

**OEPA REPORT
FOR
FAYETTE COUNTY SCHOOL SYSTEM**

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Board of Education Office of Education Performance Audits (OEPA) conducted an announced Education Performance Audit of the Fayette County School District during November 2006.

The Education Performance Audit Report was presented to the West Virginia Board of Education January 10, 2007. The State Board unanimously declared that extraordinary circumstances existed in Fayette County Schools. The State Superintendent of Schools was directed to appoint an improvement consultant team to make recommendations for correcting the emergency. After the report, the Fayette County School System had six months to correct the deficiencies and implement the recommendations from the Improvement Consultant Team that were approved by the State Board of Education.

The OEPA returned to Fayette County during November 2007 to conduct a progress review. The purpose of the review was to examine Fayette County School District's progress in meeting the standards required by State Code and West Virginia Board of Education policies and implementing the Improvement Consultant Team's recommendations.

The Fayette County Progress Report was presented to the West Virginia Board of Education in December 2007. The State Board continued the Nonapproval status and granted Fayette County until October 2008 to correct the remaining issues of the previous reports.

The OEPA returned to the Fayette County School System November 17-21, 2008 and again in January 2009 to determine if the county and schools had followed the Improvement Consultant Team's recommendations and corrected the deficiencies in the OEPA report. This progress report was presented to the West Virginia Board of Education at the February 11, 2009 Board meeting. The State Board upgraded Fayette County from Nonapproval status to Conditional Approval status and gave the county six months (an October 31, 2009 Date Certain) to eliminate the remaining noncompliances.

The OEPA returned to Fayette County during December 2009 to examine the noncompliances remaining from the 2009 report to determine if the county had eliminated them. This report expands and describes the degree of corrective action during the four Education Performance Audits of the Fayette County School System.

EDUCATION PERFORMANCE AUDIT TEAM

December 15 – 18, 2009

Office of Education Performance Audits Team Chair – Dr. Donna Davis, Deputy Director.

<i>NAME</i>	<i>TITLE</i>	<i>COUNTY</i>	<i>CATEGORY</i>
Monica Beane	Assistant Director, Office of Instruction	WV Department of Education	AYP/Five-Year Strategic Plan/High Quality Standards
Whitni Kines	Chief School Business Official	Barbour County Schools	Finance
Bill Elswick & Staff	Executive Director, Office of School Facilities	WV Department of Education	Facilities
Randy Keathley	Assistant Superintendent	Mingo County Schools	Personnel - Hiring/Licensure/ Internship
Laura Kiser	Coordinator, Office of Professional Preparation	WV Department of Education	Personnel - Hiring/Licensure/ Internship
Dr. DeEdra Lundeen	Superintendent	Barbour County Schools	Evaluation/Policy Implementation/ Administration
Carroll Staats	Board Member	Jackson County Board of Education	Leadership

BEST PRACTICES/COMMENDATIONS

OEPA December 2009 Review

1. The Team continued to recognize the commitment and dedication of the Office of Personnel staff to the further improvement of office operations and providing quality services to Fayette County employees, students, and citizens. The office staff had implemented practices and procedures that increased office efficiency and organization. This was exemplified by the creation of a database to maintain and monitor professional and service personnel observations and evaluations.
2. The Team recognized the commitment and efforts of the Fayette County Office of Personnel staff to the continuous improvement of office procedures/operations and in meeting Team recommendations previously offered by the West Virginia Board of Education, Office of Educational Performance Audits.

5.1. Accountability

5.1.1. Achievement

Improvement Consultant Team Finding(s):

The No Child Left Behind (NCLB) data for the 2005-2006 school year indicated that special education students in Fayette County performed below the state average across all grade levels in mathematics and also at the elementary and middle school grade levels in reading/language arts. Chart 1 shows the grade span/assessment percent of special education students' proficient in Fayette County and the percent of special education students' proficient statewide.

Chart 1

GRADE SPAN / ASSESSMENT	SUBGROUP	FAYETTE COUNTY PERCENT PROFICIENT 05-06	FAYETTE COUNTY PERCENT PROFICIENT 06-07	FAYETTE COUNTY PERCENT PROFICIENT 07-08	FAYETTE COUNTY PERCENT PROFICIENT 08-09	STATE PERCENT PROFICIENT 05-06	STATE PERCENT PROFICIENT 06-07	STATE PERCENT PROFICIENT 07-08	STATE PERCENT PROFICIENT 08-09
Elementary Mathematics	SE	47.2	49.7 (N)	40.9 (N)	31.5 (N)	53.3	54.9 (N)	51.8 (N)	40.9 (N)
Middle Mathematics	SE	22.1	36.5 (H)	44.2 (H)	26.3 (N)	33.5	37.0 (N)	37.6 (N)	23.1 (N)
Secondary Mathematics	SE	19.6	20.5 (N)	17.2 (N)	22.4 (N)	22.4	24.1 (N)	23.1 (N)	21.6 (N)
Elementary Reading/ English Language Arts	SE	43.8	42.0 (N)	37.1 (N)	22.1 (N)	46.8	48.4 (N)	47.2 (N)	32.8 (N)
Middle Reading/ English Language Arts	SE	24.8	37.4 (H)	42.1 (N)	23.2 (N)	37.5	39.9 (N)	40.3 (N)	22.6 (N)
Secondary Reading/English Language Arts	SE	30.8	24.8 (N)	28.9 (N)	18.9 (N)	28.4	28.1 (N)	26.7 (N)	14.3 (N)
Secondary Mathematics	AS		60.9 (H)	61.0 (N)	49.1 (Y)		68.5 (Y)	68.3 (Y)	56.9 (Y)
Secondary Mathematics	B		52.4 (H)	47.3 (N)	33.3 (N)		52.9 (N)	52.2 (N)	44.3 (N)
Secondary Mathematics	SES		57.1 (H)	55.1 (N)	41.8 (C)		58.6 (N)	58.2 (N)	46.0 (N)
Secondary Reading/English Language Arts	SES		70.6 (C)	68.1 (N)	47.7 (Y)		66.0 (N)	65.0 (N)	41.8 (N)

SE – denotes Special Education Subgroup

AS – denotes All Students Subgroup

B – denotes Racial/Ethnicity Black Subgroup

SES – denotes Economically Disadvantaged Subgroup

OEPA Six Month Progress Report

The No Child Left Behind (NCLB) data for the 2006-2007 school year showed that special education students in Fayette County continued to perform below the state average across all grade levels in mathematics and in reading/language arts.

OEPA November 2008 Review

NOT PROGRESSING. The No Child Left Behind (NCLB) data for the 2007-2008 school year was addressed in the Fayette County Five-Year Strategic Plan. Specific notation was made on increasing mathematics in all subgroups.

Prioritized Strategic Issues included:

1. To increase achievement in mathematics, grades 3-12.
2. To increase student achievement in reading, grades 3-12.
3. To increase the district's graduation rate.
4. To utilize a variety of data to make informed decisions related to the instruction of all students, grades K-12.
5. To increase the leadership capacity of the district's administrators.

The 2007-2008 grade span/assessment data in Chart 1 show that the special education (SE) subgroup continued to not meet adequate yearly progress (AYP) at the school district level for all grade spans and assessed areas, except for the middle level which showed measurable improvement in both mathematics and reading/language arts. The secondary level also improved in reading/language arts, but did not make AYP.

Additionally, Fayette County School System did not achieve AYP for the 2007-2008 school year at the secondary level in mathematics for the all students (AS), racial ethnicity black (B), and economically disadvantaged (SES) subgroups and in reading/language arts for the SES subgroup.

School district achievement data indicated that Fayette County has not demonstrated improvement in student achievement and additional subgroups entered the list of those that failed to make AYP.

New Finding November 2008

The Office of Education Performance Audits (OEPA) Team noted that the staff development council neglected to meet as required (four times per year-one per nine weeks). West Virginia Board of Education Policy 5500, *County Professional Staff Development Councils*, Section 5.9. states, "The professional staff development council shall meet at least quarterly each year."

Fayette County Professional Staff Development Council Minutes indicated the following dates and members in attendance.

- January 23, 2008 (7 members present)
- March 6, 2008 (3 members present) no quorum
- May 7, 2008 (only the Associate Superintendent was present) no quorum

The county Professional Staff Development Council meetings must be scheduled and held regularly so that a consistent process for evaluation and planning of targeted professional development may be utilized. If face-to-face meetings are difficult to schedule/attend, the utilization of a Google Group on the West Virginia Department of Education WebTop or a county wiki might better serve the needs of this group.

W.Va. Code §18-3-8. County Professional staff development councils and West Virginia Board of Education Policy 5500, *County Professional Staff Development Councils*, were not being followed.

