration and teachers of Lenore K-8 school had utilized student and school data, coupled with the goals in the school's Five-Year Strategic Plan, to determine the needs of the school and the professional development necessary to increase student achievement. Through student progress monitoring, staff saw a need to increase attention given to reading/language arts curriculum and instruction. Consequently, they have participated in professional development specific to student needs based on data analysis and applied this training to classroom instruction.

Burch Middle School

The principal and staff had utilized formal and informal student data and had arranged for high quality professional development to eliminate areas of weakness in curricular and non-curricular areas. The staff held high expectations for all students and the professional development sessions provided targeted areas to increase student achievement. The principal must ensure that all teachers are providing instruction to ensure greater student achievement.

Gilbert Middle School

While the principal was fluent in the data disaggregation process, the staff's knowledge was lacking. The Team could not verify that the student data were being used to its greatest potential. This, in addition to the lack of a variety of instructional strategies, must be considered a high priority for the principal and staff.

Matewan Middle School

The principal and staff saw the need to address the poor learning atmosphere, high incidents of bullying and harassment, and low student and teacher morale and instituted programs and practices to alleviate these issues. The Team noted excellent results from those endeavors. Teachers reported an enormous difference in the learning environment from the previous two years. This enabled the staff to focus on educating students. The Team noted excellent teaching strategies buildingwide. The principal and teachers stated that Mingo County Central Office and RESA 2 provided excellent support. The principal is strongly recommended to continue these efforts so that the progress is continued to the new school setting.

Williamson Middle School

A thorough and comprehensive analysis of the school's needs, based on student formal and informal data, had been conducted by the principal and staff of Williamson Middle School. This

analysis revealed the areas of weakness and the principal arranged for the appropriate professional development sessions for the staff. The Team saw evidence of the effectiveness of the professional development during classroom observations and expressed in teacher and administrator interviews.

Mingo Central Comprehensive High School

The principal and staff of Mingo Central Comprehensive High School discussed methods to review formal and informal data and clearly articulated the methods used to determine what steps they would take to adjust the curriculum to meet the students' needs. The teacher leadership teams were working effectively to coordinate the different departments and were utilizing student data as the basis for all curricular decisions.

Tug Valley High School

The principal and staff of Tug Valley High School utilized formal and informal student data to identify areas of weakness in the school's curriculum and made adjustments to correct the identified weaknesses. Teachers stated that the professional development provided was beneficial to enriching curriculum delivery and that the principal was instrumental in fostering a positive learning environment. The principal and staff reported that the Mingo County Central Office provided excellent support.

Mingo County Extended Learning Center

The Mingo County Extended Learning Center Alternative Education Class was well-organized and was meeting the needs of the students. Each student is fully evaluated upon entry to the program in the areas of educational needs, behavioral needs, and any other areas of concern. The teacher and principal do an ongoing self and program evaluation to ensure that the program is running efficiently and effectively. The lines of communication between the alternative education class and the individual student's home school are clear and effectively meet the needs of the student.

Mingo County School System

Mingo County has experienced a decline in the county's fund balances that came about by construction cost escalation due to board member(s) filing legal action impeding implementation of the State Board approved Comprehensive Educational Facilities Plan (CEFP) which involved constructing Mingo Central Comprehensive High School and the closure of four small high schools. This course of action also affected the completion of other projects in the CEFP and led to maintaining inefficient facilities and maintaining personnel over the State aid formula. These factors led to a decline in the county's fund balances each year from the Unrestricted Fund Balance History of \$6,518,552 Fiscal Year 6-30-09 to \$418,568 in FY 6-30-12. Consequently, the county superintendent has not replaced the Director of School Facilities and school reports reflect the outcomes of the absence of this position. Furthermore, all facilities "maintenance work, except emergency repairs or those that are determined to be absolutely necessary" was postponed per the direction of the West Virginia Department of Education.

In spite of the lack of support, obstacles, and distractions to leadership and organization presented by member(s) of the board of education, the county superintendent and staff have

concentrated on teaching and learning and successfully built a countywide culture that combines high expectations and the provision of strong support and empowerment of teachers.

Monroe County

Monroe County Vocational Center

It is of the utmost importance that the Monroe County superintendent and central office staff employ a highly qualified, highly motivated principal to guide the staff. Assistance must also be solicited from RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education, Division of Technical and Adult Education, to aid the new administrator in the initial operation of the current technical program.

Morgan County

Widmyer Elementary School

The principal and assistant principal had worked extensively with the staff to disaggregate student data and investigate reasons for weaknesses in student achievement. The principal had elicited assistance in a variety of areas for professional development; however, more assistance is necessary in the area of high expectations, particularly instruction that engages and motivates students.

The Office of Education Performance Audits advises the Morgan County School District to seek intervention assistance from the West Virginia Department of Education, Office of Early Learning. The contact for this assistance is Clayton Burch, Executive Director, at (304) 558-9994 extension 53212, or wburch@access.k12.wv.us.

Preston County

Aurora Elementary School

While increases in student achievement were achieved in all subgroups, Grades 3 and 4 performed significantly lower than Grades 5 and 6. Aurora Elementary School is strongly urged to continue to seek assistance from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to ensure that the skill development needs of all students are addressed.

Aurora Elementary School has two substitute principals assigned. This is not the optimal arrangement to provide leadership to the school.

Bruceton School

Bruceton School is likely to fail to achieve adequate yearly progress (AYP) in all subgroups of reading/language arts if it does not receive continuous and sustained assistance in the areas of high expectations, instruction, and instructional strategies. While achievement in mathematics increased slightly, reading/language arts achievement declined. Bruceton School achieved adequate yearly progress in the all students (AS) subgroup and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by application of the confidence

interval. The likelihood of achieving AYP without continued improvements in the area of curriculum is unlikely.

Fellowsville Elementary School

Extensive data analysis had been conducted by the principal and teachers and all were aware of the needs of the students. A variety of instructional strategies were discussed as well as remediation for all students where needed. The Team believed that staff was working diligently to provide an environment that promoted high achievement. This, combined with the data analysis, should yield greater student achievement during the 2013 WESTEST2 assessment.

Kingwood Elementary School

Kingwood Elementary School is likely to maintain the course of its performance levels if it does not continue to receive continuous and sustained intervention from State and local education agencies.

Rowlesburg School

Rowlesburg School is likely to fail to achieve adequate yearly progress (AYP) in all subgroups if it does not receive continuous and sustained assistance from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

Terra Alta/East Preston School

Terra Alta East Preston School has been traditionally low performing and must receive any and all assistance from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to reverse this trend. Through the interview process it was found that the new principal was extremely knowledgeable of the needs of the school in the short amount of time that he has been at the school. The teachers appeared to be willing to make any changes necessary to improve student achievement and the Team believed that the school is postured to begin the process of improving achievement. Continual monitoring will need to be provided by the Preston County Central Office to ensure that these changes take place.

Tunnelton-Denver Elementary School

Low levels of student performance will continue unless continuous and sustained interventions are implemented.

Valley Elementary School

Given the achievement levels of students in all of the subgroups, Valley Elementary School and Preston County must implement high yield instructional practices and instruction that will improve students' achievement. Preston County must actively pursue assistance from RESA 7, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

Central Preston Middle School

Given the achievement levels of students in the special education (SE) subgroup, Central Preston Middle School and Preston County must implement high yield instructional practices and instruction that will improve students' achievement. Preston County must actively pursue assistance from RESA 7, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

South Preston Middle School

South Preston Middle School had conducted extensive data analysis and had investigated means to target the weak areas in student achievement based on the results of the 2012 WESTEST2. The Team believed that the school was postured to increase student achievement; however, work must continue in the area of providing high quality instruction in all classes despite the physical issues presented with the divided campus. The principal must continue to monitor and evaluate the instruction in all classes and elicit assistance from the various local and State education agencies.

West Preston Middle School

Given the achievement levels of students in the special education (SE) subgroup, West Preston Middle School and Preston County must implement high yield instructional practices and instruction that will improve students' achievement. Preston County must actively pursue assistance from RESA 7, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

Preston High School

Preston High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies and develop administrative stability.

Preston County School System

As noted throughout this report, student achievement has declined in Preston County from 2010-2011 to 2011-2012. Furthermore, the financial deficit continues to exceed two million dollars. Personnel practices also continued to be inconsistent and deficient. These three areas continued to be a concern in Preston County.

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://oepe.state.wv.us>.

COUNTY	SCHOOL
Berkeley County Schools	Back Creek Valley Elementary School
	Bedington Elementary School
	Gerrardstown Elementary School
	Hedgesville Elementary School
	Marlowe Elementary School
Grant County Schools	Dorcas Elementary School
	Maysville Elementary School
	Petersburg Elementary School
	Union Educational Complex
	Petersburg High School
	Grant County School System
Harrison County Schools	Nutter Fort Primary School
Jackson County Schools	Henry J. Kaiser Elementary School
Kanawha County Schools	Dunbar Primary Center
Lincoln County Schools	Duval PK-8 School
	Hamlin PK-8 School
	Harts PK-8 School
	Midway Elementary School
	Ranger Elementary School
	West Hamlin Elementary School

Lincoln County Schools <i>(Continued)</i>	Guyan Valley Middle School
	Lincoln County High School
	Lincoln County School System
McDowell County Schools	Anawalt Elementary School
	Bradshaw Elementary School
	Fall River Elementary School
	laeger Elementary School
	Kimball Elementary School
	Welch Elementary School
	Southside K-8 School
	Sandy River Middle School
	Mount View High School
	River View High School
	Career and Technology Center
	McDowell County School System
Mercer County Schools	Memorial Primary School
	Princeton Primary School
	Whitethorn Elementary School
Mineral County Schools	Fort Ashby Primary School
	Wiley Ford Primary School
Mingo County Schools	Burch Elementary School
	Dingess Elementary School
	Gilbert Elementary School
	Matewan Elementary School
	Riverside Elementary School
	Kermit K-8 School
	Lenore K-8 School
	Burch Middle School
	Gilbert Middle School
	Matewan Middle School
	Williamson Middle School
	Mingo Central Comprehensive High School

Mingo County Schools <i>(Continued)</i>	Tug Valley High School
	Mingo County Extended Learning Center
	Mingo County School System
Monroe County Schools	Monroe County Vocational Center
Morgan County Schools	Widmyer Elementary School
Preston County Schools	Aurora Elementary School
	Bruceton School
	Fellowsville Elementary School
	Kingwood Elementary School
	Rowlesburg School
	Terra Alta/East Preston School
	Tunnelton-Denver Elementary School
	Valley Elementary School
	Central Preston Middle School
	South Preston Middle School
	West Preston Middle School
	Preston High School
	Preston County School System

Berkeley County

Back Creek Valley Elementary School

Back Creek Valley Elementary School demonstrated the capacity to increase student achievement as evidenced by the STAR Early Literacy, Reading, and Mathematics program results. All staff must continue to strive to provide the high quality instruction that resulted in these increases. The school's Five-Year Strategic Plan was instrumental in guiding the school to influence student achievement.

Bedington Elementary School

Student test data were indicative of the school's capacity to increase student achievement and provide high quality instruction. The Team believed that once the issue of a lack of a variety of instructional strategies is corrected, student achievement will continue to increase.

Gerrardstown Elementary School

Gerrardstown Elementary School has demonstrated the capacity to increase student achievement based on the individual student data provided by the school. Staff had received high quality professional development and had high expectations for students and self. The

Team determined that, upon correcting the issue of varied instructional strategies, student achievement will continue to increase.

Hedgesville Elementary School

Hedgesville Elementary School demonstrated the capacity to provide an educationally stimulating environment that was safe and nurturing. The school's Five-Year Strategic Plan clearly identified the direction and action steps for the school.

Marlowe Elementary School

The administration and staff of Marlowe Elementary School demonstrated the capacity to achieve and provide a safe and educationally stimulating atmosphere. High quality professional development was provided and applied that was specific to the school's Five-Year Strategic Plan and student needs.

Grant County

Dorcas Elementary School

The principal is in her second year at the school and has provided high quality leadership and was very knowledgeable. The Team believed that the school would have seen dramatic increases in student achievement had this not been the last year for the school's existence. Staff is strongly urged to continue to prepare all students to attain higher levels of achievement and to also prepare students for the transition to Petersburg Elementary School.

Maysville Elementary School

Maysville Elementary has the capacity to correct the deficiency found at the school.

Petersburg Elementary School

Petersburg Elementary School has the capacity to correct the one deficiency found during the Education Performance Audit. Petersburg Elementary School also demonstrated the capacity to increase student achievement in the areas of mathematics and reading/language arts.

Union Educational Complex

Union Educational Complex has the capacity to correct the deficiency found during the Education Performance Audit. It is of extreme importance that the capacity continue to develop to maintain the increases in student achievement that were noted from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2. The economically disadvantaged (SES) subgroup requires immediate attention. It is highly likely that unless greater gains are made in the all students (AS) and the racial/ethnicity white (W) subgroups the school will fail to achieve AYP in these areas with the upcoming 2012-2013 WESTEST2.

Petersburg High School

The capacity of the school to correct the deficiencies found in the Education Performance Audit is yet unclear. The preparation of the principal by the Grant County central office is greatly

needed and the principal will need intensive assistance to educate him in the needs of a West Virginia school. The success of Petersburg High School depends on the preparation of the principal.

Grant County School System

Through interviews with central office staff and careful review of documentation, the Team determined that Grant County Schools demonstrated a significantly improved climate. The current superintendent holds monthly administrative meetings and weekly meetings with senior staff members. By involving all administrative staff, a culture of awareness and understanding of multiple areas was established. For example, all administrators were aware of the Ten Year Comprehensive Educational Facilities Plan (CEFP) process and were involved in creating the vision for Grant County School District.

Four central office staff members indicated the lines of communication are open and encouraged. This increased communication has resulted in more collaboration and less operation in silos. This collaboration was validated through the documentation of blending resources to target specific areas of academic weakness. Four central office staff members indicated they have experienced an increase in the level of guidance provided to them by the superintendent during the past two academic years and are more aware of State and national initiatives. This collaboration has enabled the central office staff to begin to focus on student achievement and utilize multiple funding sources to support cohesive districtwide interventions and programs. While the foundation is now established, there is still a great need to focus on improving student achievement.