OEPA December 2009 Review

NOT PROGRESSING. The percentage of Fayette County students performing at or above mastery in mathematics and reading/language arts fell below the percentage of the State's students performing at or above mastery in mathematics and reading/language arts in grades 3 through 11. Countywide achievement scores in the subgroups and subject areas that did not make AYP demonstrated a five year decreasing trend. Furthermore, the number of schools in Fayette County that did not achieve AYP in 2009-2010 increased to eight schools out of 22 schools. This number of schools was the highest yet since the inception of the No Child Left Behind Act and the WESTEST assessment. The following chart shows the five-year trend of Fayette County Schools that did not make AYP.

NCLB SCHOOL LIST

WVEIS Code	School Name	School Type	AYP 2009	AYP 2008	AYP 2007	AYP 2006	AYP 2005
020 - 201	Ansted Elementary	Elementary	X	✓	✓	✓	✓
020 - 208	Fayetteville Elementary School	Elementary	X	✓	✓	✓	✓
020 - 217	Mount Hope Elementary School	Elementary	✓	X	✓	✓	✓
020 - 225	Valley Elementary School	Elementary	X	✓	✓	✓	✓
020 - 301	Ansted Middle School	Middle	X	✓	✓	✓	✓
020 - 302	Collins Middle School	Middle	X	X	✓	X	X

NCLB SCHOOL LIST (Continued)

WVEIS Code	School Name	School Type	AYP 2009	AYP 2008	AYP 2007	AYP 2006	AYP 2005
020 - 501	Fayetteville High School	High	X	✓	✓	✓	✓
020 - 503	Meadow Bridge High School	High	✓	✓	✓	✓	X
020 - 505	Mount Hope High School	High	X	X	✓	✓	✓
020 - 506	Oak Hill High School	High	X	X	X	✓	X
020 - 507	Valley High School	High	✓	✓	X	✓	✓

Central office staff interviewed gave the following possible reasons for the drop in assessment scores.

- A long-term substitute taught the 7th grade at Mount Hope High School (2008-2009) which produced the lowest scores in the county.
- Last school year several teachers at the secondary level were not certified to teach mathematics. This year (2009-2010) seven new fully certified math teachers are expected to impact student achievement on the 2010 WESTEST 2. In addition, two math specialists were employed to work directly with math teachers at Mount Hope High School.
- The RESA 4 math specialist has worked extensively with teachers in Fayette County through the Math Science Partnership (MSP). County curriculum staff expect this to assist in increasing student achievement.
- Newly implemented content teams meet daily in secondary schools. The secondary specialists work specifically to implement standards-based instruction using instructional strategies.
- Block scheduling existed in some schools, but not all. When asked about this, the secondary curriculum director explained that the Fayette County Board of Education decided to remove block scheduling as a result of a previous OEPA report indicating students were not engaged during the full 90 minute block period. When asked why all schools were not on a regular period day, staff responded that Meadow Bridge High School was still implementing a 90 minute block for math in order to provide the algebra and geometry support. Additionally, advanced placement (AP) courses are 90 minutes in order to prepare students for the AP exam in time. The secondary curriculum director indicated that the principals

worked with the curriculum team and made the scheduling changes based upon needs and that the county board supported these decisions.

Professional Staff Development Council.

IMPROVING. The associate superintendent provided a notebook containing documentation of the Professional Staff Development Council Minutes and communication of meetings distributed that had occurred since December 2009. Documentation indicated the February 2, 2009 meeting was rescheduled to February 17, 2009, due to only two members present. The February 17 and March 30, 2009 meetings included eight members present. The September and November 2009 meetings included 11 participating members present and minutes documented the council's discussion and work progress. The central office curriculum team also had documentation of regular meetings.

SUMMARY

WESTEST 2 data and the NCLB five-year trend report provided evidence that the school system's structure, curriculum, use of resources, etc., have not been effective in improving county, school, and student achievement.

Improvement Consultant Team Recommendation(s):

1. Create an early literacy plan that incorporates the tenants of tiered instruction as demonstrated in Fayette County's two Reading First (RF) schools. This model has demonstrated increased reading achievement as a foundation for academic success and reduction in special education referrals. Through the benchmark screening and targeted interventions inherent in the tiered instruction that is central to the Reading First (RF) model, students who are ultimately but appropriately identified for special education have a better foundation in reading and the potential to demonstrate improved results. WVDE can provide technical assistance in creating this plan.

OEPA Six Month Progress Report

Literacy Plan/Literacy Coaches

The Team interviewed Fayette County Central staff who provided the following information. According to a literacy coach, the K-3 plan is moving to 4th grade and is to move to a Comprehensive Reading block with word study and phonics included. They also want to implement a writing workshop in every class. Middle and high schools use Learning Focused Strategies as their Literacy Plan. The county has worked on a balanced reading program, K-4, for about four years. Literacy coaches at each elementary school are in the 5th year. Curricular coaches (middle and high) are in their 4th year. Coaches are teachers who are asked to do four hours of coaching a week, including pre- and post- conferences. Every year the elementary schools form a literacy team which includes the principal, the literacy coach, a special educator, and a regular

teacher. They look at test data and implement a project based on needs. They do four half-day trainings for teachers. They meet in October to plan the sessions and determine what data to collect for the project. Between the end of March and the beginning of April, the Board schedules a gallery walk on a Saturday. Schools do a display and explain their project to parents and the community. Response to Intervention is implemented in all schools, even Reading First schools, due to the uncertainty of the continuance of Reading First. All K-4 teachers were trained so that schools would have everyone on the same page. The Director of Curriculum indicated that Title 1 and Special Education teachers were also trained.

Reading First and Response to Intervention (RTI) Schools

Meadow Bridge Elementary and Scarbro Elementary are the two Reading First Schools in the county. All other elementary schools were trained this summer (2007) by the West Virginia Department of Education in Response to Intervention. Most schools are initiating Tier I this year. They're also doing a book study as part of their training. The literacy coach said she has some dealings with Reading First, but the county received extensive help from the West Virginia Department of Education reading monitors.

Why DIBELS in some schools and not others?

Staff in schools not using DIBELS indicated a desire to use this assessment process. The county curricular team decided which schools got DIBELS. Both Reading First schools received it. The Literacy Team discussed who would use it and how it would be used. Other schools use the other assessments (Diagnostic Reading Assessment, high-frequency words, word writing). The Team informally observed that schools using DIBELS were applying formative and summative assessments to monitor student progress.

SUMMATION

Education Performance Audit Teams visited all schools in Fayette County and reported that staff in some schools were implementing tiered instruction and the literacy plan, where others were not or only one teacher was applying the instruction. This recommendation was not being delivered to the extent as intended to improve achievement of students with disabilities.

OEPA November 2008 Review

COMPLIANCE. The two Reading First schools had been included in recent professional development offered by Fayette County to build capacity beyond federal and state funding for the program. The county early literacy plan involved students in grades K-4.

OEPA December 2009 Review

NONCOMPLIANCE. The central office staff developed a Response to Intervention (RTI) guide for elementary school administrators and teachers. The guide was presented to the staff and a professional development session was conducted to further explain the RTI process. However, when a Team member requested that principals submit their 3rd and 4th grade class schedules, two schools did not have RTI implemented as per West Virginia Board of Education Policy 2419. Teacher schedules indicated that no intervention was being implemented in Meadow Bridge Elementary at 4th grade. Master schedules further indicated that four elementary schools were not meeting the requirements of West Virginia Board of Education Policy 2510 and West Virginia Board of Education Policy 2520 in science (50 percent inquiry, investigation, and experimentation) and social studies.

Policy 2510 states, “sufficient emphasis must be placed on the following content areas to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives for each subject (Reading and English/Language Arts, Mathematics, Science, and Social Studies).” One school had only allowed 30 minutes (total) for science, social studies, health, and music instruction in grade 3. Teacher interviews and classroom schedules indicated the guide was not being utilized in all schools. For example, three teachers at Mount Hope Elementary School indicated they did not have to teach science or social studies.

When the elementary curriculum director was asked about the reason the schedules did not reflect the requirements of West Virginia Board of Education Policy 2510, she responded, “I will find out what happened and get it fixed.” The associate superintendent indicated training was conducted with administrators in May 2009 specifically to design schedules that would provide Response to Intervention (RTI) tiers, and West Virginia Board of Education Policy 2510 requirements. This indicated that more communication needed to occur between the central office and building level administrators regarding scheduling and implementing RTI in all elementary schools.

The central office employed an RTI specialist to work with RTI implementation in all schools. By interviewing teachers and randomly reviewing class schedules, the Team determined that this assistance needed to be enhanced to avoid confusion regarding West Virginia Board of Education policy implementation.

2. Ensure that all special education and Title I teachers analyze formative and summative assessment data from students for whom they are responsible and engage in continuous student progress monitoring to ensure that students are benefiting from their supplemental instruction and interventions.

OEPA Six Month Progress Report

Scarbro Elementary had a sheet they used for monitoring student progress at all grade levels. No other school was reported to be doing consistent benchmarking to monitor student progress.

OEPA November 2008/January 2009 Review

NOT PROGRESSING. It was indicated at the Fayette County Board of Education office that benchmarking will occur during the 2008-2009 school year. The five-year strategic plan included utilizing Acuity and State test item banks to develop benchmark assessments for each grade level.

The Associate Superintendent indicated that benchmarking would be optional for schools this school year 2008-2009. The rationale for waiting was to allow time for curriculum mapping to be in place and to check for alignment with Acuity items in the Benchmark item test bank. The West Virginia Department of Education granted Fayette County access to the Benchmark items and the Director of Elementary Schools/Assessment K-12 released the benchmark assessments to schools on January 21, 2009. A plan is in place for schools to review their benchmark data and plan instruction accordingly. According to the Associate Superintendent, benchmarking will be required for all 22 schools (excluding the Career-Technical Center) in the 2009-2010 school year.

OEPA December 2009 Review

COMPLIANCE. All schools were using the Acuity platform for benchmarking. The central office also employed retired teachers and the secondary specialists identified key English teachers to develop pacing guides and curriculum maps for each content and grade level. These pacing guides are available to all teachers and administrators to ensure learning targets are being met; however, all teachers did not have the opportunity to participate in developing the benchmark tests or the opportunity to modify the benchmark tests. The curriculum team indicated specialists were providing training to teachers on how to create their own benchmark assessments, but the Team could not verify this during school staff interviews.

3. Use the dedicated reading and math positions at Collins Middle School to provide direct, explicit targeted instruction in reading and math for the entirety of an instructional period or block. This follows research that dictates explicit instruction provided by qualified teachers for extended time to erase deficits in learning and basic skills. WVDE will provide technical assistance in designing schedules that make this an option for students who are in the bottom quartile of reading and math achievement.

OEPA Six Month Progress Report

Collins Middle School provided direct, explicit targeted instruction in reading and mathematics.

OEPA November 2008 Review

COMPLIANCE. No further action was required.

OEPA December 2009 Review

COMPLIANCE. No further action was required.

4. Identify at least two special education teachers in co-teaching assignments at the secondary level to become technology integration specialists for special education. This training of special education teachers will support the use of technology by all teachers in the schools where the teachers are located. Applications for these positions will be available in March from the WVDE.

OEPA Six Month Progress Report

The Team asked staff at each secondary school to identify the special education teachers in co-teaching assignments who became the technology integration specialist for special education. The responses were mixed as indicated below.

Oak Hill High School

“Doesn’t have any”. The principal was unaware that this was to happen.

Meadow Bridge High School

The principal provided a name for the assignment, but said the individual had not had training, but had worked at West Virginia Tech.

Midland Trail High School

The principal stated that the position was paid from out of a grant.

Information was not provided at the other high schools.

SUMMATION

A review of postings at the central office showed individuals were hired in these positions in addition to their other assignments. It would be difficult for these persons to perform their teaching responsibilities and serve as Technology Integration Specialists. Based on school interviews, the value of this process was negligible.

OEPA November 2008/January 2009 Review

PROGRESSING.

- The county employed full time Technology Integration Specialists to assist with technology integration. According to the eWalk data collected from August 26, 2008 to November 17, 2008, of 398 elementary walkthroughs recorded, students were using technology as listed below.

- Curricular Software Program – 9 percent
 - Writing Roadmap/Acuity/Odyssey - 9 percent
 - Internet Usage -11 percent
 - Microsoft Office - 3 percent
 - Interactive Whiteboard - 2 percent
 - Elmo - 4 percent
 - TechSteps/EdClass - 1 percent
 - Mobile Labs - 9 percent
 - Other Technology - 9 percent
- High School data collected indicated students were using technology as listed below.
 - Use of TI Navigators – 0 percent
 - Active instructional use of calculators - 7 percent
 - Active instructional use of computers - 16 percent
 - Incorporation of TechSteps/EdClass - 3 percent
 - TI 73/TI 84 - 3 percent
 - Mobile Labs - 1 percent

Based upon the eWalk data collected to date November 2008 (and entered by administrators in the eWalk database), the Technology Integration Specialists were providing much needed assistance with technology integration.

As of January 21, 2009, no plan was in place for review of eWalk data. The Superintendent indicated a plan of action was being developed to create a template for data review. They are looking at how to assess the data and how to monitor the data. This is the initial year of utilizing eWalk to collect data in schools.

OEPA December 2009 Review

NONCOMPLIANCE. The associate superintendent indicated walkthrough data were being monitored more closely than during the previous audit. However, two specific schools (randomly selected by the Team) did not have data put into the system available for the Team when the associate superintendent utilized the system to provide a report to the Team. Mount Hope Elementary School and Fayetteville High School had not put any data into the system. When the Team requested this information from the school level, the principal was not available on the day of the audit; therefore, data were not provided.

The assistant principal at Fayetteville High School had collected data, but had not been able to access the Internet to input the data into the electronic program. The data collected indicated that 14 percent of teachers observed through the walkthroughs were using technology. This may be explained by the lack of access to technology at Fayetteville High School.

The computer lab at Fayetteville High School was undergoing remodeling during the summer 2009. A work order (dated June 5, 2009) was submitted to the central office and received July 20, 2009. Another work order was submitted August 17, 2009. Remodeling and electrical work was completed in the lab November 6, 2009. However, the cabling and networking had not been completed. The principal indicated that students from the career center did the wiring work in November. The central office maintenance director indicated to the Team that the initial work order request was lost. He also confirmed that students from the career center completed the cabling and networking components of the lab. No computers were being utilized on the date of the audit and a computer lab schedule was not available. The lab had not been functional from the start of the school year (August 2009) to the day of the audit (December 2009). When the Team requested to see the lab usage report or schedule, the assistant principal indicated that the person in charge of the lab was not present that day, I am sure he has a schedule somewhere.” However, the principal stated the lab was still not available for use, as the “image” was not completed on the computers. The central office needed to complete this work order. Additionally, Fayette County was awarded a School Building Authority (SBA) wireless grant. To date, the wireless was not functional in Fayetteville High School.

5.1.4. Graduation

Improvement Consultant Team Finding(s):

The Improvement Consultant Team found that county personnel have initiated a proactive plan to address the issue of graduation rate.

OEPA Six Month Progress Report

While the district graduation rate improved by 3.35 percent, individual schools did not adequately address the need to implement strategies to improve the graduation rate.

OEPA November 2008 Review

NOT PROGRESSING. Through student interviews, there was no indication of a schoolwide proactive plan to address the issue of graduation rate. Students indicated the counselors were “too busy” to meet with them. In addition, students indicated school was “boring” and teachers “did not care” whether students stayed in school or not. The majority of student responses indicated students did not need a high school diploma to get a job “in the mines, working construction, or in a fast-food restaurant.” Another issue was that students could take a course or two at the Vocational Center and then could get a job in “welding, construction, or food” industry.

Graduation Rate

County/School	2008-2009	2007-2008	2006-2007
Fayette County	80.19%	82.3%	83.5%
Fayetteville High	77.22%	81.4%	85.3%
Meadow Bridge High	90.48%	91.7%	84.4%
Midland Trail High	87.64%	79.6%	84.3%
Mount Hope High	82.98%	78.1%	77.4%
Oak Hill High	74.00%	82.3%	81.8%
Valley High	83.13%	83.9%	87.8%

Graduation data showed the Fayette County School District declined in student graduation rate from the 2006-2007 school year to the 2007-2008 school year. Three schools showed a drop in graduation rate, one school showed a substantial increase in graduation rate, and two schools showed a modest increase in graduation rate.

Administrative interviews indicated the underlying root cause of high school dropout rate increases were largely due to changes indicated in the GED program. Students that are 16 and pass the GED are reimbursed for taking the GED. According to the administrators, this decreases the incentive to stay in school.

One school (Midland Trail High School) had implemented a Student Assistance Team (SAT) requirement for parental attendance. Parents are required to schedule their children at the beginning of each semester. According to the principal, parent involvement has increased. In addition, students who previously dropped out were enrolling in the second semester to complete school in the spring. Credit Recovery was being utilized as well.

In most high schools, students were aware of Credit Recovery; but student interviews indicated, students must take the initiative to seek information from the guidance counselors. Students at several high schools indicated that the counselors are “very busy” and difficult to meet with during the school day.

OEPA December 2009 Review

NONCOMPLIANCE. The graduation rate continued to decline in four of the six high schools in Fayette County. Two high schools (Mount Hope High School and Midland Trail High School) showed a slight increase in the graduation rate. The Five-Year Strategic Plan indicated a plan for addressing graduation rates.

When central office staff were questioned regarding the negative trend in graduation rates, the response was, “We are working on it!” They indicated the focus was on high school counselors. Previously, counselors were not delivering counseling services and were serving more in the role of testing coordinators. After the West Virginia Department of Education School System of Support suggested using the “groups” model, Dr. Chris Shimmel (West Virginia University) led a session with counselors on

how to select a targeted “group” to address the issues they are facing and focus efforts on these students as a group and individually.