Steps were being taken to implement reading strategies in Grades K-6. The Grant County Reading Initiative began as a result of data analysis revealing the need to bolster core reading instruction. During the 2011-2012 academic year, Grant County School District began a multi-year reading initiative with the guidance of an expert reading consultant. Grant County School District established a literacy planning committee and devised an implementation plan. In year one, all Kindergarten, Grades 1 and 2, Title I, K-12 special education teachers, and elementary principals were trained in Language Essentials for Teachers of Reading and Spelling (LETRS). During the second year, Grades 3, 4, 5, and 6 teachers will receive LETRS professional development and coaching. Additionally, any new reading teachers will be trained. The third phase of this initiative will expand the training to include middle and high school grades.

While Grant County School District has taken tremendous steps to improve the climate and culture of the central office, student achievement has not experienced measurable gains to date. The leadership provided by the superintendent and central office staff has resulted in a more unified and clearer vision for developing a strategic plan to increase student achievement. The immediate gains in student attendance, graduation rates, and fewer dropouts should demonstrate increases in student achievement in the near future. The elementary reading program should prove successful in the WESTEST2 reading scores for Grade 3 students in 2013.

Harrison County

Nutter Fort Primary School

Nutter Fort Primary demonstrated the capacity to provide a safe, nurturing, educationally stimulating atmosphere that was conducive to the learning process.

Jackson County

Henry J. Kaiser Elementary School

The principal had elicited high quality professional development to aid teachers in delivering the classroom curriculum in an effective and thorough manner. Assistance had been received from the Jackson County Central Office, RESA 5, and the West Virginia Department of Education. The Team recommended that this assistance continue to ensure that teachers continue to develop the skills to increase student achievement.

Kanawha County

Dunbar Primary Center

The staff demonstrated the capacity to provide an excellent learning environment and to ensure that all students feel valued, safe, and important. The capacity to not only increase student achievement was shown, but also discern areas of weakness and apply corrective actions to overcome those weaknesses.

Lincoln County

Duval PK-8 School

The Team determined that Duval PK-8 has the ability to correct the deficiencies found at the school. The Team also determined that the staff had the ability to increase student achievement as indicated on the WESTEST2; however, greater increases are needed to ensure that the school meets adequate yearly progress (AYP). All students were kept on task throughout the observations of the Education Performance Audit and it was evident through teacher and students interviews that this was the normal operations at the school. The principal must continue to monitor classroom instruction and ensure that the resources and materials are available to ensure students success.

Hamlin PK-8 School

The Team determined that Hamlin PK-8 has the capacity to correct the identified deficiencies; however, the principal must continue to solicit assistance from the Lincoln County central office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to aid in the implementation of the professional development provided to the teachers and to identify any areas of the curriculum that are in need of assistance.

Harts PK-8 School

The Team determined that Harts PK-8 School has the capacity to correct the identified deficiencies; however, there will need to be a great deal of work dedicated to proper implementation of the school's Five-Year Strategic Plan. The principal may need to contact the West Virginia Department of Education, Office of School Improvement, to aid in this endeavor.

Midway Elementary School

The Team highly questioned the school's ability to correct the deficiencies found at the school. The new principal must actively and aggressively monitor classroom instruction and ensure that all students are actively engaged with high quality instruction with a wide variety of instructional strategies. Student performance will continue to decline if this issue is not eliminated immediately.

Ranger Elementary School

The Team determined that the principal and staff had the capacity to correct the deficiencies found at the school. It is of great importance that all teachers vary instruction on a regular basis to ensure student attention and engagement.

West Hamlin Elementary School

The Team determined that student achievement would continue to increase due to the diligence and professionalism of the staff and the high expectations set forth buildingwide.

Guyan Valley Middle School

The deficiencies found at Guyan Valley Middle School will be difficult to correct unless the principal aggressively elicits assistance from the Lincoln County central office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide assistance in proper data disaggregation and the utilization of the school's Five-Year Strategic Plan. All staff would benefit from additional assistance in the area of instructional strategies, classroom management, and high expectations to ensure that these are in place on a daily basis to confirm that all students are given the opportunity to learn.

Lincoln County High School

The Team determined that Lincoln County High School has the capacity to correct the deficiency found at the school.

Lincoln County School System

The Team found that Lincoln County School District continued to fail to make adequate yearly progress. Programs and initiatives were in place to address the needs of students; however, the county needed to develop an organizing mechanism to prioritize and align their innovation solutions to produce a continuum of school improvement.

In the past year, the Lincoln County Board of Education and the county superintendent demonstrated the capacity to improve the culture and climate at the central office level. The board and superintendent are now focused on school and school district performance.

McDowell County

Anawalt Elementary School

The Team observed excellent teaching buildingwide and teachers were fluent in the data analysis and use of data to guide classroom curriculum and instruction. The principal must remain vigilant of classroom curriculum delivery and teachers maintaining high levels of instruction.

The Team determined that Anawalt Elementary will need to develop the capacity to increase reading/language arts achievement and continue to increase student and school percent proficiency in mathematics.

Bradshaw Elementary School

The staff and administration of Bradshaw Elementary School have the capacity to increase student achievement and are on the way to doing so. Evidence of this will be the 2013 WESTEST2 results. High quality, research-based professional development had been implemented and staff was utilizing data analysis, applying high expectations for all students, and varying instruction to reach all students.

Fall River Elementary School

Fall River Elementary School has access to high quality professional development to improve the teaching and learning process and decision making skills based on data analysis; however, the school has fallen short in targeting these resources to improve instruction and student learning. The school has failed to develop the capacity to improve student and school performance. The principal must actively work to ensure that the professional development is implemented in every classroom to strengthen teacher effectiveness and identify student difficulties and ensure students receive the instruction necessary to master the curriculum. If the professional development is not implemented and the issues of proper data application, high expectations, and instructional strategies are not adjusted in a meaningful way, 2013 WESTEST2 student achievement results will more likely continue to decline.

laeger Elementary School

laeger Elementary School demonstrated the capacity to increase student achievement. Seven of the eight subgroups showed improvement in the WESTEST2 assessment. The Team observed excellent instruction in most classrooms and believed that the positive attitude of staff and the high quality professional development will continue to increase student achievement.

Kimball Elementary School

With the assistance received from local and State educational agencies and the knowledge and cooperation among the staff, the Team believed that the school has the capacity to increase student achievement. Teachers spoke highly of the professional development that had been implemented at the school and showed a genuine enthusiasm toward teaching and learning. It

was evident to Team members that the excellent teaching observed on the day of the Education Performance Audit was the typical daily instruction. Student data guided the curriculum, along with the common core standards and the school's Five-Year Strategic Plan goals.

Welch Elementary School

Under the leadership of the principal, the Team believed that Welch Elementary School has the capacity to correct the deficiencies found. The principal must remain vigilant in classroom observations and curriculum delivery and provide assistance and materials for the teachers to deliver high quality instruction.

Southside K-8 School

Southside K-8 School has been provided the resources to improve student and school performance. The school has failed to develop the capacity to improve student and school performance.

The OEPA Team reported an organized principal and teachers that had students-on-task and involved in the learning process. Professional development and training were abundant and seemingly of high quality. Yet the school has declined dramatically in WESTEST2 percent proficiency from the 2009 WESTEST to the 2010 assessment and remained near the 2010 proficient level during the 2011 and 2012 testing cycles. It is troubling that the school has not shown progress in the past three years of WESTEST assessment.

The OEPA is hopeful that the current superintendent of the McDowell County School System, with his demonstrated student-center approach, can compel the school to show progress. It is further hoped that the staff will be stabilized and translate into increased student achievement on the 2013 WESTEST2.

Sandy River Middle School

With continued assistance from the McDowell County Central Office and the other State agencies, the Team believed that Sandy River Middle School has the capacity to increase student achievement. The Team observed high quality instruction, high expectations, and excellent use of data. The principal provided teachers excellent feedback on the classroom observations and walkthroughs. It is the judgment of the OEPA Team that the school staff is targeting resources strategically to the teaching and learning process to improve student and school performance.

Mount View High School

The Team questioned the school's capacity to correct the issues of high expectations. While the three new administrators appeared knowledgeable of the school's needs and were enthusiastic about guiding the school, Mount View High School has had a history of achievement issues. It is important that all staff utilize the professional development that is being provided and work vigorously to increase expectations of students and self and challenge students to do their best work.

Findings presented in this Education Performance Audit Report are similar to previous reports. Consequently, Mount View High School has not demonstrated the capacity to improve student performance.

River View High School

The Team believed that River View High School has the capacity to increase student achievement. It is imperative that the administration continue to monitor classroom instruction and ensure that classroom curricular decisions are based firmly on the student data. The professional development that has been provided must continue to be implemented where effective.

Career and Technology Center

The administration and staff of the Career and Technology Center demonstrated the capacity to proactively identify at-risk students and target these students for a path for success for the future. All students received instruction and a curriculum that would ensure success in the work world.

McDowell County School System

McDowell County School District is working hard to build capacity for change in the school system. The superintendent and central office staff exhibited a sense of urgency for improvement and expressed their commitment to the students and staff of McDowell County Schools. The Five-Year Strategic Plan Update (dated January 17, 2013), detailed the activities and initiatives in place to improve student, school, and school system performance.

Due to high employee turnover at both the administrative and classroom level each year, McDowell County has to mentor and train staff. This creates a hardship with the continuous improvement process, but teachers and principals expressed satisfaction with the mechanisms, such as, walk-throughs and 10-minute meetings. McDowell County is strategically targeting resources to improve the teaching and learning process. Individual School Education Performance Audit Teams reported that the climate and culture of the schools in McDowell County showed significant improvement and will continue to evolve and strengthen. Students and staff exhibited a positive outlook regarding education.

Mercer County

Memorial Primary School

The administration and staff of Memorial Primary School demonstrated the capacity to challenge students to perform at their highest levels, maintained high expectations for students and staff, and provided a safe and nurturing learning environment. The principal, who was a first year principal, exhibited great knowledge of curriculum and implementation of the programs and practices utilized by the teachers.

Princeton Primary School

The principal and staff of Princeton Primary School provided a safe and educationally stimulating learning atmosphere and demonstrated the capacity to maintain high student achievement.

Whitethorn Elementary School

The principal and staff of Whitethorn Elementary School demonstrated the capacity to sustain and improve student achievement.

Mineral County

Fort Ashby Primary School

The Team determined that the principal and staff have the capacity to correct the deficiencies identified in this report. Additional assistance may be needed from outside education agencies and the superintendent of Mineral County Schools to correct the high quality standards identified in this report. However, the Team believed that the capacity of staff can be developed to improve the teaching and learning process.

Wiley Ford Primary School

The principal and staff demonstrated the capacity to provide an atmosphere that encouraged students to do their best work in a caring and safe environment. There was an excellent working relationship between staff members, the administration, and the Mineral County Central Office staff.

Mingo County

Burch Elementary School

Burch Elementary School has the capacity to correct the deficiency found at the school. The principal must remain vigilant of any issues that may negatively affect the learning environment. Assistance from the Mingo County Central Office and various State agencies must continue to be elicited to ensure that the teachers continue to receive the support, programs, and materials to deliver a high quality curriculum.

Dingess Elementary School

Although student achievement had declined, the Team observed that the administration and staff had identified the issues for the decline and had implemented procedures to improve student and school performance. Therefore, the Team believed that Dingess Elementary has the capacity to increase student achievement. The principal is strongly urged to continue to monitor curriculum and instruction throughout the building and to provide the necessary guidance, materials, and professional development to aid teachers in delivering the curriculum to ensure that all students have the opportunity to learn.

Gilbert Elementary School

Gilbert Elementary School demonstrated the capacity to increase student achievement.

Matewan Elementary School

Matewan Elementary School demonstrated the capacity to increase student achievement in all subgroups in both mathematics and reading/language arts, except the special education (SE) subgroup. The school was bright, well decorated, warm, and nurturing and students were highly valued and all staff members were striving to provide high quality instruction. The principal and staff reported that the Mingo County Central Office staff had provided a great deal of assistance and support.

Riverside Elementary School

The principal and staff of Riverside Elementary School demonstrated the capacity to provide a positive and nurturing learning environment and the ability to conduct data analysis and apply the analysis results to make changes in the delivery of the classroom curriculum. While gains in student achievement were made in four of the 10 individual subgroups, attention must be given to the remaining subgroups to improve achievement. The principal must continue to strive to monitor classroom instruction and implement high quality, research based professional development to aid teachers in providing the curriculum that will ensure that all students learn.

Kermit K-8 School

The Team determined that the school has the capacity to correct the deficiencies and to increase student achievement. The principal and staff reported excellent support from the Mingo County Central Office staff and believed that this support will continue to benefit students.

Lenore K-8 School

Lenore K-8 School demonstrated the capacity to increase student achievement in mathematics and to provide a safe and nurturing learning environment. The school is challenged to make equal gains in student achievement in reading/language arts. Assistance from the Mingo County Central Office and State agencies must continue to be solicited to aid teachers in classroom curriculum delivery where needed.

Burch Middle School

The Team determined that Burch Middle School has the capacity for targeting resources strategically to provide students a high quality education.

Gilbert Middle School

The Team determined that the principal has the capacity to correct the issues found at the school. The Mingo County Central Office staff must continue to provide assistance and support to aid the principal.

Matewan Middle School

Given the strides made by the principal and staff, with assistance from RESA 2, pertaining to school environment and Support for Personalized Learning (SPL), the Team believed that the school has the capacity to increase student achievement. While the students will be

consolidated with another school, these efforts must continue to ensure that student achievement grows. The principal must aggressively continue to monitor student behavior, classroom instruction, and the needs of teachers to deliver the curriculum.

Williamson Middle School

The Team believed that the Williamson Middle School staff has the capacity to increase student achievement. The school was educationally stimulating and the staff was working diligently to provide a high quality education for all students. Excellent instructional strategies, time on task, and high expectations were prevalent buildingwide. The principal is strongly recommended to continue the oversight of the implementation of the professional development, data analysis, and classroom observations to ensure that student achievement improves. Note: This school closed at the end of the 2012-2013 school year.

Mingo Central Comprehensive High School

The Team determined that Mingo Central Comprehensive High School had the capacity to correct the deficiencies found. However, the principal must ensure that high quality instruction occurs in all classes.

Tug Valley High School

Tug Valley High School demonstrated the capacity to not only increase student achievement, but to provide an excellent learning environment that was educationally stimulating and safe in nature.

Mingo County Extended Learning Center

The Mingo County Extended Learning Center Alternative Education Class has demonstrated the capacity to provide a high quality, challenging curriculum to students. There was a low percentage (less than 5 percent) of students who were repeatedly placed in the program, which indicates that the behavior issues have been successfully addressed and modified to the point that the student is more successful in the home school. A review of student records, student grades, and the programs policies and guidelines by the Team revealed that the program is well-developed and efficient. There are clear guidelines as to the behaviors that would lead to a student being placed in the class, the requirements of the class for students, and the exit procedures.

Mingo County School System

The Mingo County Superintendent of Schools has demonstrated the capacity for targeting resources strategically to improve the teaching and learning process. Evidence of this has been exhibited by elementary students in all subgroups achieving at or above the State level and the high school improving from the previous year's assessment. A continuum of school improvement has been developed and implemented that resulted in the school district improving across student subgroups, academic areas, and performance outcomes.

The Mingo County Board of Education has not demonstrated the capacity to exercise board leadership, commitment, progress, cooperation, and fiscal responsibility. As a consequence,

the school district superintendent and central office staff, schools and the community are affected by the actions and/or inactions of the local board of education.

Monroe County

Monroe County Vocational Center

The Team believed that the school can develop the capacity to correct the deficiencies found and provide a high quality education for all students; however, the leadership in the building must be developed with the arrival of the new principal. Classroom observations, teacher evaluations, and curriculum development and improvement must be the main focus of the new principal. The Monroe County Central Office staff must provide assistance to the school to ensure success.

Morgan County

Widmyer Elementary School

The Team believed that Widmyer Elementary School has the capacity to increase the rigor and relevance for all students. The Morgan County Central Office must be involved, along with RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to provide high quality, research based professional development to aid teachers in the areas of higher order thinking skills and higher Depth of Knowledge levels.

Preston County

Aurora Elementary School

Based on the increases in student achievement from the 2010-2011 school year to the 2011-2012 school year, the staff had exhibited the capacity to meet the needs of the students. The staff is strongly urged to focus additional attention to the mathematics curriculum to provide the dramatic increases that were realized in the area of reading/language arts. The staff must also examine student achievement in Grades 3 and 4 and improve the teaching and learning process at these levels.

Bruceton School

Bruceton School has not shown the capacity to increase student achievement, particularly in the area of reading/language arts. Capacity building needs to be developed for educators at the school to improve student and school achievement in all areas. The principal is strongly recommended to elicit additional assistance in the areas of curriculum and instructional strategies specifically in the area of reading/language arts.

Fellowsville Elementary School

While Fellowsville Elementary School achieved adequate yearly progress (AYP) in all subgroups, achievement in half of the reporting subgroups declined. If this decline is not reversed the school will have difficulty achieving the performance standard during the next testing cycle. The principal and teachers discussed staff development that was implemented to increase student achievement. The staff development was provided through a variety of

settings including the Preston County central office, the Principal Leadership Institute, and the Teacher Leadership Institute. Continual monitoring by the Preston County central office would be beneficial in ensuring that all students had the opportunity to learn.

Kingwood Elementary School

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process to improve student and school achievement. There has been a history of low performance at Kingwood Elementary School and dramatic steps must be taken to reverse this trend. Interventions by the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be implemented to investigate programs and practices that will increase student achievement buildingwide.

Rowlesburg School

While Rowlesburg School achieved adequate yearly progress (AYP) in all subgroups, this was done only by application of the confidence interval. Therefore, the school was unable to show that they possessed the capacity overall to increase student achievement buildingwide.

Terra Alta/East Preston School

Terra Alta East Preston School had not exhibited the capacity to increase student achievement for all students. Under the leadership of the new principal the Team believed that the school is postured to make gains in this area. The Preston County Central Office must remain vigilant of the needs of the principal and school, and provide any and all assistance needed. Additional assistance from RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be solicited.

Tunnelton-Denver Elementary School

Capacity building needs to be developed for educators at the school. Student achievement was dismal and this trend must be reversed. Continual and sustained staff development in the areas of instruction, instructional strategies, high expectations, data analysis, and the Five-Year Strategic Plan must be implemented and this implementation must be reviewed by the Preston County Central Office.

Valley Elementary School

Valley Elementary School has not demonstrated the capacity to increase student achievement. Assistance must be solicited from the Preston County Central Office, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The Preston County superintendent of schools must provide assistance to the principal in these improvement steps.

Central Preston Middle School

While Central Preston Middle School had achieved adequate yearly progress in a majority of subgroups, the special education (SE) subgroup needed intensive intervention. The Team believed that the school possesses the capacity to increase student achievement in all areas; however, the principal must continue to solicit assistance from the various local and State

agencies to accomplish this. The Preston County Central Office must provide guidance and assistance in this endeavor and make available the resources to accomplish this.

South Preston Middle School

The Team believed that South Preston Middle School had the capacity to increase student achievement; however, the principal must continue to monitor classroom instruction during the construction at the school which has physically divided the campus. The staff development staff had received was geared toward greater student achievement. The principal and Preston County Central Office must remain diligent in ensuring that instruction in all classes is relevant and rigorous and provides all students the opportunity to excel.

West Preston Middle School

West Preston Middle School increased student achievement in all but one of the subgroups in mathematics and reading/language arts. However, if greater gains are not made there is a strong chance that the school will fail to achieve adequate yearly progress (AYP) during the 2012-2013 WESTEST2 achievement. The new principal at the school was organized and knowledgeable of the needs of the school; however, this is his first administrative position and he will need a great deal of assistance from the Preston County Central Office and the various local and State education agencies to acclimate him with the programs and procedures of the county and school.

Preston High School

Preston High School has experienced historic issues with not achieving adequate yearly progress (AYP). The data analysis showed the areas of weakness; therefore, the county and school staff must address specifics to improve student achievement. The Preston County Central Office must provide extensive assistance to the principal to aid him in learning and applying the various West Virginia Board of Education policies and procedures, along with the statutes and laws of West Virginia pertaining to education.

Preston County School System

The assistant superintendent was given the responsibility for developing the county electronic strategic improvement plan just before last year's submission deadline. The Team learned during the interview with the assistant superintendent that he updated last year's electronic strategic plan without committee collaboration. He also informed the Team that he plans to contact the committee members listed in the plan to find out if they are willing to serve in that same capacity. He also said that even though he accidentally submitted the 2012 plan on August 20, 2012, he will bring in the committee members before updating the plan. He stated that he realizes the plan is due September 15, 2012. The assistant superintendent said he had asked the county office directors/coordinators to enter their respective professional development conducted this past summer as well as those already planned for the upcoming year in the plan. The Team noted during interviews with county office staff and while reviewing the Five Year Strategic Plan, not all professional development activities were entered and the activities that were listed were not tied to the plan's goals. Every person interviewed about the plan expressed surprise when given examples of activities that were not currently included in the plan. When asked, the assistant superintendent confirmed that he did not review the schools' strategic plans and did not know of any person that has that responsibility.

Related to student achievement, Preston County must develop effective central office curricular leadership to approach curriculum systematically. This has been hampered, in part, by the instability of administrative personnel at the county and school levels. Additionally, no one single individual has the responsibility for curriculum leadership.

The effective utilization of fiscal resources is another area related to teaching and learning. This report details areas in which fiscal matters are connected to student performance. Preston County has failed to develop the capacity to manage fiscal resources strategically as evidenced by the county's budget deficit.

While the Preston County Board of Education and Superintendent of Preston County secured funds through a building bond, School Building Authority funding, QZAB bonds, and other grants to construct and improve the school facilities, this report describes present conditions and instances in which facilities are not conducive to learning. Some of these will be resolved when construction and renovations are completed. It is essential that Preston County utilize the maintenance staff in effectively maintaining schools. The county has not fully maximized the capacity of the maintenance staff.

Preston County must continue to target available resources strategically to the teaching and learning process to improve student, school, and school system performance.

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

COUNTY	SCHOOL
Berkeley County Schools	Back Creek Valley Elementary School
	Bedington Elementary School
	Gerrardstown Elementary School
	Hedgesville Elementary School
	Marlowe Elementary School
Grant County Schools	Dorcas Elementary School
	Maysville Elementary School
	Petersburg Elementary School
	Union Educational Complex
	Petersburg High School
	Grant County School System
Harrison County Schools	Nutter Fort Primary School
Jackson County Schools	Henry J. Kaiser Elementary School
Kanawha County Schools	Dunbar Primary Center
Lincoln County Schools	Duval PK-8 School
	Hamlin PK-8 School
	Harts PK-8 School
	Midway Elementary School
	Ranger Elementary School
	West Hamlin Elementary School
	Guyan Valley Middle School
	Lincoln County High School
	Lincoln County School System

McDowell County Schools	Anawalt Elementary School
	Bradshaw Elementary School
	Fall River Elementary School
	laeger Elementary School
	Kimball Elementary School
	Welch Elementary School
	Southside K-8 School
	Sandy River Middle School
	Mount View High School
	River View High School
	Career and Technology Center
	McDowell County School System
Mercer County Schools	Memorial Primary School
	Princeton Primary School
	Whitethorn Elementary School
Mineral County Schools	Fort Ashby Primary School
	Wiley Ford Primary School
Mingo County Schools	Burch Elementary School
	Dingess Elementary School
	Gilbert Elementary School
	Matewan Elementary School
	Riverside Elementary School
	Kermit K-8 School
	Lenore K-8 School
	Burch Middle School
	Gilbert Middle School
	Matewan Middle School
	Williamson Middle School
	Mingo Central Comprehensive High School
	Tug Valley High School
	Mingo County Extended Learning Center
	Mingo County School System
Monroe County Schools	Monroe County Vocational Center

Morgan County Schools	Widmyer Elementary School
Preston County Schools	Aurora Elementary School
	Bruceton School
	Fellowsville Elementary School
	Kingwood Elementary School
	Rowlesburg School
	Terra Alta/East Preston School
	Tunnelton-Denver Elementary School
	Valley Elementary School
	Central Preston Middle School
	South Preston Middle School
	West Preston Middle School
	Preston High School
	Preston County School System

Berkeley County

Back Creek Valley Elementary School

The staff of Back Creek Valley Elementary was knowledgeable of the students' needs and areas of deficiency. It was evident that curricular changes were made based on the data analysis conducted by the staff. High quality instruction was prevalent throughout the school.

Bedington Elementary School

While teachers were aware of student data and student needs, the area of instructional strategies needed immediate attention. Teachers expressed high expectations during the interviews and in classrooms observations; however, the lack of a variety of instructional strategies was detrimental to the learning process. The principal must be instrumental in addressing the issue and ensure that all classes have a variety of instructional strategies to meet the needs of all students. Further curriculum delivery must maintain student interest and engagement.

Gerrardstown Elementary School

While student achievement was increasing, the area of instructional strategies was lacking. The principal must ensure that high quality professional development in this area is provided and incorporated buildingwide to ensure the greatest levels of student achievement.

Hedgesville Elementary School

The entire staff of Hedgesville Elementary School was highly knowledgeable of the needs of the students and the areas of weakness that required specific interventions. Under the leadership

of the principal and assistant principal, the teachers implemented high quality, research-based programs and practices to increase student achievement. The common core standards were being followed in the classroom curriculum delivery and instruction was adjusted based on the standards and student data.

Marlowe Elementary School

The principal provided high quality building leadership and the teachers provided high quality classroom leadership. Through the observation and interview process, the Team determined that all staff were knowledgeable of the students' needs based on data, had very high expectations for all students, and utilized the high quality staff development provided to ensure classroom curriculum delivery methods that challenged and engaged students.

Grant County

Dorcas Elementary School

This is the last year for the existence of Dorcas Elementary School; however, the principal and all staff must continue to implement high quality instruction and maintain high expectations for all students. There was a concern that there were very few students at the above mastery and distinguished levels at the school. Efforts must continue to afford all students the opportunity to learn and to excel.

Attention must be given to each grade level; however, special attention must be given to Grades 4 and 6 as the WESTEST 2 data indicated lower achievement in these classes.

The principal was extremely organized and knowledgeable of the needs of all students and provided an excellent model for all teachers and students. This is the second year for the principal at this school and she was eliciting assistance from the Grant County Central Office and RESA 8 for programs and practices to increase student achievement and was holding the staff to very high levels of expectations.

Maysville Elementary School

All students were kept on task with high quality instruction and interesting lessons. All staff were knowledgeable of the needs of the school and of the individual students. It was clearly evident that the staff development that had been provided was implemented and being used effectively. All students were challenged to achieve higher levels of proficiency and were guided by the staff to work to their greatest capabilities.

Petersburg Elementary School

Gains in student achievement were made in all subgroups from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2. The principal and staff had implemented high quality staff development and all students were kept on task with high quality instruction.

Union Educational Complex

While gains were made in six of the eight subgroups in mathematics and reading/language arts, greater increases in student achievement are needed. The principal reported that the staff development being implemented was making positive impacts on student achievement, and the

learning environment was becoming more positive and conducive to the learning process. Assistance had been received from the Grant County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The Team noted that high quality instruction was prevalent buildingwide and that students interviewed reported that the rigor in the classes had been greatly increased. It is imperative that the principal and staff continue to challenge students and to exhibit high expectations for all students.

Petersburg High School

Through teacher interviews it was found that Petersburg High School had lacked proper leadership for the past several years. The new administrator was highly regarded by the staff and appeared to have great potential as the leader of the school. High quality instruction was observed throughout the building; however, the principal is strongly urged to monitor classroom instruction to ensure that all students are challenged and are provided the opportunity to learn. The issues found in the Education Performance Audit must be addressed immediately and must be corrected.