Elementary counselors were focusing on study habits and using the skills students already have to better prepare them for success in school. Building level testing coordinators were employed in all schools. In addition, a ½ time clerk traveled to each high school to support the testing coordinators. A plan was in place for support in elementary schools next year. This allowed the counselors to be more involved with data analysis.

Improvement Consultant Team Recommendation(s):

The Improvement Consultant Team recommends that the county continue with the implementation of the following strategies:

- Establish the “Strive for Five” incentive program
- School graduation team meetings
- Conduct “Teen Court”
- Develop a county Multi-Disciplinary Investigative Team
- Apply for a SPF SIG alcohol, tobacco, & drug prevention grant
- File juvenile petitions for truancy
- Conduct home visits/school visits
- Provide orientation for the Assistant Prosecuting Attorney regarding the importance of accurate record keeping
- Establish a Family Resource Network

OEPA Six Month Progress Report

The Team checked the secondary schools to determine implementation of the strategies to improve the graduation rate recommended by the Improvement Consultant Team.

- Secondary schools responded that they did not have the “Strive for Five” incentive program.
- Schools responded that they have graduation team meetings; although Midland Trail High School said they had not met.
- Schools responded that they did not use Teen Court. Most said they use peer mediation.
- Schools were unaware of a SPF SIG alcohol, tobacco, and drug prevention grant. Fayetteville High School was the exception.
- Schools reported that the attendance director files juvenile petitions for truancy.
- Some schools reported doing some home visits while others did not.
- Schools reported that the Assistant Prosecuting Attorney was provided orientation regarding accurate record keeping.
- Schools responded that the Family Resource Network is handled by the county.

OEPA November 2008/January 2009 Review

NOT PROGRESSING. The Fayette County Board of Education indicated in its five-year strategic plan that the county had implemented the “Strive for Five” program in all schools. In addition, the Student Assistance Team (SAT) process was reported to be utilized to explore possible interventions at the secondary (grades 5-12) level. Former students, who had dropped out of school and are now adults, were said to have been utilized in awareness programs in grades 5-12.

Only one secondary student interviewed at the high schools visited was knowledgeable about the “Strive for Five” program. This particular student was a “winner” in the drawing during the 2007-08 school year. Most students interviewed indicated there were “no” programs available to encourage students to stay in school and graduate and “counselors were not available” throughout the day.

OEPA December 2009 Review

COMPLIANCE/Effectiveness not demonstrated. The Five Year Strategic Plan identified a plan for addressing the dropout rate. The central office curriculum team indicated that the court system had been working more closely with Fayette County Schools to enforce the laws regarding attendance for students who consider dropping out of school.

The associate superintendent indicated that the focus of the August 24, 2009 training was on the dropout rate in Fayette County high schools. Dr. Steven Edwards was contracted to work with administrators and teachers to implement strategies for decreasing the dropout rate and increasing the graduation rate. He met with teachers on the first day of school regarding how to prevent students dropping out. The plan currently in place is to have meetings with school leadership teams at one middle school in the afternoon and one high school in the afternoon. A system of support through conference calls and webinars with school level teams was in place.

One area of targeted focus was on the students retained in elementary school, as staff said they tend to be the students at risk of dropping out of high school.

Two schools with the highest dropout rate and lowest graduation rate (Fayetteville High School and Oak Hill High School) received RESA 4 grants to target dropout rates. The grant funds will be utilized to provide tutoring after school three days per week. PLATO was also being utilized as a form of credit recovery. This year, Fayetteville High School is allowing freshman students to use credit recovery to “get them on track to graduate on time” (Principal, Fayetteville High School). Another component of the grant is to develop forums with community members to discuss the benefits of graduating from high school. Teachers identified 150 students as “potential dropouts” and the first 50 of these students to return a permission form were taken to Mountaineer Challenge Academy. The third component of the grant is to provide peer tutoring and mentoring.

In addition to these efforts, the Improvement Consultant Team recommends that county personnel undertake an initiative to uncover and address “root cause” issues that contribute to the unacceptably low graduation rate at the specific schools affected. It is recommended that the county seek out adults who have dropped out of school in the past and invite those individuals to identify reasons for dropping out and enlist their help in encouraging students to stay in school. The team also recommends that county efforts to reduce the drop out rate extend to programs beginning as early as sixth grade to impact the necessary cultural change required to reverse the notion that dropping out of school is acceptable.

OEPA Six Month Progress Report

Schools did not convey “root cause” issues that contribute to the dropout rate except “economics, home situations”. No school involved former dropouts to identify reasons for dropping out of school. Only one school indicated drop out reduction programs in the sixth grade.

OEPA November 2008/January 2009 Review

When asked why students dropped out; students responded, “school is boring to them, their parents let them, they can get jobs without a high school diploma, they can take a class at the vo-tech center and get a job.” Through student interviews, there appeared to be a lack of high expectations for students to graduate from high school. No preventive measures could be identified by students for those who were considering dropping out of school.

However, students at Midland Trail High School indicated they could talk to the counselor, but she was rarely available. Students indicated, “a student has to take the initiative” to meet with the counselor.

Individual secondary school audits found that student counseling services were limited.

OEPA December 2009 Review

The county curriculum team has taken an approach to identify the root causes of drop-outs. One area of targeted focus is students retained in elementary school, as they tend to be the students at risk of dropping out of high school. In addition, the work to free the counselors from administrative responsibilities should positively impact the number of students staying in school. Counselors should have more time to provide support to students through the group concept.

6.1. Curriculum

Finding(s):

1. Equitable access to Honors, AP or college courses were not available to students at all Fayette County High Schools. The number and diversity of these courses also severely limited opportunities for Fayette County students.
2. Strategies to increase the percentage of students taking AP exams and the number of students scoring 3 or higher on AP exams need to be implemented.

Improvement Consultant Team Recommendation(s):

Work with the WV Center for Professional Development (CPD) to arrange for certification of additional teachers in Advanced Placement in all content areas in all high schools. Use technology to link students in schools without Advanced Placement, Honors and college level courses to these courses in schools where the courses are offered. Require all high school principals to schedule a minimum of 4 AP courses in 2007-2008. Assemble current AP teachers and representative students to determine the support needed for increasing the number of students enrolled in AP and the number of students who score 3 or better on the exam; consult with CPD for assistance in developing a plan to address identified needs. Require all students enrolled in AP to take the exam and consider the payment of fees for all exams.

Contact the WVDE Office of Assessment for technical assistance in using all ACT data. Professional development in utilization of the ACT EPAS data and college readiness benchmarks will allow the teachers to use the Explore, Plan and ACT Assessment reports and college readiness standards to design curriculum that is aligned with the college readiness standards and to inform instructional practice in grades 6-12.

Issue(s):

Are plans in place to adequately address the need to improve mathematics at the high school level in Fayette County Schools?

Finding(s):

The implemented professional development and research-based instructional strategies did not adequately address the need to improve mathematics at the high school level.

Improvement Consultant Team Recommendations:

Utilize the services of the Mathematics Science Partnership through RESA IV (Judy Pomeroy) and the West Virginia Department of Education (Lou Maynus) to develop a focused and manageable K-12 improvement plan for mathematics.

The goal would be to reduce the number of action steps and bring focus to a manageable number of data-based targeted steps in the current county 5-year plan. Identify and then prioritize the needs related to mathematics at each programmatic level and provide teachers at each programmatic level with targeted professional development. Develop a process for monitoring and supporting the implementation of that professional development in the classroom and the impact on student achievement.

This is another area where the ACT EPAS system can be used to identify needs in mathematics and provide clearly articulated direction for moving students to the next level of performance on the college readiness standards.

Improvement Consultant Team Finding(s):

The percentage of Fayette students in remedial college classes last year was 49.4% while the state average was only 35%. Strategies to decrease the number of college going students from Fayette County who enroll in any developmental college course needs to be implemented.

Improvement Consultant Team Recommendation(s):

Using the ACT EPAS system will allow the teachers to focus on individual student college readiness as early as grade 8 and to design instruction that is based on student need at each grade level. Professional development in the utilization of the information available from ACT will provide teachers with the direction needed to design quality targeted instruction in English, language arts and mathematics.

College readiness begins with high expectations in the middle grades. For guidance in quality standards-based unit and lesson design in reading, English Language Arts and math in grades 5-8, contact WVDE Office of Instruction to provide teachers with professional development related to units found on the WVDE website <http://teachertools.k12.wv.us>. Algebra I standards-based units and the accompanying professional development will be available in the summer of 2007.

The WVDE Offices of Instruction, Special Education and Title I can also provide assistance in developing and delivering a tiered instructional model in reading, English Language Arts and math that will provide in-time intervention for all students.

Implementation of the College Transition courses in English and mathematics for students who do not achieve the college readiness benchmark on ACT in grade 11 (2008) will further assist those students in meeting that benchmark prior to graduation.

OEPA Six Month Progress Report

The number of Honors, Advanced Placement classes, and college classes has increased in all high schools. The district did provide one mathematics course (Calculus) online. Plans are being developed to expand the Cyberschool to students.

At this time it is used for professional development so that more courses could be provided online. Expanding the mathematics offerings would provide additional opportunity to increase student performance in mathematics.

Fayette County School District has increased the number of AP courses offered. However, strategies to increase the percent of students scoring 3 or higher on an AP course exam needed to be implemented.

The number of college going students from Fayette County who were enrolled in development college courses decreased in English and other developmental courses. However, the percent of students in developmental mathematics increased. The Team noted that Fayette County had several postings for mathematics teachers and the only mathematics AP course offered was an online calculus course. The need to implement mathematics teacher recruitment, professional development, and research based instructional practices continues to be critical to improvement efforts.

OEPA November 2008/January 2009 Review

PROGRESSING/Mathematics achievement not shown. A process for monitoring and supporting the implementation of professional development in the classroom and the impact on student achievement, as recommended, had not occurred to the extent it was intended. Currently, professional development offerings were available to educators via the following link: <http://boe.faye.k12.wv.us/staffdev/>. However, the paper feedback from participants was collected and stored in a binder. The Team reviewed comments on the feedback forms. More than one person requested additional assistance and indicated a total “lack of understanding” of the content session that was delivered. The Team recommended that Fayette County develop a system for effectively reviewing and utilizing the data to plan for future professional development opportunities and conduct a needs assessment for the effectiveness of the professional development.

To date, January 21, 2009, a system for reviewing data collected from Professional Development offerings was not in place. While the county can monitor who is attending which session, there was no method established for reviewing the effectiveness of the Professional Development offered. When the OEPA Team reviewed feedback forms from August Professional Development, comments indicated teachers requested additional assistance. No system was in place to determine whether or not those teachers received additional assistance as requested.

While Professional Development opportunities had been provided to staff, mathematics scores continued to decline countywide. RESA IV, the West Virginia Department of Education, and county professional development sessions had been utilized by teachers. All Algebra I teachers had been trained on the online Algebra I course (TEACH 21). In addition, the MSP (Math Science Partnership) through RESA IV included mathematics training for secondary teachers. A system is in place for the Math

Specialist and Director of Secondary Education to identify a subset of teachers to form a “core” group of professional development recipients.

The Team recommended that county office staff determine who is taking advantage of professional development offerings in mathematics and determine how it has impacted student achievement. (Are the right teachers taking advantage of the professional development?)

OEPA December 2009 Review

NONCOMPLIANCE. The following courses were not taught as required by West Virginia Board of Education Policy 2510.

- Fayetteville High School – Algebra III, Economics, Foreign Language (not three levels of one language)
- Meadow Bridge High School – Algebra III, Fine Arts (not four levels offered in one area), Foreign Language (not three levels of one language)

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED												
High School	Number of AP Courses Offered 2006-07	Number of AP Courses Offered 2007-08	Number of AP Courses Offered 2008-09	Number of AP Courses Offered 2009-10	Number of Honors Courses Offered 2006-07	Number of Honors Courses Offered 2007-08	Number of Honors Courses Offered 2008-09	Number of Honors Courses Offered 2009-10	Number of College Credit Courses Offered 2006-07	Number of College Credit Courses Offered 2007-08	Number of College Credit Courses Offered 2008-09	Number of College Credit Courses Offered 2009-10
Fayetteville High School	0	3	2	6	4	4	4	13	1	3	2	0
Meadow Bridge High School	1	3	4	4	9	7	5	5	0	0	0	0
Midland Trail High School	1	3	3	3	5	4	4	7	0	3	0	0
Mount Hope High School	0	3	4	5	0	0	0	2	0	1	0	0
Oak Hill High School	4	5	4	6	5	7	8	12	1	0	0	0
Valley High School	1	5	5	5	3	5	4	4	0	1	1	0

AP TEST TAKERS					
Fayette County	Year 2003	Year 2004	Year 2005	Year 2006	Year 2007
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	2.1
11 th Grade Test Takers (%)	3.1	4.6	5.7	7.8	8.6
12 th Grade Test Takers (%)	8.4	7.9	13.3	14.1	19.0
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0	
11 th Grade Test Takers (%) with a score of 3 or higher	26.7	50.0	11.1	33.3	
12 th Grade Test Takers (%) with a score of 3 or higher	27.5	21.1	28.1	18.8	

Note: Current data not available. (Data was provided by the Secondary Curriculum Director during the December 2009 audit.)

AP TEST TAKERS		
Fayette County	Year 2008	Year 2009
Test Takers (%)	41	76.4
Test Takers (%) with a score of 3 or Higher	20.6	11.4

OEPA December 2009 Review

Fayette County recently implemented a requirement that all students enrolled in an AP course take the AP exam. The exam fee is paid for by the central office from STEP 7 funds. The decrease in the percentage of students scoring a 3 or higher was explained as due to the number of students taking the AP exam. The data were being used by the AP teachers to target the weaknesses and address them through instruction.

HIGH SCHOOL GRADUATES ENROLLED IN WV PUBLIC COLLEGES IN FALL OF 2004										
	Number of High School Graduates	2006-07	Overall College Going Rate	2006-07	% in Developmental Mathematics	2006-07	% in Developmental English	2006-07	% in Any Developmental Course(s)	2006-07
State	17,871		58.0		30.0	57	17.2	35	35.0	64
Fayette	445	457	43.5	48	41.7	42.1	25.6	18.9	49.4	43.9

Note: Data presented were from previous OEPA reports.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Fayetteville High School	24	8	33.33%	11	45.83%
Meadow Bridge High School	17	2	11.76%	8	47.06%
Midland Trail High School	33	8	24.24%	13	39.39%
Mount Hope High School	9	4	44.44%	5	55.56%
Oak Hill High School	58	13	22.41%	28	48.28%
Valley High School	35	15	42.86%	19	54.29%
Fayette County	176	50	28.41%	84	47.73%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

OEPA November 2008 Review

NOT PROGRESSING. Advanced Placement courses did not meet the required number of offerings at two high schools. One school did not offer honors courses and four of the six high schools did not offer college credit courses during the 2008-2009 school year.

OEPA December 2009 Review

COMPLIANCE. Progress was evidenced, as all high schools offered the minimum number of advanced placement (AP) courses, as required in West Virginia Board of Education Policy 2510. However, the number of students scoring a 3 or higher is below the state average. When asked about this negative trend in AP scores, the director of secondary curriculum expressed that a new procedure was implemented during the 2008-09 school year that required all students enrolled in AP courses to take the AP exam at the conclusion of the course. The county's focus was to increase the number of students enrolled in AP courses and students taking the AP exam.

The director of secondary curriculum indicated one approach they will try is to offer an AP course in schools where IB/college courses are already offered. For example, if College English 101 is offered in a school, then an AP science, social studies or math course could be offered in the school as well. An AP mentor is teaching in one of the high schools; therefore, she was being utilized by the central office for AP mentoring and recruitment efforts.

NOT PROGRESSING. Fayette County's percentage of high school graduates enrolled in both Developmental English and Developmental Mathematics was significantly higher than the State. The chart presents the enrollment by school and for the county. The high percentage of high school graduates enrolled in developmental courses suggested that the schools have not prepared students for college level courses.

6.1.12. Multi-Cultural Education

Issue(s):

Did all schools in Fayette County have Multi-Cultural Plans that were being implemented?

Finding(s):

The Team reviewed the county plan and a large number of school plans on file in the county office. The lack of evidence that a multicultural education program was implemented at Valley High School was not documented in the Valley High School report. Review of county multicultural plan and individual school plans on file at county office does not substantiate this finding.

OEPA Six Month Progress Report

Revision of Multicultural Education Plan

The Team reviewed the county multicultural education plans/revisions, dated January 2007 and March 2007. The Team also reviewed a folder that contained the written plan for each school in the county.

The Team was provided a folder for this standard. It included the following

- Fayette County Schools Multicultural Education Plan
- Individual school “6.1.12 Multicultural/Diversity/Tolerance School Implementation Form” submissions for January 22, 2007 – March 23, 2007; March 26, 2007 – June 7, 2007; and August 27, 2007 – October 29, 2007.
- Specifically noted in the audit report and reviewed in the Board Office files were forms for:
 - Oak Hill High School
 - Ansted Elementary
 - Fayetteville Elementary
 - Gatewood Elementary
 - Ansted Middle School
 - Nuttall Middle School
 - Fayetteville High School
 - Midland Trail High School

The examples of staff development sessions provided in Fayette County related to multiculturalism for 2007-2008:

- Working with Parents
- Working with Children with ADHD/Bipolar Disorder
- Managing Anti-Social Behavior
- “Bully for You!” One School’s Approach to Combat Bullying
- Self Mutilation in Adolescents; Causes, Prevention and Treatment
- Working with Limited English Proficient Students (Principals’ Meeting)

The Fayette County Schools’ Student Code of Conduct (Policy E-2) for 2007-2008 was included in the audit files at the Board office – this is a handbook presented to each student with what appears to be a “receipt” form in the front to acknowledge acceptance of the materials.