Grant County School System

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

1. In 2011-2012, Grant County School District employed an assistant superintendent responsible for personnel, technology, and secondary curriculum. Since this time, Grant County has implemented a Media Technology Center (MTC) in each school. The MTC is utilized for students to complete online coursework for virtual school courses as well as for college courses students are enrolled in independent of the school day through Marshall University.
2. Grant County School District employed a half-time principal at Dorcas Elementary School. This administrator also serves as the county attendance director half-time. Her schedule permits her to be at Dorcas Elementary School in the afternoon (12:00 – 4:00 pm).
3. The special education program at the secondary level was lacking. Student performance has decreased significantly.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The Grant County School District is limited in the assignment of administrative personnel because the county does not have an excess levy to support positions. The county does an effective and efficient job of providing necessary administrative functions by combining administrative responsibilities. The Team found that the secondary curriculum central office leadership was the one area in which administrative services needed to be supported. However, the county is limited in the capacity to enhance these services.

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

The Team reviewed student enrollment data for the last three years to determine if the county was experiencing an increase in student enrollment that affected personnel needs. As per the attendance director, student enrollment has decreased the last two years and appears to have decreased for the current school year. The data showed a decrease in enrollment of 86 students since October 2009-2010.

The business manager indicated that the county does not have an excess levy to support personnel. Grant County is currently within the State aid formula with both professional and service personnel. To determine personnel needs, principals project their personnel needs for the up-coming year in their respective schools. This process is currently taking place in each school for FY2014. Each principal sends the school's personnel needs list to the personnel director. A county staff meeting is held with all principals and directors present to determine the county's staffing needs for the subsequent year. The county ensures sufficient teacher positions to meet the basic needs, i.e., teaching all core classes at the high school level, meeting students' individual education programs (IEPs), and meeting the pupil/teacher ratio as required in W.Va.Code §18-5-18a.

To meet student needs this year (2012-2013), Grant County funds and contracts part-time (up to 16 hours/week) a psychologist, teacher of gifted, nurse, occupational and physical therapist. Five teachers and one-half time academic coach positions are paid with Title I funds. One and one-half time academic coach positions are paid from Title II funds.

Two speech language specialists were hired this past year. Although paid a supplement of 20 percent of their salary, the cost of two employed speech language specialists is less than contracting for one specialist.

The assistant superintendent stated that all required courses are offered to students. When necessary, low incident courses are offered through Virtual School or via satellite or the courses are offered every other year. Art, music, and physical education are offered to all elementary students an equivalent of one day a week by a specialist. The classroom teachers also teach physical education at the elementary levels. One and one-half school nurses and two LPN/aides (positions posted) served the county, which met the number required by Code. Counselors and media specialists are assigned to the middle and high schools. They are also assigned on an itinerant basis to all elementary schools. The amount of time assigned to each school is determined by the number of students and needs of the respective schools. No itinerant person is assigned to more than three schools.

To keep students in school and to decrease the dropout rate, which has gone from 24 students in 2010 to five (5) students in 2012, the school district offers Credit Recovery (evenings, weekends, and summers) using Virtual Learning as well as an Alternative Learning Center (ALC). The ALC is used not only for students assigned due to behavior problems, but for students who need a different learning method. These programs, along with the efforts of the attendance director, were named as promoting success for students and keeping the students in school through graduation.

Service personnel appeared to be sufficient to serve the county. Aides were assigned to preschool, kindergarten, and special education classes where required or “needed.” Custodians were assigned to schools based upon the square footage of the facility. Cooks were assigned according to the number of meals served at the school. The number of cooks hired was equitable with county school systems similar to Grant County School enrollment.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

The Team interviewed central office staff and reviewed professional development logs and determined that Grant County School District effectively utilized RESA 8 for a variety of services. The professional development provided by RESA 8 staff included, but was not limited to, the following areas during the 2010-2011 and 2011-2012 academic years: Text complexity, Support for Personalized Learning (SPL), Special Education Teaching Strategies, Co-teaching, Behavior Supports, Blooms Taxonomy, Rigor and Relevance, and Instructional Practices Inventory (IPI). Additionally, Grant County School District utilized RESA 8 for technology related issues.

Harrison County

Nutter Fort Primary School

The administration and staff of Nutter Fort Primary School utilized formal and informal data, high quality professional development, and high expectations to guide the classroom curriculum and increase student achievement. Regular adjustments were made to accommodate the wide variety of learning styles and abilities of students.

Jackson County

Henry J. Kaiser Elementary School

The principal and staff conducted analysis of student progress continually through formal and informal testing. Teachers collaborated across grade levels regularly to identify strengths and weaknesses in each class and target those areas with appropriate professional development and additional instructional emphasis.

Kanawha County

Dunbar Primary Center

The principal and staff were working diligently to provide a high quality learning atmosphere that was conducive to the learning process. All staff was provided professional development to target areas of deficiency as indicated in the data analysis conducted at the school. Student engagement, high expectations, and student safety and nurturing were paramount in the daily routine. Teachers were adjusting the classroom curriculum to assure student mastery based on student data and Next Generation Standards.

Lincoln County

Duval PK-8 School

Through the interview process and classroom observations it was found that all teachers were aware of the needs of the school and students and were working to increase student achievement. A wide variety of professional development had been provided to aid teachers in delivering a high quality curriculum. While achievement was lagging, there had been improvements in a majority of the individual subgroups. The Team believed that the principal and staff had the ability and desire to provide a curriculum that will lead to greater student achievement.

Hamlin PK-8 School

High quality instruction and instructional strategies must be improved in Grades K-5. A wider variety of instructional strategies and a greater emphasis on higher level thinking skills must be made. All students must be challenged to achieve at their highest level through a challenging, research-based curriculum. The principal must ensure through classroom observations and teacher interviews that all students are kept on task and fully engaged in every class.

Harts PK-8 School

It was evident that the school's Five-Year Strategic Plan was not being utilized to guide the curriculum. Only one teacher could clearly articulate the goals and action steps of the plan and the various activities that were being used to meet these goals.

Midway Elementary School

A lack of a variety of instructional strategies was directly related to the lack of growth in student achievement. It is crucial to vary instructional strategies often to ensure student attention and to teach to the variety of learning modalities. While lecture is a viable learning strategy, lecture at these grade levels has a low level effectiveness. This, in conjunction with an absence of other research-based instructional strategies, will result in continual low student performance.

Ranger Elementary School

Through high quality instruction, a variety of instructional strategies, proper data analysis, and high expectations, student achievement had greatly improved in nearly all subgroups. There was an alarming decline in student achievement in the special education (SE) subgroup in reading/language arts. The principal and teachers were providing high quality leadership and were challenging all students to perform at their highest levels.

West Hamlin Elementary School

A wide variety of instructional strategies, high quality staff development, high expectations buildingwide, and excellent leadership were evident. All students were on task with high quality instruction and all teachers were knowledgeable of the needs of the school and individual students. The principal provided high quality leadership and was the curriculum leader of the school. The Team believed that student achievement would continue to increase due to the dedication and knowledge of the staff.

Guyan Valley Middle School

A lack of ability to discuss data disaggregation was indicative of data not driving the curriculum buildingwide. It is imperative that data be a driving force behind the curriculum delivery and all staff must be intimately aware of the needs of the school and all students in order to make these decisions. The Team observed a wide array of data; however, teachers could not clearly discuss how they used the data. The goals and action steps of the school's Five-Year Strategic Plan were not being used to make curricular decisions.

Lincoln County High School

While the Team observed high quality instruction buildingwide, student achievement continued to remain stagnant. There had been a turnover in administration at Lincoln County High School over the past three years and the Team determined that this factor was a leading factor in the failure of the school to increase student achievement. The current principal voiced a commitment to remain in the position for an extended amount of time and the teachers were overwhelmingly supportive of the principal and his leadership. The Team strongly urged Lincoln County High School and Lincoln County to actively and aggressively pursue assistance in investigating and implementing programs and procedures to ensure greater student success. RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be engaged in this endeavor.

Lincoln County School System

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

Lincoln County School District's Curriculum Team conducts annual curriculum audits through meeting with each school's administrative team (principal/counselor). The proposed master schedule is compared with West Virginia Board of Education Policy 2510 and revisions are made accordingly. The county utilizes distance learning to offer Spanish and Japanese via the West Virginia Virtual Schools program.

The Education Performance Audit Team found that county contact(s) were not assigned to elementary curriculum or secondary curriculum. The Lincoln County Board of Education website listed the Director of Federal Programs as "Director of Federal Programs" with the following responsibilities: Title I, Title II, Title VI and Preschool. However, when the Team opened curriculum, the Director of Federal Programs was listed as a contact for curriculum. Federal program funds cannot be used to pay the salary for a curriculum director.

Without central office leadership assigned to oversee the areas of curriculum, student achievement cannot be a focus for the county.

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

The OEPA Team observed that Lincoln County is operating the county's schools more effectively and efficiently with a modern, up-to-date, and energy efficient high school. A new facility, Harts PK-8, replaced two schools (Harts Intermediate and Harts Primary). The remaining schools have received much needed updates and maintenance. Lincoln County has demonstrated substantial improvement in school facilities that are operated effectively and efficiently to serve the students. Much work lies ahead to enable all students to attend schools in facilities that have appropriate size classrooms and other required areas with adequate space, equipment, and infrastructure to support the use of various technologies and approaches in delivering curriculum.

Lincoln County School District identified the county's school facility needs and identified them in the Ten Year Comprehensive Educational Facilities Plan (CEPP). Many of the facilities issues will be resolved with the passage of a school improvement bond, scheduled to come before the voters February 23, 2013. The West Virginia School Building Authority (SBA) has dedicated funding to the Lincoln County project, provided the bond is passed.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The Lincoln County School District assigned administrative personnel adequately to provide services to schools and support high quality curriculum and instructional services. However, the county has experienced a troubling turnover of administrators at Lincoln County High School for the past three years. A new principal and two new assistant principals were hired last year (2011-2012). At the end of the school year, two assistant principals and the principal left Lincoln County High School, which necessitated employing yet another new principal and two assistant principals. This lack of continuity of administrators at the high school may have a direct relationship to the establishment and support of high quality curriculum and instructional services. Other county schools have also experienced a change in school administration.

Central office curriculum leadership regarding an individual assigned specifically to lead county level curriculum efforts has hindered the Lincoln County School District from maintaining curriculum momentum. The county is poised to reestablish curriculum as a priority and will need to focus efforts on a countywide curriculum leader.

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

The treasurer presented monthly financial reports to the Lincoln County Board of Education. During one report the treasurer cautioned the board regarding their financial position including the number of personnel over the State aid formula. The Lincoln County Board of Education reduced staff but additional cuts may be required to avoid a deficit. The central office is beginning the process of examining positions for the next fiscal year (2013-2014).

The school district used available federal funds, grant resources, and State grants to provide personnel to support schools and identified academic areas. The following are examples of personnel instructional support provided.

1. Two math instructional coaches were employed at Harts PK-8.
2. A retired West Virginia Department of Education employee was contracted to work with Hamlin and Guyan Valley schools.
3. An instructional/administrative consultant was contracted to focus on elementary mathematics and work with the Beginning Educator Mentoring program.
4. Lincoln County was using the Transition to Teaching program.
5. The 21st Century After School program provided two tutors for Lincoln County High School and a social worker was placed at the school.
6. An Innovation Zone/Dropout Prevention grant provided funding for two counselors for the 2012-2013 school year.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

Lincoln County School District utilized RESA 2 on a consistent basis. RESA 2 provided technical assistance in program development, special education, wellness, computer repair, audiology, WVEIS, and professional development. Lincoln County School District has received specialized support in the following areas: Response to Intervention (RtI) to Support for Personalized Learning (SPL); Restraint Training; Food Service; Technology Repair; Instructional Coaches; English Pathways for Alternative Certification, and School Improvement. Since Harts is not a School Improvement Grant (SIG) school, RESA 2 staff members work directly with the staff at Harts PK-8. The following details the RESA 2 assistance provided to Lincoln County for September of the 2012-2013 academic year:

1. Lincoln County Administrative Team, the Harless Center, principals at Guyan Valley Middle, Hamlin PK-8, and West Hamlin Elementary meeting regarding Technical Assistance (September 24, 2012).
2. Harts Administrative Staff meeting regarding Technical Assistance (September 7 and 24, 2012).
3. Title I Director meeting regarding Technical Assistance in EveryDay Math and Carnegie Mathematics Diagnostic for Harts PK-8 (September 24, 2012).
4. Lincoln County Board of Education presentation (September 18, 2012).

Program Development

- RESA 2 staff attend Harts PK-8 Professional Learning Community (PLC) weekly meetings and met with principals to finalize school improvement technical assistance
- Developed school improvement technical assistance plan for Harts PK-8 to include diagnostic visit.
- Attended Lincoln County Board of Education meeting to observe RESA 2 overview and build relationships.

Wellness

- Provided technical assistance to Duval PK-8 and Guyan Valley PK-8 schools regarding completing the HEAP assessment.
- Delivered physical activity equipment to Duval PK-8, Hamlin PK-8, Guyan Valley Middle School, Ranger Elementary, and Midway Elementary.
- Provided physical activity technical assistance to Midway Elementary.

Special Education

- Conducted Harts Pre K-8 Data Analysis and held strategic plan discussions with administrators (September 6, 2012).
- Participated in ongoing communication with the Director of Special Education.

McDowell County

Anawalt Elementary School

Anawalt Elementary School students significantly increased mathematics achievement from 2010-2011 to 2011-2012; however, all subgroups significantly declined in reading/language arts achievement. Teachers informed Team members that the main focus was mathematics last school year, and the focus switched to reading/language arts for the current year as to not overwhelm teachers by heavily focusing on both areas. The staff had received high quality professional development in mathematics and reading/language arts curriculum. It is essential that programs and practices emphasize reading/language arts, while maintaining growth in mathematics and other areas.

Bradshaw Elementary School

Students at Bradshaw Elementary School made slight gains in all subgroups in mathematics and reading/language arts. While the school showed some progress in student achievement, it is imperative that measurable gains be made in the future to ensure the school achieves adequate yearly progress (AYP) and students increase in mastery of the curriculum. The Team observed high expectations demonstrated buildingwide and staff had conducted excellent data analysis. The staff was genuinely enthusiastic about the programs and practices put into place to increase student achievement.

The school was using resources effectively and efficiently; however, school and student performance had not shown substantial gains. It continues to be essential for McDowell County and Bradshaw Elementary School to examine the use of available resources and assistance provided to the school for improved achievement.

Fall River Elementary School

Data analysis must be used to a greater degree in all classrooms. While teachers had access to a wide variety of data, it was not being used effectively to influence improved student achievement.

The lack of high expectations and varied instructional strategies in nearly half of the classrooms was alarming. Fall River Elementary School had been provided a great deal of high quality professional development; however, it had not transferred to classroom practices. If instruction is not varied and challenging and students do not receive the necessary individual attention to achieve mastery, student achievement will continue to suffer. The principal must continue to monitor classroom instruction and ensure that the curriculum is delivered in a variety of ways, challenging to all students, and connected to the skills each student needs to achieve mastery of the content. The school has access to many professional development sessions that can aid in these areas; however, the training must result in classroom practice and student performance results.

laeger Elementary School

This was the first year for the current principal, and she was providing high quality leadership and implementing quality professional development directed at strengthening the teaching process. Teachers reported that the support from the administration was excellent and all staff appeared to work as a cohesive unit. Student achievement improved in all but one subgroup. The principal is strongly urged to ensure that the areas of weakness found in the Education Performance Audit are corrected to ensure that all students have the needed instruction to learn.

Kimball Elementary School

While student achievement declined measurably from the 2010-2011 school year to the 2011-2012 school year, the principal and staff showed evidence of excellent data analysis and high quality professional development that had been instituted to address student achievement. The principal was knowledgeable of the school and student needs and all staff exhibited enthusiasm about the direction that the school was taking. The decline in the special education (SE) scores in mathematics and reading/language arts was alarming. Immediate action must be taken in these areas to correct this issue and increase student achievement.

Welch Elementary School

The principal was in her second year at the school and had shown great organization and knowledge of the needs of the school and students. High quality professional development had been integrated to address areas of weakness. Teachers indicated that they believed that the professional development provided had greatly increased the quality of teaching in the building. Team members observed high quality instruction in a majority of the classes and high expectations were evident in most situations. The dramatic decline in achievement in the special education (SE) and the racial/ethnicity black (B) subgroups in reading/language arts was alarming. A strong focus of assistance must be provided in these areas.

Southside K-8 School

Southside K-8 School has received a great deal of high quality professional development from a variety of sources, including in-house, the McDowell County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The staff at the school had embraced the need for change and has actively embedded this professional development into instruction to bring about positive changes in student achievement. While student achievement had declined in five of the eight reporting subgroups in mathematics and reading/language arts since the 2010 WESTEST assessment, the staff members articulated that they were implementing the professional development and held high expectations for themselves and the students. A possible hindrance to improved achievement is the high percentage of teacher turnover. The principal reported a 25 percent turnover of staff in the past year. Stability in teaching positions would greatly aid in the overall school atmosphere.

Sandy River Middle School

While student achievement declined in seven subgroups, the principal and teachers expressed the changes that had taken place at the school in areas related to professional development. The Team observed high quality instruction and teachers discussed the various modes of teaching and the data being used to increase student achievement. Teachers understood the importance of using a wide variety of instructional strategies and evaluated the effectiveness of instruction through student assignments and assessments.

Mount View High School

While the staff at Mount View High School has had an abundance of high quality staff development from the McDowell County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education, the underlying issue throughout the building was a lack of high expectations. Students were not challenged in a large number of classrooms, time on task did not appear to be a priority in all classes, and school rules were ignored by staff. These issues, coupled with the inexperience of the building's three new administrators, have the potential to foster lower student achievement. While the Team observed pockets of excellent teaching and learning, this effort was not pervasive on a significant scale. There did not appear to be a great deal of pride in the school as evidenced by the uncleanness of the building, student behaviors, and the lack of a challenging curriculum.

In order to increase the graduation rate, the school had implemented a plan to identify at-risk students early through a check of attendance rates, failing classes, and discipline records. Credit recovery programs are available to students. At-risk students are paired with the administrative support team, with collaboration with outside groups (Upward Bound, Gear Up, Greater Appalachian, and College Summit) for added support. The administration stated that they believe that these steps will ultimately raise the graduation rate to the required levels and make students more successful academically.

River View High School

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

According to the current administration, River View High School has had five principals in its two year existence. This upheaval has had a detrimental effect on student achievement. Through interviews with the staff, it was found that teachers have a great deal of respect for the current administrators and are working hard to implement the high quality professional development that has been provided. Teachers were aware of a wide range of student data and were utilizing a wide range of instructional strategies to deliver curriculum.

Another factor that contributed to the low 2012 WESTEST2 test scores was that seven teaching vacancies existed at the school. All teaching positions are currently filled. The Team believed that student test scores will increase with the attention to time on task, high expectations from teachers and administrators, and the use of student data to show the weak areas in content mastery. Staff stability will also have a positive effect on student performance.

River View High School was implementing several initiatives to increase the graduation rate. Some included: Support by GEAR UP, S3 (Safe and Supportive Schools) Grant, and an Innovation Zone Grant for Dropout Prevention.

River View High School Curricular Interventions

- Virtual School and Online classes in a variety of areas, such as, psychology, science, advanced placement (AP®) offerings, and art education.
- Credit Recovery offered to students as early as Semester 2 of Grade 9. River View High School uses onTarget West Virginia to provide students timely credit recovery options and offers after-school sessions to support their time on task.
- Collaboration with career technical education course offerings on-site and at the Career Technical Center. Students are offered career and technical education courses as early as Grade 10.
- Grade 9 Academy, a year-long course for all entering freshmen. The curriculum used includes: LINKS guidance and advisement curriculum; study skills; College Summit and use of CFVV website; iLead curriculum; and extra support for reading, writing, and research skills.
- Parent and Community Involvement activities that focus on high expectations for students.

Gear Up Initiatives

- Student college trips to Concord University and Marshall University.
- Student trip to Lewisburg - School of Osteopathic Medicine.
- Tutoring services, ACT Prep after school.
- Free Application for Federal Student Aid (FAFSA) Completion events - Gear Up Parent Night; River View High School Parent Community Nights.
- Use of technology to sustain student engagement in real-world, rigorous, and challenging curriculum.

S3 Initiatives

- Raider of the Month.
- Monthly Behavior Rewards Activities.
- Behavior and attendance expectations explicitly stated in the student handbook and explicitly taught and reinforced by River View High School faculty.
- Natural Helpers training to build student ownership and pride in school.

Career and Technology Center

The Team observed high expectations in all classrooms and all students were actively engaged in the educational process. Teachers provided a challenging curriculum and the Team observed numerous examples of high quality student work throughout all program areas.

McDowell County School System

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

1. McDowell County School District annually conducts a curriculum audit with all schools. This year the county determined a need for funding and professional development in secondary mathematics. The county implemented Carnegie Learning to assist students in mastering the mathematics content.
2. All high schools have the same course catalog and utilize On Target for credit recovery. Virtual courses are available to meet student needs and some of the courses are extended into the summer. Both high schools had state-of-the-art distance learning laboratories.
3. The Team questioned the array of reading programs found at the elementary level. The Team also noted the high expense of some professional development offerings. District office staff explained that given the high turnover of school staff and the need to improve student performance that they wanted to have all the tools available that a school staff might want to implement. The Team recommended that the district staff carefully evaluate programs and initiatives to determine their effectiveness and adjust accordingly.

8.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

The efficiency and effectiveness of the transportation system had dramatically improved and was in stark contrast to the findings during the January 2009 audit report which states, "Due to a lack of bus drivers, school buses frequently do not run when the driver is absent resulting in students missing critical instructional time."

The Team interviewed the transportation director who stated that no bus runs had been canceled this year due to a lack of substitute bus drivers. Currently, all 59 regular bus driver positions were filled and through a program to certify substitute bus drivers started last school

year, the number of substitute bus drivers has increased from eight substitute bus drivers last school year to 21 substitute bus drivers this school year.

Additionally, several steps have been made to improve the efficiency of the transportation system. After an analysis of the school system bus routes, a proposal to eliminate three routes for the 2013-2014 school year has been made. After reviewing where buses are parked between runs, the transportation department was able to reduce fuel consumption and contain costs by relocating the designated parking areas. Two bus garages will be consolidated into one bus garage at River View High School for next school year. The Fuel Master System and the use of bio-diesel have reduced fuel consumption and related costs. Job clocks are utilized to verify work hours of drivers and bus aides. All school busses are equipped with cameras and GPS systems and improvements in the two-way radio system have greatly improved the safety, effectiveness, and efficiency of the transportation department.

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

The school facilities in McDowell County are being operated and maintained much more efficiently than in previous years. The county has entered into a performance contract that has provided a boost in getting some of the older facilities in line with expected efficiencies by upgrading controls, replacing inefficient or obsolete heating, ventilation, and air conditioning (HVAC) equipment by using the money that is saved by the reduced energy usage. McDowell County has also entered into a preventive maintenance contract with a HVAC service provider that has aided in reducing the unexpected failures and downtime of their HVAC systems and has allowed their HVAC staff more time to effectively operate, train and troubleshoot the more technical systems that have been installed in recent years.

The maintenance director displayed a strong desire to improve the efficiencies and aesthetics of the school facilities while providing good leadership and support of the maintenance crew. The HVAC maintenance staff displayed a much better understanding of the various building automation controls than recent years and has started cross-training maintenance staff of other disciplines that is proving to be very effective in the overall understanding of their controls and HVAC systems. This understanding comes in part from the many training seminars that the maintenance staff has been allowed to attend. Along with the contracted preventive maintenance program, McDowell County Schools has also adopted a preventive maintenance program that includes tasks not related specifically to the HVAC systems, but to other functions of the facilities that will also aid in keeping the facilities in optimal condition.

The maintenance department has implemented a painting program that has greatly improved the aesthetics of the facilities that have been completed. The principals of most of the facilities seem to express a greater ownership of the cleanliness and appearance of their facilities than has previously been seen. Most of the school facilities had well detailed and maintained floors and rest rooms which had been an issue in previous visits.

A few schools still had deficiencies in some areas, most of which were minor. The older schools still are deficient in mechanical system and security areas and the county has not corrected these issues due the possibility of closures or repurposing the facilities. Once the long term plans are determined, it is expected that McDowell County School District will make the needed corrections to meet all West Virginia codes and standards for the facilities.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The county assessment of the assignment of administrative personnel at the high schools indicated the need for a greater focus and leadership in curriculum. To work toward this goal and increase student achievement, McDowell County eliminated all assistant principal positions and established curriculum specialists. The high schools and Southside K-8 now have a principal and a curriculum specialist. The high schools have a dean of students who performs tasks, such as, discipline and attendance, which were once assigned to assistant principals. The school curriculum specialist works with county curriculum specialists. The high schools also have content team leaders for each content area in their respective schools who work with teachers within the content area, as well as, teachers across content areas to improve student performance and achievement.

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

A review of the county's enrollment data (2nd month report) showed a decrease in enrollment of 149 students from 2009-2010 to 2012-2013. In an interview with the superintendent, he discussed the county being over the school aid formula by 18.8 professional and 65.9 service positions. A recent increase of the number of personnel over formula was due to a recent need to hire six LPN/aides and a change in the employment days of custodians from 210 or 220 to 240. The change in employment days resulted in adding the equivalent of eight custodian positions. The superintendent stated that the county is working toward reducing the number of employees paid outside the formula and has identified 14-16 positions to be cut for the 2013-2014 school term. As per the business official, positions outside the formula are paid from carry-over funds from general funds or the county's 100 percent excess levy.

The county contracts with RESA 1 for three computer technicians. It shares the cost of a 4th computer technician with another county. It also contracts with RESA 1 for a Transition to Teaching Specialist.

Employees paid from other sources include: Social workers (4) from School Improvement Grants (SIG) grants; technology system specialists (2); LPNs (2) from a State grant to Vocational Schools; adult special education teacher from a State Vocational Grant for Adult Education; special education director, psychologist, coordinator, teacher and two aides from Special Education funds; and a Title I Director and secretary from Title I funds.

According to the coordinator of special education, the county is unable to find and employ speech therapists. Federal funds are used to implement the students' IEPs, through contract services with Four Seasons Rehabilitation, Inc., for speech therapy services. This contracted service (up to five speech therapists) costs the county \$340,000. Occupational therapy is contracted through Enduracare at a cost of approximately \$70,000 per year. The county has been unable to contract services for physical therapy and continues to search for such services. Parents of students in need of physical therapy were notified at the beginning of the school year

that services were not available. The county has informed parents that the county will pay for services obtained by the parents in addition to paying for transportation of the student for such services. To date, no parent has used this service.

When determining personnel needs for the upcoming year, the county superintendent met with his office staff team that included: Assistant superintendents, personnel director, and business manager to review data collected relating to personnel needs for the upcoming school year. This data included projected enrollments in grade levels at the elementary level and the number of teachers needed to meet the State mandated pupil-teacher ratio in grades K-6. Grade and class enrollments were reviewed at the middle and high school levels to determine teacher needs to implement required programs of study and required elective programs of study. The Team also looked at projected enrollments in special education classes and the number of teachers needed to meet the IEPs of students with special needs.

The superintendent also considered personnel and program equity among schools. For example, it was determined in the area of cooks, a change needed to be made to decrease a ½ cook position at one school and add the ½ cook position to another school. The number of cooks at each school was based on the number of meals served. The number of custodians was based on the amount of square footage in the building.

Subsequent to those meetings, the county team met with principals to review what the principals had determined as their personnel needs for the upcoming school year. Once all information was gathered, the superintendent with his office staff team identified 16 positions to be considered for elimination for 2013-2014. At the time of the Education Performance Audit, the county was in the process of notifying, as required by West Virginia Code, all identified personnel who will be affected by the reduction-in-force (RIF).

The superintendent stated that his biggest concern among personnel is the lack of teachers. His goal and desire is to have a regular full-time permanent teacher in every classroom. He is concerned about low student achievement and especially low reading achievement at the primary/elementary levels. He also expressed concern about the discrepancy of achievement levels between males and females. The county is utilizing supplemental reading programs (Head Sprout and Lexia) at the elementary levels that are designed specifically to increase student achievement; works with outside organizations such as "Save the Children," to provide books to children; and offers after-school tutoring programs through high school levels and summer schools.