Fayette County did a commendable job of developing a county multicultural plan and implementing the plan in the schools.

OEPA November 2008 Review

Corrected. No further OEPA Team review was necessary.

OEPA December 2009 Review

COMPLIANCE. No further OEPA Team review was necessary.

Improvement Consultant Team Recommendation(s):

As evidenced in review of county and school plans, the team could not justify the finding cited.

OEPA Six Month Progress Report

The finding was at Oak Hill High School, not Valley High School as stated in the original report. The county had developed a good multicultural plan and schools were implementing the plan.

6.2.1. Unified county and school improvement plans

Issue(s):

Did the Fayette County School District's Five-Year Strategic Plan address the curriculum issues identified in the county school system?

Finding(s):

1. The goals, objectives, and action steps of the Fayette County School District Five-Year Strategic Plan did not adequately address the declining performance of African American students in mathematics at the high school level.
2. The goals, objectives, and action steps of the Fayette County School District Five-Year Strategic Plan did not adequately address the achievement gap of African American students.
3. The goals, objectives, and action steps of the Fayette County School District Five-Year Strategic Plan did not adequately address the need to improve writing at all grade levels.
4. The goals, objectives, and action steps of the Fayette County School District Five-Year Strategic Plan did not adequately address the need to improve the county's graduation rate.
5. The need to improve the achievement of high school students in mathematics needed to be more adequately addressed in district plans and initiatives.

Improvement Consultant Team Recommendation(s):

The Improvement Consultant Team recommends revision of the Work Plan (Section VII) of the Five-Year Online Strategic Plan to address the curriculum issues 1, 2, 4, & 5. The team feels that the county has already adequately addressed issue 3.

OEPA Six Month Progress Report

1. A review of Fayette County School District Five Year Strategic Plan and reviews of the district's high schools' five year plans indicated increased emphasis on improving mathematics achievement across all subgroups. Objectives and 5-year targets specific to subgroups were stated in the Goals, Specific Objectives and Performance Target section of the Fayette County School District Five-Year Strategic Plan. However, strategies specific to individual subgroups were not identified in the district or school work plans. Teacher interviews substantiated the conclusion as Team members were told, "Math is being addressed as a whole." Taking into account the fact that performance in mathematics by the African American subgroup declined at one high school, the plan should be adjusted to address specific subgroups.

OEPA November 2008 Review

COMPLIANCE. Performance results not shown. Strategies specific to individual subgroups were included in the county and schools' Five-Year Strategic Plans. While both the county and school Five-Year plans identified strategies specific to individual subgroups, the racial/ethnicity Black (B) subgroup percent proficient continued a measurable decrease in both mathematics and reading/language arts.

OEPA December 2009 Review

COMPLIANCE.

2. A review of Fayette County School District Five-Year Strategic Plan indicated that objectives and 5-year targets specific to subgroups were stated in the Goals, Specific Objectives and Performance Target section Plan. In the school system plan, the intent to provide Differentiated Instruction training was cited as a Learning Focused Strategy. However, strategies specific to individual subgroups were not found in the district or school work plans. Action steps were broad, focusing on the entire student population. In school plans, the Persons Responsible section of each action step related to improved student achievement frequently listed so many persons that no one would have to accept responsibility.

A review of staff development schedules indicated that 1-day grade specific sessions on Differentiated Instruction were offered.

OEPA November 2008 Review

COMPLIANCE. The Team verified that strategies specific to individual subgroups were listed in the Five-Year Strategic Plan.

OEPA December 2009 Review

COMPLIANCE.

3. Analysis of the West Virginia Writing Assessment evidenced a 9 percent gain at Grade 7 and a 10 percent gain at Grade 10. However, scores decreased 5 percent in 2007 after a 1 percent drop the previous year for Grade 4. The district plan states that a priority is continued focus on the West Virginia Writing Assessment in grades 4, 7, and 10. In the Work Plan section of the district plan, task 10 of the fourth action step stated that Writing Roadmap will be purchased and used. Otherwise, no change in writing instruction was noted. Individual elementary school plans address writing achievement with statements such as "Writing Workshop will be continued in K-4." Individual schools need to analyze past instructional writing strategies to determine which were effective, discontinue strategies that were not improving student performance and implement research based strategies to improve writing performance.

OEPA November 2008 Review

COMPLIANCE. Literacy Specialists were utilized for writing strategy implementation in all grades. Since the West Virginia Department of Education (WVDE) purchased Writing Roadmap for the entire state, Fayette County did not need to purchase the program.

OEPA December 2009 Review

PARTIAL COMPLIANCE/PARTIAL NONCOMPLIANCE. All schools demonstrated evidence of using Writing Roadmap. However, Fayetteville High School was not able to access one of the computer labs until November 6, 2009. Documentation provided by the central office staff indicated the principal submitted a work order request on June 5, 2009 and it was documented as being received at the central office on July 20, 2009. A second request was submitted August 17, 2009. According to the director of technology, students in the career-technical program helped to wire the lab. The final work was completed November 6, 2009. Without adequate access to the technology lab, instructional technology was limited at Fayetteville High School. A procedure for ensuring technology is available in a timely manner is critical.

4. A review of Fayette County School District Five-Year Strategic Plan indicated that one action step was to provide time, training, technology assistance, and resources that are preventive and punitive so that the graduation rate will improve. However, the first task under that action step was to continue the Strive for Five

incentive program to combat poor attendance. Observations and interviews at the school level indicate that the Strive for Five incentive program is not active. Students at one high school said that they did not know what Strive for Five was.

A review of individual high school strategic plans showed that the plans did not address the graduation rate adequately. Two of the high schools did not address the graduation rate as an action step. One school's action step stated that 100% of eligible students would be encouraged to register to vote and 80% of seniors would graduate. Any class reaching the goal would be provided an incentive trip to an amusement park. No other tasks were identified. The staff should investigate and implement research based strategies to increase the graduation rate.

In the district plan, task 6 under the action step to increase the graduation rate states that students and parents will be held accountable for truancy in magistrate court. District administrators do not have authority in magistrate court. They can petition the court to address truancy issues.

5. A review of Fayette County School District's Five-Year Strategic Plan and reviews of the district's high schools' five year plans indicated increased emphasis on improving mathematics achievement across all subgroups. Objectives and 5-year targets were stated in the Goals, Specific Objectives and Performance Target section of the Fayette County School District Five-Year Strategic Plan. Each high school's work plan addressed mathematics achievement.

The school district has implemented the following strategies:

- Numeracy coaches have been employed with extended contracts to provide teacher support and mathematics professional development.
- Advanced Placement calculus has been added to the curriculum in most high schools.
- Professional development was provided in developing computational fluency, Learning Focused Math K-12, Technology/Standard Math K-5, Standards Math 6-8, and Investigations Math.

The countywide K-12 mathematics plan was not widely known or applied in the county schools.

OEPA November 2008/January 2009 Review

COMPLIANCE. A review of Fayette County School District's Five-Year Strategic Plan and review of the district's schools' five-year plans indicated increased emphasis on improving mathematics achievement across all subgroups.

A recommendation made in December 2008, from the West Virginia Department of Education School Improvement Support Team, was to eliminate numeracy coaches and employ secondary curriculum specialists. Fayette County has since employed secondary curriculum specialists; two of whom have strong mathematics content

knowledge. They are utilized to assist the administration and teachers with data analysis.

OEPA December 2009 Review

COMPLIANCE. The central office accepted the recommendations and employed secondary specialists.

6.4.1. Regulatory agency reviews

Finance

Issue(s):

Does the county school system have adequate purchasing and payment procedures and structures in place?

Finding(s):

Purchasing practices and procedures in the Fayette County School System do not always comply with the procedures prescribed in State Board Policy 8200, "Purchasing Procedures for Local Education Agencies." Purchases are often made prior to obtaining approval; blank purchase orders are distributed throughout the school system to be completed by the various departments initiating the purchase, which causes them to be issued out of numeric sequence; and confirmation of the receipt of goods or services is not always being submitted to the business office prior to payment being made.

It was also noted that the capital asset inventory system is not being maintained on a current basis, as required by State Board Policy 8100 and the Procedures Manual for the Capital Asset Management System issued by the WVDE, Office of School Finance.

Improvement Consultant Team Recommendation(s):

It is recommended that the Fayette County School System revise its purchasing policies, practices and procedures to ensure that they comply with State Board Policy 8200.

A more structured purchase requisition system should be implemented by the beginning of the 2007-08 fiscal year that outlines the proper procedures to be followed in obtaining approval for all purchases; that allows for purchase orders to be controlled at a central location and issued in sequential order; that directs vendors to submit their invoices directly to the business office; and that establishes a method for confirming the receipt of the purchased items prior to payment being made. Confirmation could be accomplished by requiring designated individuals at each location where goods and services are received to submit a signed receiving report or bill of lading to the business

office, or the business office could route a copy of the invoice to the receiving location for confirmation of receipt prior to payment being made. Some county boards have found this method to be more efficient.