The county offers all required programs of study. It offers both honors and advanced placement (AP®) courses. High school students are provided low incidence classes via Virtual School courses. Seventy-seven (77) students were enrolled in Geometry, one of the offerings at Mount View High School. Other offerings included: Foreign Language (Spanish and French), Earth Science, Pre-Calculus, Forensics, Geometry, and AP® classes in Psychology, Chemistry, World History, European History, Literature and Composition, and Calculus. Additionally, AP® courses taught at the school level included: US History, World History, US Civics, European History, English Literature and Composition, Language Composition, Biology, Chemistry and Psychology.

As per the assistant superintendent of curriculum, 136 students were enrolled in AP® courses with an unduplicated count of approximately 70 students. However, the percentage of students

meeting the required score for college credit was low at 4.6 percent last year. No dual credit classes were offered to students this school year.

Instructional staffing at each school appeared to be comparable to provide instruction in art, music, and physical education. An itinerant teacher provided music instruction, including instrumental music, in elementary schools. Full-time counseling and health services are provided at the high and middle schools. Comparable services are provided to smaller elementary schools by itinerant counselors and itinerant school nurses.

Additional Findings

1. Staffing is determined by the curriculum audit. Master schedules are reviewed with each principal to determine if current staffing meets the needs of the students and changes are made as needed.
2. According to staff, McDowell County School District is over State aid formula due to the demographics of the county.
3. McDowell County's Five-Year Strategic Plan (dated January 17, 2013), indicated that the percentage of highly qualified teachers (HQT) dropped from 92.3 percent in 2011 to 79.4 percent in 2012. The personnel director provided a plan for assisting each non-highly qualified teacher gain HQT status. The reviewer had a conversation with the special education director who noted that a large percentage of the special education HQT issues were a result of incorrect schedule data entry or coding. McDowell County School District was provided an opportunity to correct these errors.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

1. The Team interviewed the RESA 1 director, concerning McDowell County School District's participation in RESA programs. The director informed the Team that McDowell County Schools actively participates in all RESA 1 programs.
2. RESA 1 staff provides technical assistance and staff development assistance to low performing schools in McDowell County.
3. McDowell County School District and RESA 1 are pleased with the working relationship of the two agencies.

Mercer County

Memorial Primary School

The Team observed classrooms, interviewed teachers, and interviewed the principal and found that Memorial Primary School staff was very knowledgeable of the needs of the school and individual students. The staff also applied the high quality staff development provided to optimize the learning opportunities for all students. All curricular decisions were based solidly on the needs of the school as defined in the data analysis, goals, and action steps of the school's Five-Year Strategic Plan and the West Virginia 21st Century content standards and objectives (CSOs). The school's Five-Year Strategic Plan had been revised to address the evolving student and school needs.

Princeton Primary School

The principal and staff of Princeton Primary School were extremely knowledgeable of the students' mastery levels and specific skills that required intervention for mastery. Programs and practices were in place to increase student achievement and curriculum and instruction were adjusted to assure student mastery of the content standards and objectives (CSOs). The school also revised the Five-Year Strategic Plan for specific skill areas that showed a need for improvement based on student assessments.

Whitethorn Elementary School

The principal demonstrated excellent leadership and knowledge of the school's and individual student needs. All teachers established high expectations for students and self and were utilizing the high quality staff development provided by the school. Student data, the West Virginia content standards and objectives (CSOs), and goals and action steps of the school's Five-Year Strategic Plan guided the curriculum delivery in each classroom.

Mineral County

Fort Ashby Primary School

The principal must ensure that a variety of instructional practices are implemented in all classes and that all teachers provide high quality instruction that is challenging to students. The principal needs to elicit assistance through the Mineral County Board of Education, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to improve the application of various instructional strategies throughout the school.

Wiley Ford Primary School

The principal and staff of Wiley Ford Primary School demonstrated knowledge of student needs and care and compassion for all students. Curricular decisions were well-grounded in a thorough and concise data analysis followed by ongoing monitoring of assessments. Classroom management was excellent. High quality professional development was provided specific to the school's needs and it was evident that this professional development was beneficial to students.

Mingo County

Burch Elementary School

During interviews, the principal and all teachers could clearly discuss the process of evaluating formal and informal student data and how this data were used to guide the classroom curriculum. The teacher leadership team was highly effective and the faculty exhibited characteristics of being organized, highly motivated, and working to ensure that all students achieved at the highest levels. The principal must continue to monitor classroom instruction and ensure that all teachers exhibit high expectations for all students and that all curriculum weaknesses are addressed through high quality professional development.

Dingess Elementary School

All staff members were aware of the decline in student achievement and were articulate about the programs and practices in place to improve student performance. The principal was monitoring classroom curriculum and the school staff, as a team, was implementing the professional development that had been provided. The Team observed excellent instruction throughout the building and believed that the student achievement will improve.

Gilbert Elementary School

The principal and staff had conducted an assessment of the school's needs based on formal and informal student data and had identified areas of weakness as indicated by the data. The principal requested professional development to eliminate the identified areas of weakness and was monitoring classroom instruction and polling staff to verify the effectiveness of the professional development.

Matewan Elementary School

Matewan Elementary School students showed remarkable gains in achievement in all mathematics and reading/language arts subgroups, except for the special education (SE) subgroup. The staff had conducted excellent formal and informal student data analysis and had targeted areas of weakness with high quality instruction. The principal is strongly urged to investigate the reason for the decline in the special education scores and implement programs and practices to reverse this decline.

Riverside Elementary School

A thorough analysis of the school curriculum had been conducted by the principal and staff and the areas of weakness, as defined by formal and informal student data, had been addressed through professional development sessions. All teachers were fully aware of the individual student and school needs outlined in the school's Five-Year Strategic Plan. The Team observed excellent classroom instruction in nearly all classrooms and all teachers could discuss how changes were made in curriculum and delivery methods based on students' needs. Staff reported excellent support from the principal and Mingo County Central Office staff.

Kermit K-8 School

Student achievement gains were made in reading/language arts, while the percent of students proficient declined in mathematics. The principal and staff had conducted a thorough data analysis and determined the areas of weakness, and all staff were articulate of the school's needs based on the data. The principal had provided high quality professional development and the staff was implementing the professional development. The Team observed excellent classroom instruction, student time on task, and an excellent learning environment.

Lenore K-8 School

The Lenore K-8 School principal and staff had conducted a thorough and complete data analysis and had implemented high quality professional development to improve student achievement. Student achievement showed great gains in mathematics from the 2010-2011

school year to the 2011-2012 school year. A strong focus had been placed on reading/language arts during the 2012-2013 school year to increase student achievement. All teachers were aware of the needs of their students and the areas indicated in the school's Five-Year Strategic Plan that were pertinent to student achievement. The principal must ensure that curriculum delivery is meeting the needs of all students based on different learning abilities in the middle school and buildingwide.

Burch Middle School

The Team observed excellent instruction in a majority of the classes in the building. Students were on task and teachers were providing high quality instruction. The Team observed the high quality professional development being implemented through classroom instruction. Teacher interviews indicated that the staff was strong and committed to student achievement. The principal is urged to investigate the one area of weakness identified in this report and provide assistance to alleviate this issue.

Gilbert Middle School

The principal was clearly organized and knowledgeable of the school's needs; however, the lack of a variety of instructional strategies and possibly ineffective use of data analysis could be detrimental to the educational process. The principal must ensure that all teachers keep students on task with high quality instruction and that student data guide the classroom curriculum. The principal must continue to apply assistance provided by the Mingo County Central Office and various State agencies to improve curriculum and school instructional processes. While staff professional development and assistance had been provided, further leadership must be developed to eliminate the issues identified in this report.

Matewan Middle School

This is the second full year for the principal at the school. According to staff, the school culture was in critical shape; bullying and fighting were out of control and student and staff morale was extremely low. RESA 2 assisted in developing a leadership team to improve the school culture and other aspects of the school. The principal and staff placed a strong focus on positive student behaviors, and the negative aspects declined dramatically. Outside School Suspensions declined from over 80 per year before implementation of the program to 18 during the current school year.

Once the student behavior was under control, the staff concentrated on improving test scores. Support for Personalized Learning (SPL) was the main focus. Small groups were created to target partial mastery students or at risk students. A special project based learning group was created to challenge distinguished students, gifted students, and autistic students.

The school is scheduled to close and be combined with another school in the near future.

Williamson Middle School

The principal and staff had conducted a thorough investigation into the weaknesses of the school and curriculum and had put initiatives into place to counteract the decline in student achievement. High quality professional development had been provided to the staff and the principal was overseeing the implementation of this professional development. While student

achievement had declined, it was evident to the Team that the staff was informed and curricular decisions were based on the students' needs. The principal and staff reported that the Mingo County Central Office staff had provided a great deal of assistance and support to the school.

Mingo Central Comprehensive High School

The principal and staff of Mingo Central Comprehensive High School had conducted a review of the school's needs, both academically and socially, and had implemented high quality professional development to address them. A thorough analysis of formal and informal student data had been conducted and the curriculum had been adjusted to eliminate any areas of weakness. Teachers reported extensive support from the building level administrators and the Mingo County Central Office staff.

Tug Valley High School

Tug Valley High School was effectively utilizing their resources and was implementing the high quality professional development provided. A strong relationship existed between the school and the Mingo County Central Office and teachers stated that they were supported by the principal and the superintendent. Student achievement was increasing in all subgroups and the Team saw evidence buildingwide of excellent teaching strategies.

Mingo County Extended Learning Center

Upon entering the program, the principal and teacher evaluates the educational level of the student and develops an educational plan for the student. Consisting mainly of computer programs, the student is provided challenging educational packages that will increase knowledge and address the Next Generation Standards. There is a close communication with the student's home school, counselors, and administrators to fully address the particular needs of the student that resulted in the placement in the alternative education class. Monitoring and follow-up visits are made upon the student returning to his/her home school to ensure continued success.

Mingo County School System

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

Mingo County Central office staff meets with school principals and instructional coaches to audit the current programs by grade level. They analyzed the following: Purpose of program; frequency of delivery and by whom; required by (West Virginia Board of Education (WVBE), county, school, other); results based on data; alignment with WVBE expectations; and alignment with Next Generation Content Standards and Objectives. The proposed master schedule was then compared with West Virginia Board of Education Policy 2510 and revisions made accordingly.

8.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

1. Mingo County School District transports approximately 4,000 students daily utilizing 55 school buses and nine substitute buses. Although all regular bus runs were made during the second semester of the 2012-2013 school year, six regular bus runs were not made during the first semester of this school year due to a lack of available substitute bus drivers. Finding a sufficient supply of certified drivers has been a problem in the past three years. The school system has made a serious effort to alleviate this issue and is improving. Currently, the system has seven certified substitute bus drivers with two additional substitute drivers in the certification process. This will bring them close to their desired number of 10 substitute bus drivers. The county continues to post for additional substitute bus drivers and provides certification programs to qualified applicants.
2. The county uses bio-diesel fuel, an on-line parts inventory system, and a scheduled preventive maintenance program to improve the efficiency of the transportation system. Bus routes are evaluated, assessed and adjusted for efficiency. According to Team interviews with the transportation director, all bus routes are within recommended guidelines for one-way travel time as described in West Virginia Board of Education Policy 4336.

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

1. The maintenance department for Mingo County has been without a maintenance director for several years. This has caused a lapse in efficiency and effectiveness of the maintenance department. The current maintenance supervisor did not display the necessary leadership skills to run the crew effectively. Work ethics and proficiency were very poor among the staff since guidance and leadership were lacking. The maintenance secretary has been given a temporary limited leadership role over the maintenance staff and has been assuming most of the tasks and responsibilities of the director. The maintenance staff, however, displayed attitudes of resentment for the secretary's new role, creating tension and discontentment in the department. The Team recommended that Mingo County School District hire a maintenance director with strong leadership skills and a strong facilities management/operations background.

Note: The Mingo County School District Superintendent was advised by the West Virginia Department of Education to not employ a maintenance director due to financial constraints.

2. The labor force of the maintenance department was being reduced, thereby, creating a need to supplement some of the duties that a full complement of staff would perform. The most prevalent need at this time is the maintenance of the heating, ventilation, and air conditioning (HVAC) and control systems throughout the county. Mingo County currently has only one HVAC technician for 14 schools and the other miscellaneous facilities operated by the school system. Basically, the only function that the technician can provide is reactive maintenance on the units that have failed. The existing HVAC systems are generally in poor condition and have not been maintained well. The units need to be cleaned and serviced annually, but the technician does not have enough time to perform these services on the equipment. The Team recommended that Mingo County School District pursue a preventive maintenance contract with a reputable HVAC service company that can perform these services on an annual basis to get the HVAC systems back to an acceptable condition.

Painting is another service in which the current maintenance staff seemed to be deficient. Only a few maintenance staff members had the skills to paint or were willing to paint. A countywide painting program needs to be initiated to keep up the appearances of the schools, but with just a few qualified or willing painting staff, this has not been possible. The Team recommended that contract painters be hired to perform this duty.

3. Several issues needed to be addressed within the maintenance department. Maintenance staff members had been taking vacation days without providing the required 7-day notice. This caused scheduling conflicts when the supervisor did not know who was going to be off work. Staff members had also been taking sick days without calling in and disciplinary actions had not been taken. Money acquired from recycling materials such as steel and copper from school projects was not returned to the county school system. Maintenance staff members do not take the initiative to repair items they find in the schools, rather all work is deferred until someone reports the issue and a work order is provided. The maintenance shop facility and grounds were disorganized and presented a poor appearance. Maintenance staff members do not properly fully finish or clean up after their projects. Items such as restoring the insulation, painting, and cleanup were not provided and often old parts and materials were left on the roof or in the Mechanical Rooms. Facility information such as the O&M manuals, warranties, construction drawings and documents were not stored or maintained well to provide readily accessibility to the documentation by staff or contractors.
4. In most of the Mingo County School District facilities, including the Board of Education offices, maintenance facility, transportation facility, and all other auxiliary buildings, the controls for the heating, ventilation, and air conditioning (HVAC) systems were never changed to operate in an unoccupied mode during holidays, school breaks, weekends or snow days. There are potentially 180 days during each year that the systems could be run at a lower operating expense. If this potential number of days of energy savings were added to the total number of snow days that occur each year, a very significant reduction of energy and the runtime on the HVAC equipment could be realized. Only two schools have HVAC control systems that can be programmed to automatically setback for non-school days or controls that can be remotely accessed to activate a snow day schedule. All other schools and facilities required local manipulation of the thermostats to achieve this type of operation. To implement this control strategy at each site, training will need to be provided for the designated staff members to properly change the thermostat settings for the non-school days, then back again to resume normal operation. Significant instant energy savings could be realized if the county adopted and implemented this type of control strategy or upgraded the control systems to automatically perform those functions.
5. Since most of the heating, ventilation, and air conditioning (HVAC) equipment in the schools were well past the life expectancy, replacement of these older units would also prove to be cost effective from both an energy and maintenance stand-point. Modern HVAC units are approximately 35-40 percent more efficient compared to the equipment installed in the 1990s. Since most of the HVAC units in the Mingo County School District are older than 15 years, replacement of the older units would yield a considerable annual savings. Additionally, the newer equipment would not be as prone to failure as the old units and would provide better learning environments with less maintenance. At this time, replacement of the older units is cost prohibitive for the county and the Team recommended that other methods of funding be investigated. Performance contracting services are typically a good solution to this issue as it would improve the efficiency of the

HVAC, lighting, and electrical systems of each facility using the funds that would be saved from the improved equipment efficiencies and other improvements.

6. The maintenance staff members were often hindered from performing their duties due to a lack of access to the buildings. Although a centralized card access system is in place, all areas of the facility cannot be accessed when needed without the aid of local school staff. The card access system generally allows the staff access through the main doors, but keys are required to access locked classrooms, electrical rooms, mechanical rooms and all other locked areas. This is generally not an issue unless an emergency after-hours or the when the maintenance staff works at the schools during holidays or breaks when the local school staffs are not present. The Team recommended that the maintenance staff be provided unrestricted access to critical areas of the facilities.
7. Another issue that hindered the efficiency of the maintenance staff is the slow acquisition of purchase orders for parts and materials. The average time to get a purchase order from the treasurer's office is more than two weeks. Some repairs and materials needed often cannot be delayed for this period of time which is causing the maintenance staff to purchase the needed items without a purchase order. While this is a violation of policy, many instances require unplanned and immediate purchases to maintain the school safety or maintain proper indoor environment. A method to expedite purchase orders for critical purchases is needed. A purchasing card or additional quarterly blanket purchase orders should be considered.
8. Energy management and utility tracking is one area that is completely lacking in the Mingo County School District. Mingo County had previously employed an energy manager, but the position proved to be ineffective and the position was eliminated. With proper training and guidance, a proactive person in this position could be very cost effective at reducing utility usage and costs. Currently, no method was in place to determine how effectively each facility is operated and whether or not sites are using their utilities wisely.
9. Many of the schools in Mingo County employed night shift custodians. These positions were originally used to provide a means of security for the buildings over the night. Since all facilities now have closed circuit television (CCTV) security cameras and card access security systems, the role of a staffed security force at night is no longer needed. The Team recommended that Mingo County School District evaluate the effectiveness and need for night shift custodians.
10. One of the duties of the maintenance department is to deliver mail and custodian supplies to the schools at least twice per week. This process requires 8-man hours of labor and the use of a $\frac{3}{4}$ ton service van to make a typical route of 60+ miles for each trip. The Team recommended that Mingo County School District investigate eliminating this duty by drop shipping any and all materials to the schools and using the U.S. mail for postal items. Junk mail should be eliminated or correctly addressed to go to the correct school.
11. Technology advances in the equipment and controls used in newer school facilities are requiring more service calls to be issued to the vendors at a significant cost per visit. Although the maintenance staff received basic training on the systems that are put into the schools, the complexity of troubleshooting and maintaining these systems requires more training than what was provided by the initial training session. The Team recommended that the maintenance staff attend schools specialized in their fields of expertise to become proficient and certified with the systems. Specialized fields include: Fire alarm, card

access, backflow preventers, and heating, ventilation, and air conditioning (HVAC) equipment and controls. It should be the goal of the maintenance staff to become independent of vendor service calls.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

1. The administrative personnel needs were assessed to determine the administrative structure needed to support the consolidation of four high schools. It was determined through this process, to place a principal and three assistant principals at the new consolidated school. One factor in the selection of the assistant principals was the strength of the applicants. One assistant principal was selected based on strength in curriculum, another was selected based on strength in career/technical education, and the third assistant principal was selected based on strength in administration and athletics to serve as athletic director/assistant principal.
2. Attempts were made to equalize administrative personnel at the two high schools based on student enrollment.
3. With the consolidation of two schools next year (2013-2014), the county plans to have a principal and assistant principal in each elementary school, except the small Dingess Elementary School.

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

1. A review of the county's enrollment data (2nd month report) showed a decrease in enrollment of 145 students from 2009-2010 to 2012-2013. There was a decrease of 38 students from the 2011-2012 to 2012-2013; however, that decrease did not appear to impact personnel needs. The superintendent discussed county staffing and the county being over the school-aid formula by 22 professional and 64 service personnel positions. The superintendent and his staff are working to reduce the number of staff paid outside the formula and have identified both professional and service positions that the county board may be able to eliminate. The majority of the cuts, including two administrative positions (principals) result from consolidating four schools into two as Riverside Elementary School and Williamson Middle School will consolidate into Williamson School PreK-8. Matewan Elementary and Matewan Middle will consolidate into Matewan School PreK-8. Other positions may be eliminated due to a decrease in the number of students in an elementary classroom. Once teacher positions are eliminated and the enrollment increases, the county is looking at possible split grades to meet the pupil/teacher ratio in lieu of adding more staff. Additionally, the county has reduced two secretary positions in the county board office by reassigning duties to other secretaries within the building. As per the treasurer and the superintendent, positions outside the formula are paid from the county's excess levy funds.
2. When determining personnel needs for the upcoming year, the superintendent met with his county office staff team, made up of the assistant superintendent, administrative assistant, and human resources director to review data which had been collected relating to

personnel needs for 2013-2014. This data included projected enrollments in grade levels at the elementary level and the number of teachers needed to meet the state mandated pupil-teacher ratio in grades K-6. At the middle and high school levels, the county office staff team reviewed class enrollments along with information, such as, student interest to determine teachers needed to implement required and required elective programs of study. The staff, along with the special education director, also looked at projected enrollments in special education classes and the number of teachers needed to meet the individualized education programs (IEPs) of special needs students. A change in individualized education program (IEP) recommendation to reduce the one-on-one personal care of students showed fewer personal care aides were needed. The County team also met with other appropriate program directors, such as, Title I, nutrition, transportation, etc., to determine personnel needs for each respective program.

3. The county office staff team gave careful consideration to providing personnel and program equity among schools. The number of cooks at each school was based upon the number of meals served. The number of custodians was based upon the amount of square footage of the building.
4. Subsequent to county staff meetings, the county team met individually with principals to review personnel needs the principals had determined for their respective schools for the upcoming school year. Once all information was gathered, the superintendent with his office staff team identified 27 professional and 35 service positions to be considered for elimination for 2013-2014. The county has notified, as required by West Virginia Code, all identified personnel who will be affected by the reduction-in-force.
5. The county contracts with RESA 2 for an instructional facilitator, two administrative coaches, and two administrative support positions. Other contracted services, such as Reading Interventionists, Parent Assistants, Special Education PERC, and LPNs are paid from Title I or special education funds.
6. The superintendent stated the lack of certified special education teachers is his biggest personnel concern. The assistant superintendent attends teacher recruitment fairs at Concord University, Marshall University, Fairmont State University, and Glenville State University in an effort to bring new teachers into the county. Other county personnel have participated in teacher recruitment fairs at West Virginia University and West Virginia State University. The county also recruits from the University of Pikeville and Midway College in Kentucky.
7. The county offers all required programs of study. Honors, advanced placement (AP®), dual credit, and EDGE courses are offered at both high schools. Nine AP classes in the areas of English, mathematics, science (chemistry), and history are offered to students. Seven dual credit classes through Southern West Virginia Community College are offered along with several EDGE courses. With the consolidation into Mingo Central Comprehensive High School, students there, as well as Tug Valley High School, are provided low incidence classes at the school. If needed, through Polycom, classes from either Mingo Central Comprehensive High or Tug Valley High can be delivered to the other school. Virtual School courses are also available via the West Virginia Department of Education; however, this delivery method was not being used this school year.
8. All students in Grades 9-12 have Lenova Notebook (Laptop computers). The classes use digital textbooks. Student achievement is increasing at the elementary and high school levels. Instructional coaches have been employed to work specifically with teachers of middle school students in an effort to increase achievement of middle school students.

County ACT scores were higher than the last four years. The dropout rate has declined during the past three years and is lower than the State average.

9. Instructional staffing appeared to be comparable at each school to provide instruction in art, music, and physical education. The county has no instructional itinerant teachers. Elementary level schools have the opportunity to select staffing to teach art, music, and physical education. For example, Dingess Elementary School identified music as a need and requested a full-time music teacher. The regular classroom teachers teach art and physical education. The school population which is 92 percent poverty now has exposure to music that it has not had in the past. The school has a winds orchestra. Some students are playing instruments including the piano. Comparable counselor and health services are provided to all schools. Counseling services are provided to Kermit K-8 and Dingess Elementary schools by one counselor. Gilbert Elementary School and Gilbert Middle School share a counselor. All other schools have full time counselors.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

1. RESA 2 provides assistance to low performing schools through extensive staff development programs to the school staffs and administrative coaches to provide embedded staff development at the schools.
2. Mingo County School District reported they are very satisfied with the excellent services they receive from RESA 2.
3. Mingo County School District has used the services of RESA 2 extensively. RESA 2 staff led trainings on how to improve scores on WESTEST2, Understanding the Next Generation Content Standards and Objectives, Depth of Knowledge/Rigor and Relevance, Student Engagement, Formative Assessment and Support for Personalized Learning (SPL).
4. RESA 2 also plays an active role with principal and teacher summer academies.
5. Mingo County School District contracts with RESA 2 to provide a (STEM) facilitator, Mathematics I coach, and administrative coaches.

Monroe County

Monroe County Vocational Center

The principal of the school had stepped down from the position at the beginning of the school year, leading to the principal of James Monroe High School filling in until a replacement could be found. This situation continued through the entire school year. Due to the vast workload of running two schools, some issues at the vocational center were not completed. The superintendent stated that she was confident that the new vocational center principal will be hired and in place before the summer is over.

Despite the issues reported, the Team observed excellent instruction in a majority of the classes. Students were fully engaged in most classrooms and the assignments were high quality. The Team believed that the staff was willing and capable of challenging students and

providing a high quality curriculum; however, the incoming principal must actively ensure that all teachers keep all students on task with high quality instruction and a challenging curriculum.

Morgan County

Widmyer Elementary School

While the staff provided a safe and nurturing learning environment, the overall area of higher order thinking skills needed to be addressed. Students must be challenged to use the higher Depths of Knowledge levels to expand their knowledge and increase achievement.

Preston County

Aurora Elementary School

Moderate increases in student achievement had occurred in mathematics and significant achievement had occurred in reading/language arts from the 2010-2011 school year to the 2011-2012 school year. A summer reading program and after school tutoring was offered for students. Acuity for Grades 3-8 and a great deal of data analysis had occurred. The staff was providing high quality instruction and the Team believed that the increases in student achievement would continue given the levels of instruction observed buildingwide.

Bruceton School

Dramatic declines in student achievement in reading/language arts were shown from the 2010-2011 school year to the 2011-2012 school year. While it was reported by the principal and staff that staff development and assistance had been received from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education, these efforts have failed to achieve adequate results in increasing student achievement in the area of reading/language arts.

Fellowsville Elementary School

While student achievement had declined in four of the eight subgroups, the principal and staff were working diligently to increase student achievement in all areas. Extensive data analysis had been conducted and all teachers were aware of the needs of the students based on this analysis. It was reported by the principal and teachers that the Preston County Central Office had been beneficial in providing any assistance that was needed. Assistance from RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education had been received. Teachers could discuss the types of instructional strategies incorporated in the classrooms and exhibited high expectations that all students could learn and excel.

Kingwood Elementary School

Achievement levels at Kingwood Elementary School are of great concern. Kingwood Elementary School failed to achieve adequate yearly progress (AYP) in five of the eight subgroups for two consecutive years. Extensive assistance and monitoring must be implemented at the school by the Preston County Central Office. The principal and staff

reported many high quality staff development sessions that were provided the school; however, student achievement remains lackluster and stagnant.

Rowlesburg School

While the staff of Rowlesburg School had received a great deal of high quality staff development from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education, adequate yearly progress (AYP) was achieved in all subgroups only by application of the confidence interval. All students were observed to be fully engaged in the educational process on the day of the Education Performance Audit; however, student achievement was lacking. The principal is strongly recommended to elicit further assistance in high quality instruction, high expectations, and instructional strategies to close the achievement gap.

Terra Alta/East Preston School

The decline in student achievement in reading/language arts was problematic. Minimal staff development sessions were provided according to the principal. The principal was new to the school and was knowledgeable of the needs of the school; however, coming to Terra Alta East Preston from out of state, and very near to the beginning of the school year, presented issues that will need to be overcome as soon as possible. The Team believed that the principal will provide much needed leadership to the school; however, the Preston County Central Office will need to provide assistance to enable the principal to learn the system of operation of the school and county.

Tunnelton-Denver Elementary School

Student achievement declines in reading/language arts were alarming. Overall student achievement was deficient and programs and practices must be put into place immediately to increase student achievement. The Preston County Central Office must monitor the progress at the school and provide any and all assistance needed. Minimal staff development was reported for the school. RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be instrumental in bringing about changes to ensure greater student achievement.

Valley Elementary School

While teachers were knowledgeable of the interview questions and were articulate of the needs of students, achievement levels buildingwide remained poor. Rigor and relevance in all instruction must be developed to increase student achievement. Assistance must be received from the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement high quality, research-based staff development to increase student achievement.