It is also recommended that procedures be established to ensure that the receipt and disposal of all capital assets are recorded in the capital asset management system in a timely manner.

OEPA Six Month Progress Report

1. Inadequate Purchasing Procedures

- Beginning on July 1, 2007 any invoice received for payment which did not have a properly approved purchase order issued prior to the purchase is now being approved by the superintendent. A form has been developed in the finance office which is signed by the treasurer and forwarded to the superintendent for his approval before it is paid. **The reviewer was told the superintendent was sending a letter to the employee who made the purchase. The reviewer was unable to confirm this.**
- The treasurer held training sessions with secretaries and administrators to train them on the new procedures. The reviewer examined copies of training materials.
- The county began implementing the E-School Mall software system for purchases. The software is a purchase requisition and purchase order system which addresses the issues cited in the audit with regard to control over purchasing. At this time, the central office and all high schools are trained and using the system. On November 30, 2007 training is scheduled for eleven additional schools. Training is scheduled on January 18, 2008 to complete the project.
- For the locations which are not currently utilizing the E-School Mall software, steps have been taken to correct the previous issues.
- The Team checked several paid invoices for both the manual system and the new automated system and found that purchase orders are now being issued prior to the purchase. They are logged in and being checked for: valid vendor, W-9, proper account code, proper approvals, and also noted receipt of goods was required prior to payment of the invoice.
- Purchase orders are not being prepared by the person receiving the goods.

OEPA November 2008 Review

NOT PROGRESSING.

1. Inadequate Purchasing Procedures. Since Purchasing Policies and Procedures had been found to have been an issue in the past, the Team selected a small sample of checks written during the current year (July 1 – November 17, 2008) for testing to

determine if the issues had been corrected. The Team noted the following items during this review process.

Purchasing Procedures (Fayette County Board of Education Policy A-36) approved 9-17-07 stipulates that West Virginia Board of Education Policy 8200 is adopted and will be followed. The Team reported the following inadequate purchasing procedures.

- Items indicated with “*” did not have a purchase order issued or an “Accounts Payable Direct Pay Authorization” form. This appeared to be in direct violation of West Virginia Board of Education Policy 8200.
- Purchase Orders were not issued for the following invoices:

• Leland O’Neal CPA	9-16-08	\$ 2,091.00
• Leland O’Neal CPA	9-03-08	\$ 3,977.00
• Sharon Pack, PT	9-11-08	\$ 1,170.00
• Deanna Stafford	9-10-08	\$ 4,450.00
• Medbrook Medical Assoc.	8-21-08	\$ 3,640.00
• FarmPlan	10-3-08	\$ 9,287.10*
• Brandy’s Sunoco, Inc.	11-3-08	\$ 18,326.48*
- Vendor issued credit cards.
 - Fayette County Board of Education Policy A-35 indicated that the authorized credit card users are limited to the Superintendent, Associate Superintendent, Treasurer, and Central Office Directors. Testing revealed that the Wal-Mart credit card was being utilized almost exclusively by persons not authorized in policy.
 - West Virginia Consumer sales tax is routinely charged on vendor issued credit cards. The Fayette County Finance Department appeared to file the necessary paperwork to have the tax removed. However, the Team found one instance where the tax charged was missed and paperwork had not been completed to correct the issue.
- The Fayette County Board of Education had adopted a procedure, whereby, if an invoice came through without a properly issued purchase order an “Accounts Payable Direct Pay Authorization” form was completed by the treasurer and submitted to the county superintendent. (The usage of this alternate form is in no way a substitute for an authorized purchase order as required under West Virginia Board of Education Policy 8200.) The superintendent would then authorize the check to be issued by signing the form and returning it to the treasurer. According to the review, the superintendent had been keeping a copy of these forms in his office and had held discussions with the directors in charge. It appeared that this process had been going on since October 2007. When the

superintendent was questioned about the timeline for the usage of these forms he indicated that it would not be indefinitely, but had no formal timeline in mind for discontinuing this process. The Team also questioned if the directors who seemed to have the most issues were formally documented (i.e., annual goal setting or reprimand). The county superintendent indicated that one director had been reprimanded for noncompliance. In reviewing the personnel file, the OEPA Team did not discover any reprimand or the issue included as an annual goal for this director.

- Potentially unallowable cost:
Gaylord Opryland Resort – charged each room a daily resort fee of \$13.11. Total resort fees paid were \$ 419.52. This resort fee more closely resembled a personal entertainment fee rather than necessary lodging fee. (The Team consulted the West Virginia Department of Education, Office of School Finance as well as the Office of Title II and School Improvement (that provided the funding) and both concurred with the Team.)
- Fayette County Board of Education policies pertaining to Finance had been revised but not updated in the Finance Department’s policy book.

OEPA December 2009 Review

NONCOMPLIANCE.

1. Bank Issued Credit Cards

Fayette County Board of Education Policy A-34 indicated that authorized users included:

- Superintendent
- Associate Superintendent
- Treasurer/Chief School Business Official
- Central Office Directors

Fayette County Board of Education Policy A-34 indicated three approved reasons for using of bank issued credit cards.

- Airline Tickets
- Hotel Reservations
- Conference Fees

The following payments were made which did not comply with authorized uses:

- National Spelling Bee 10/14/09 \$ 1,008.00

The following charges were made by persons not authorized by the policy

- Holiday Inn Express 9/26/09 \$ 76.59
(a copy of the superintendent’s credit card and drivers license was faxed to the hotel on 9/23/09)
- Comfort Suites 7/19/09 \$ 362.94
(a copy of the superintendent’s credit card was faxed to the hotel on 9/23/09)

Note: The instances above represented 100 percent of the activity on the Fayette County Board of Education Bank. The issued credit card statements reviewed were for the period 7/16/09 through 11/16/09. The bank card was only used two times and did not follow the county's policy. The Team strongly recommended that Fayette County use the State Auditors P Card System which has more controls built into it.

PROGRESSING WITH PURCHASE ORDERS.

2. Purchase Orders

The Team tested a sampling of invoices to determine if Fayette County Board of Education complied with purchasing policies. The following areas were noted:

- Purchase exceeded the amount authorized on purchase order.

Vendor	Amount Invoiced	Purchase Order Amount
Beckley Newspapers	\$ 7,845.87	\$ 5,000.00
Fayette Co. Commission	\$77,864.80	\$ 70,000.00

- Tri-State Sheet Metal Company purchase orders were issued timely and the total price of the work was \$ 23,856.00. According to West Virginia Board of Education Policy 8200, any construction contract \$10,000 or more is to have a written contract. However, a contract was not obtained. When the Team questioned the maintenance director, he indicated that he was not aware of that requirement. The Team showed him the section in his copy of the policy, which was not the most recent version that stated the contract requirement.
- Scantex Business Systems (PO 70515)
The total order was \$24,885.71. In accordance with West Virginia Board of Education Policy 8200, three written competitive bids were required for this purchase. The Team noted that bids were received (June 5 through August 18) two-half months apart; furthermore, additional items were added to the final bid received in August. In order to comply with the policy, bids should have been solicited over to include all items and be within a reasonable amount of time (two weeks).

2. Inadequate Fixed Asset Accounting

- The reviewer found that the county had contracted with Industrial Appraisal to conduct a physical inventory of the county's capital assets. The reviewer was told the inventory has been completed at this time and the county is waiting on a data upload into the WVEIS system.
- The reviewer found procedures had been written for additions, deletions, bar coding and transferring of capital assets. Forms had also been developed for this purpose.

- The reviewer found that the procedures and forms are not in use at this time. The county is waiting on the upload to be completed so they have a starting point in their database.

OEPA November 2008 Review

COMPLIANCE.

- The fixed asset data had been uploaded into WVEIS. It appeared that asset additions for FY 2008 had been entered into WVEIS fixed asset management system.
- The fixed asset procedures and forms had been included in the Principals' Handbook for Fayette County Schools. It is the intention of the treasurer to provide instructions to the school secretaries at the next training session.

OEPA December 2009 Review

COMPLIANCE. No issues were noted in the FY 2008 audit report.

3. Organizational Structure

- It was originally reported that a purchasing director is not employed by the county to help resolve many of the issues related to purchasing and fixed assets. This has not occurred and it does not appear to be in their future plans.
- The reviewer was told the superintendent was updating the job description of the Director of Operations but was unable to confirm this.
- The responsibility of the annual school audits was assigned to the business office under the supervision of the treasurer.

OEPA November 2008 Review

PROGRESSING. A Purchasing Director had not been employed. The Director of Operations was no longer in charge of purchasing. A restructuring occurred, whereby, an additional service person was added to the Finance Office and one was decreased from the Director of Operations. The premise behind the restructuring was to bring all finance related tasks (including purchasing) under the Finance Department and under the direct supervision of the treasurer.

OEPA December 2009 Review

PROGRESSING. Based upon testing invoices, it appeared that progress had occurred.