Central Preston Middle School

Central Preston Middle School made gains in a majority of individual subgroups. The principal provided a list of high quality staff development sessions that the teachers had to improve instruction. These staff development sessions were delivered by the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia

Department of Education. The Team believed that the administration and staff were a cohesive unit and were working together to increase student achievement. Extensive data analysis had been conducted and high quality instruction was observed in classrooms.

South Preston Middle School

While South Preston Middle School achieved adequate yearly progress (AYP) in a majority of subgroups in mathematics and reading/language arts, the special education subgroup was of great concern. Also, the fact that AYP was achieved in four of the subgroups only by application of the confidence interval and/or averaging is concerning. The principal related numerous staff development sessions geared toward increasing student achievement, which were provided by local and State education agencies. The Preston County Central office must remain diligent in providing assistance, guidance, and resources to enable the staff to deliver instruction that will increase student achievement.

West Preston Middle School

Gains had been made in student achievement in all but one of the subgroups. The special education (SE) subgroup was of the utmost concern as student achievement in this area was dismal. West Preston Middle School had achieved adequate yearly progress (AYP) in five subgroups only by application of the confidence interval. This was a concern in that these subgroups could easily become noncompliant if instruction does not challenge students by providing rigor and relevance that allows all students to excel.

Preston High School

Student achievement at Preston High School was of great concern. The school did not achieve adequate yearly progress (AYP) in any subgroup in mathematics or reading/language arts. While the new principal was knowledgeable and organized and was well versed in the needs of the school, the task of improving student achievement to the level of achieving AYP is daunting at best. Numerous staff development sessions had been provided by the Preston County Central Office, RESA 7, the West Virginia Center for Professional Development, and the West Virginia Department of Education. Data analysis was planned for the 2012 WESTEST2 data and the Team found through staff interviews that the teachers were optimistic about the new leadership at the school. The principal must ensure that high quality instruction occurs in all classrooms and that all students are afforded instruction that will allow all students to excel.

Preston County School System

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

1. In addition to Title I, the Title I Coordinator was also responsible for the elementary curriculum. With 80 percent of his time Title I and 20 percent elementary education, the employee did not have sufficient time to meet the needs of the elementary students in Preston County. The low and declining student WESTEST2 achievement in the elementary mathematics and reading/language arts scores pointed to a need for curricular leadership from the central office at this level.

2. There was only a central office secondary curriculum director. Other central office staff members were titled as coordinators, and in one case, administrative assistant. According to the superintendent, this retitling saved the county a huge amount of money. The curriculum and instruction duties were divided among central office staff. Although a county curriculum leadership team was in place, **no one person was responsible for leadership in curriculum development.**
3. The Team noted that the superintendent did not appear to be involved with curriculum.

Recommended Action

The Team recommended that one person be identified to oversee curriculum and instruction. This was identified in the March 2009 Education Performance Audit Report.

8.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

Transportation has been a contentious issue for the Preston County School District. Preston County planned to implement a single bus run for all students as a cost saving measure to reduce the county's financial deficit. A significant concern regarding the length of time involved for Pre-Kindergarten and primary students resulted in the county returning to the previous transportation schedule. According to the superintendent and members of the board of education, this expenditure has been included in the 2012 levy call. The Team noted that the adjustment in transportation attempted was not an item in the Preston County Budget Reduction Plan submitted to and approved by the West Virginia Board of Education March 2012.

As recommended by the "West Virginia Department of Education Recommendations for Resolving Preston County Schools Financial Situation" May 15, 2012, the county did not purchase/replace school busses.

The "Preston County Schools Extended Employment/Supplement Extracurricular/Extra Duty 2012-13" document provides a Supplemental Salary in the amount of "\$50.00 per year for electric reimbursement for drivers who park bus at home." The Team viewed this as an inefficient use of fiscal resources given the financial deficit of Preston County.

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

During the 2011 fiscal year the citizens of Preston County supported the Board's initiative to issue a building Bond in the amount of \$39,000,000 to implement much needed building construction and renovations. In concert with that Bond, the county has received additional West Virginia School Building Authority (SBA) funding, issued QZAB bonds and received other grants for a total of \$69,317,975.92 to construct and improve the school facilities.

The Team commended the board and superintendent for gathering community support for the Bond. Furthermore, the Team commended the treasurer for providing timely accounting of all expenditures, obligations, and remaining balances of these funds in a clear, concise, and easy

to follow report. Such reporting to all concerned will ensure that projects will be completed within budget.

The following provides completion dates or anticipated dates for the countywide facility projects currently underway in Preston County. It is noted that some of the projects were over budget and had to be redesigned.

Aurora School – September 28, 2012 substantial completion

Bruceton School – May 2014

Central Preston Middle – May 2014

Fellowsville Elementary – December 2012

Kingwood Elementary – December 2012

New South/Tunnelton Denver – March 2014

New West/Valley Elementary – September 2014

Rowlesburg – 100 thousand from bond for site improvements/plumbing renovations - no timelines given.

Terra Alta/East Preston – March 2014

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The Team noted the instability of administrative personnel as a deterrent to establishing and supporting high quality curriculum and instructional services. Four schools began the 2012-2013 school year with new principals and two schools began with substitute principals. In total, six of the 12 Preston County Schools were affected by administrative leadership. Preston County High School has had a new principal for each of the past three years.

Administrative leadership at the county office level has also been compromised by the turnover of staff.

- Assistant Superintendent. The assistant superintendent began the new role July 1, 2012. Prior to that he was Title I Director for one year. The previous assistant, former attendance director, returned to the attendance director position. This person left the position subsequent to the Education Performance Audit, resulting in another vacant position.
- Title I Coordinator. The Title I coordinator recently moved from principal of Bruceton Elementary to this position. The Title I position has been held by three different individuals in the past three years.
- Special Education Coordinator. The special education coordinator has been in the position one year. Prior to that, the position was vacant for six months.
- Treasurer/Chief School Finance Official. Three individuals have been in the treasurer's position in the past three years. Two other members of the finance office retired and new people were placed in these positions.

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

As per the superintendent, the county has shown a slight increase in student enrollment over the past few years. However, it appears the enrollment could be down somewhat this year (2012-2013 with less than 50 students). The total enrollment for the county will not be determined until preschool students have been counted. (Preschool growth has shown positive growth in the county.) It is predicted that enrollment will increase in Bruceton as three hundred forty (340) new jobs will be available at the U. S. Penitentiary in Hazelton.

When the superintendent came to Preston County as superintendent, the county was over the state basic foundation allowance for fiscal year ended (FYE 06/30/09) **53.086** employees (professional and service). This increased to **66.326** (FYE 06/30/10), decreased to **29.422** (FYE 06/30/11), and decreased slightly to **27.546** (FYE 06/30/12). The superintendent stated that the county was currently within the basic foundation allowance for professional positions and over four or five positions in service for the 2012-2013 school year. However, the Office of Education Performance Audits has not been able to verify this statement.

The superintendent stated that adjustments had been made in the county office with one less finance position (the county has established professional accountant positions as recommended by the West Virginia Department of Education, Assistant Superintendent of Division of Student Support Services, one less executive secretary, and a mechanic. Days of employment had been adjusted by cutting five to ten days of employment for some service personnel and school principals. Directors have also been reduced to coordinators with one coordinator position eliminated. The county has a school levy, but only three service positions are in the levy call.

According to the superintendent, all required programs of study are offered; however, there must be an enrollment of ten students in a class for a class to be taught. In addition to the required programs of study, the county offers ROTC with two instructors. One position is paid through the Armed Forces. The program has the highest enrollment in the state with approximately 300 students. The Rifle Team has received national recognition and is not only an excellent "at risk" program, but the pride of the county.

The county high school offers Chinese as one of its foreign languages and has a highly regarded fine arts program including an outstanding drama program, visual arts, and band which has 75 to 80 members. The band program is built at the middle schools. Each year the middle school bands, led by the band director, forms a county consolidated band which performs at the Buckwheat Festival. Band members wear their official school uniform.

Each school has a full-time principal and counseling service; however, county staff would like more. Each school has nursing services which are assigned. These services are offered with itinerant personnel in some schools. In the case of nurses, the pupil/nurse ratio might vary among schools, as often an Individualized Education Program (IEP) of one child in a school that would not ordinarily require a full time nurse will dictate a need for a full-time nurse to care for or be available for that specific child.

In addition to the ROTC teacher provided by the Armed Forces, funds for one teacher and parent/teacher coordinators (paid at \$20/hour) are provided through a 21st Century grant. A State grant pays for two technology integration specialists.

An Energy Specialist is paid through RESA (\$20,000). There are no benefits with this position.

To determine the professional personnel needs for a new school year, principals will meet with their respective staffs to determine a projected enrollment by grade or special needs. The number of cooks is determined by number of meals served. Custodians are determined by the size of the facility. Aides are assigned in kindergarten, preschool, and as per special education guidelines. Principals then meet with the appropriate county coordinator, and their school's needs will be brought to the superintendent for consideration and approval. The county superintendent makes the final decision on staffing needs. Once staffing is established and approved at an elementary school, and a new student moves in putting the school beyond the maximum pupil/teacher ratio, the new student is assigned to a neighboring school in lieu of employing another teacher.

Personnel Summary

The superintendent expressed pride in some programs which although beneficial are not required. The county will need to examine course offerings to determine those that are essential. Since the county's excess levy rates are set at only 18.8 percent of the maximum allowed, the levy does not provide funds to carry personnel over the State Aid formula.

**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.

One appeal was submitted to the Office of Education Performance Audits concerning the designation of school accreditation status during the 2012-2013 school year. The appeal was accepted.

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 317 medically fragile waivers for emergency exemptions 309 waivers were approved, five were denied, and three are in process. Education Performance Audit Teams verified those in schools and counties audited.

FINANCIAL DEFICIT SCHOOL DISTRICTS

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.

Five county school systems had deficits beyond what is considered to be casual deficit as defined in W.Va. Code §18-1-1. These included: Braxton, Calhoun, Mason, Monroe, and Preston counties. Three county school systems experienced deficit unrestricted fund balances in their General Current Expense Fund at June 30, 2012. These included: Clay, Pendleton, and Webster counties. Each county submitted a plan for eliminating the deficit. The Office of Education Performance Audits reviewed the plans and presented them to the State Board.

EDUCATION PERFORMANCE AUDITS FIVE YEAR TREND DATA

TOP STANDARDS CITED

2012-13 School Year.

- 5.1.1. Achievement.** 6 (9.23%) of 65 schools reviewed were cited.
- 7.1.2. High expectations.** 17 (26.15%) of 65 schools reviewed were cited.
- 7.1.4. Instruction.** 6 (9.23%) of 65 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 8 (12.31%) of 65 schools reviewed were cited.
- 7.1.7. Library/educational technology access and technology application.** 2 (3.08%) of 65 schools reviewed were cited.
- 7.1.13. Instructional day.** 3 (4.62%) of 65 schools reviewed were cited.
- 7.2.1. County and School electronic strategic improvement plans.** 4 (6.15%) of 65 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 8 (12.31%) of 65 schools reviewed were cited.
- 7.2.4. Data analysis.** 4 (6.15%) of 65 schools reviewed were cited.
- 7.6.4. Teacher and principal internship.** 12 (18.46%) of 65 schools reviewed were cited.
- 7.7.2. Policy implementation.** 4 (6.15%) of 65 schools reviewed were cited.

2011-12 School Year.

- 7.1.1. Curriculum based on content standards and objectives.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.2. High expectations.** 6 (54.55%) of 11 schools reviewed were cited.
- 7.1.3. Learning environment.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.4. Instruction.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.5. Instructional strategies.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.1.6. Instruction in writing.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.8. Instructional materials.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.9. Programs of study.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.1.13. Instructional day.** 5 (45.45%) of 11 schools reviewed were cited.
- 7.2.1. Five-year County and School electronic strategic improvement plans.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.2.2. Counseling services.** 6 (54.55%) of 11 schools reviewed were cited.
- 7.2.3. Lesson plans and principal feedback.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.2.4. Data analysis.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.6.2. Licensure.** 3 (27.27%) of 11 schools reviewed were cited.
- 7.6.3. Evaluation.** 2 (18.18%) of 11 schools reviewed were cited.
- 7.6.4. Teacher and principal internship.** 2 (18.18%) of 11 schools reviewed were cited.
- 7.7.1. School rules, procedures, and expectations.** 1 (9.09%) of 11 schools reviewed were cited.
- 7.8.1. Leadership.** 2 (18.18%) of 11 schools reviewed were 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.
- 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.

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.

The School District Approval Status and School Accreditation Status February 2013 Report of Ratings evidenced that fewer schools achieved the performance standard for full accreditation status than in 2012.

- 462 (63.72 percent) of the state's schools achieved full accreditation status in 2013; 524 (72.08 percent) of the state's schools achieved full accreditation status in 2012.
- 15 (2.07 percent) of the state's schools were issued conditional accreditation status in 2013; 13 (1.79 percent) of the state's schools were issued conditional accreditation status in 2012.
- 77 (10.62 percent) of the state's schools were issued temporary accreditation status in 2013; 19 (2.61 percent) of the state's schools were issued temporary accreditation status in 2012.

2. Personnel.

- Administration personnel turnover was identified in six of the seven county school districts audited during 2012-2013. A high number of schools started the school year with new principals, assistant principals, and substitute principals. Central office personnel in at least two county school districts were new to the positions.
- Attracting and retaining certified teachers was identified in the seven county school districts audited. A high number of schools started the school year with substitute teachers and teachers who were teaching on a permit.

3. Finance.

The number of county school districts experiencing budget deficits increased from two in 2010-2011 to five in 2011-2012 to eight in 2012-2013.

STATEWIDE ACCOMPLISHMENTS

1. Education Performance Audit reports showed that all programs of study were provided in the high schools.
2. Education Performance reports showed that guidance counseling services were provided in schools, particularly elementary schools that traditionally experienced limited services.
3. OEPA teams found that technology hardware and software and support were available and effectively utilized in the school districts and schools audited. In addition to technology, libraries had been expanded in high schools and elementary schools.
4. Six of the seven county school districts audited had well-developed Five-Year Strategic Plans and used their plan to guide improvement.