4. Failure to Properly Use Substitute Calling System

- The reviewer examined a memorandum dated September 11, 2007 requiring the proper use of the Calling System and also interviewed a secretary responsible for

monitoring the Calling System. It appeared that the system is currently being utilized.

OEPA November 2008 Review

COMPLIANCE. No additional procedures were warranted.

OEPA December 2009 Review

No testing.

5. Fair Labor Standards Act Policy

- A policy had been adopted by the Board on August 6, 2007 and implemented in October 2007.
- Since the policy had just been implemented, the Team was only able to review one pay period in October. The Team did find the time sheets were being submitted properly to payroll and a brief review and discussions with the payroll clerk revealed that they appear to understand the proper method for calculating and paying overtime.

The Team also reviewed the financial audit performed by the state auditor's office for the fiscal year ended June 30, 2006. Many of their findings related to the issues previously discussed which would not have been corrected at the time of this audit and many will not be corrected until the fiscal year 2007-2008 audit.

OEPA November 2008 Review

NOT PROGRESSING. It appeared as though overtime was being calculated on service personnel; however, the Team found an instance where the employee was being compensated at a rate different from the classification of which they were employed. The personnel section of this report also relates to this matter and contains additional information.

In at least one instance, overtime was calculated and paid to an employee for a time period that was outside the current period being processed (10-1-08 to 10-15-08). A mismatch of timesheets occurred since this overtime was being paid on a separate timesheet from the employee's regular time.

In at least two instances (Finance and Personnel Departments) personnel worked and were paid for overtime which had not been properly preauthorized by their supervisor.

OEPA December 2009 Review

NONCOMPLIANCE. Overtime continued to be an issue with the Fayette County Board of Education. Historically, a significant amount of overtime has been paid to employees assigned to the Personnel Department.

Personnel Department – Amounts paid during the fiscal year ended June 30, 2009

Employee	Regular Pay	Overtime/Additional Pay	Total Paid
920001792	\$ 43,482.60	\$ 41,274.67	\$ 84,757.27
920002323	\$ 27,900.90	\$ 10,803.55	\$ 38,704.45
Total	\$ 71,383.50	\$ 52,078.22	\$ 123,461.72

This overtime/additional pay listed in the chart appeared to be an extreme amount of overtime for a single individual. The Team compared the amounts paid to employee 920001792 and the county superintendent and noted that this employee was paid within \$4,200 of the superintendent's salary during the fiscal year reviewed.

The above referenced employee timesheets were pulled and reviewed for compliance with Fayette County Board of Education Policy A-13 (Fair Labor Standards Act) during the period July 1, 2008 through November 30, 2009.

Fayette County Board of Education Policy A-13 states:

- 6.2. A non-exempt employee shall not work overtime without the expressed written approval of his/her supervisor. The request must be submitted in writing using the appropriate form. In an emergency situation, verbal approval may be granted; however, a written request must be submitted within 24 hours following verbal approval.
- 6.3. Supervisory personnel must monitor overtime use on a weekly basis to ensure that all overtime worked is necessary.

Based upon the review of the timesheets and discussion with the current personnel director, the overtime for the department was authorized in writing after it occurred. The Team further noted that dates were changed and/or forms were back dated to appear to be in compliance with the policy.

Inadequate Control of Superintendent's Signature Stamp.

Per the Treasurer and Superintendent's Secretary, the superintendent's signature stamp is now only used by a very limited number of staff and the initial of the person using the stamp can be found next to the stamp signature.

OEPA November 2008 Review

PROGRESSING. No additional procedures were completed; however, the OEPA Team noted that the signature stamp was routinely used on the Fayette County Board of Education Meeting Minutes.

OEPA December 2009 Review

PROGRESSING. The signature stamp continued to be used on the Fayette County Board of Education Minutes; however, the superintendent met with staff and submitted a memorandum that future board of education minutes would be personally signed by the board president and board secretary.

Federal Pell Grants Not Presented on County Financial Status.

This was corrected on the 2006-2007 statements.

OEPA November 2008 Review

COMPLIANCE. No additional procedures were warranted.

OEPA December 2009 Review

No testing.

Lack of Centralized Personnel Department, All Employees were not on Certified List, Inadequate Support for "Extra Pay", Years of Experience Incorrect on Certified List.

The Personnel Department is now centralized.

Employees are now being issued a contract for extra assignments and it is filed in their personnel file.

The reviewer found that the personnel department is working with the payroll office to assure that any employee receiving pay is also recorded on the certified list.

The reviewer found that the issue concerning years of experience on the certified list not being in agreement with the years credited with for pay purposes has not been addressed. Employees that have been given credit for years of experience for pay purposes for which the state will not reimburse are not being adjusted on the certified list.

OEPA November 2008 Review

NOT PROGRESSING. Since there had been issues in the past with the certified list, all employees listed were cross-referenced to the 10/31/08 payroll run. The Team noted the following items:

- The certified list indicated 73 Bus Operator positions employed by the Fayette County Board of Education. However, the actual number of bus operator positions for the board was 72. Bus operators qualify for state aid funding.

- A bus operator whose certification was suspended in January 2008 for two years was reflected on the 10/20/08 final certified list. Refer to the personnel/certification section for additional information on this irregularity.
- The certified list indicated 66 Cafeteria Managers and/or cooks employed by the Fayette County Board of Education. However, the actual number of these types of positions for the board was 65 per the Food Service Director which included all vacancies. These positions qualify for state aid funding.
- The certified list indicated 57 custodians employed by the Fayette County Board of Education. However, the actual number of these types of positions for the board was 56 per the Service Personnel Seniority List (No vacancies had been filled and/or posted since the date of the seniority list). These positions qualify for state aid funding.

Other issues with the Certified List of Employees were attributed to the hiring and certification process. The personnel section presents additional findings related to the Certified List.

OEPA December 2009 Review

PROGRESSING. Since there had been issues in the past with the Certified List of Employees, the Team compared the list submitted 10/20/09 to the 10/31/09 payroll check register. The Team noted that an employee on long term medical leave died prior to the county's submittal of the certified list, but the employee remained listed. It is the opinion of the Team and the West Virginia Department of Education, Office of School Finance, that the long term substitute filling that position should have been listed on the Certified List of Employees instead of the deceased employee.

Bonds of the Board's Officials not on File with County Clerk.

This has been corrected.

OEPA November 2008 Review

CORRECTED – after the November 2008 Review. Corrected during the Progress Review; however, **issues existed with bonds filed with the County Clerk at the time of the OEPA November 2008 review.** The bonds were not currently recorded with the County Clerk for the recently hired treasurer and the new board president.

Explanation. The past treasurer was suspended 9/4/08 and officially terminated 10/17/08. The interim treasurer was appointed 10/30/08 and made application for bond 11/3/08. The treasurer's bond was received 11/13/08. The interim treasurer had obtained the current bonds for the board president and the superintendent and was in the process of cutting a check to record all three. It was anticipated that the bonds will be recorded by 11/21/08. Note: Documents were received that the bonds were recorded with the County Clerk after the November 2008 Review.

OEPA December 2009 Review

PROGRESSING. The interim treasurer's and board president's bonds were recorded with the County Clerk. The superintendent's FY 2010 bond had not been recorded with the County Clerk as of 12/16/09.

Other Board Member Issues:

W.Va. Code §18-5-4 (e) indicates that Board Members are not to be compensated for more than 50 meetings and that the compensation may not exceed \$160 per meeting (50 x 160 = \$8000). One board member received \$8,160.00 in Board Compensation during the FY 2008 fiscal year. Note: Fayette County submitted an explanation that an error in overpayment of the board member occurred which is being refunded to the county.

OEPA December 2009 Review

PROGRESSING. The Team reviewed board members' pay for the 7/1/08 – 6/30/09 fiscal year. According to the payroll records maintained in WVEIS, no board member was paid more than \$8,000 for the fiscal year.

Expenditures Which Exceeded the Board's Budget at the Legal Level.

Reports have now been developed by the treasurer to review and monitor this situation on a monthly basis. However, the treasurer indicated it may not eliminate all instances due to timing issues with closing out the fiscal year. Consequently, an audit of 2006-2007 will likely see report findings.

OEPA November 2008 Review

CORRECTED – after the November 2008 Review. The 2007 financial audit indicated this issue (Expenditures which exceeded the board's budget at the legal level) had not been corrected.

OEPA December 2009 Review

NOT PROGRESSING. The 2008 audit report indicated that expenditures exceeded the board's budget at the legal level. In addition, the Team reviewed unaudited financial statements for the year that ended June 30, 2009. It was noted that half of the general fund expenditure reporting lines were expended beyond the Board's Approved Budget. When questioned the treasurer indicated that monitoring did not occur during FY 2009 for the general fund and that the budget transfers were not timely made according to State guidelines.

Although the FY 2010 budget was published in a Class-II legal advertisement, it was not within the timelines established by the West Virginia Board of Education (WVBE). In

addition, the formal adoption of the FY 2010 budget was not within the timelines prescribed by the WVBE. Furthermore, there was no evidence that a public hearing was held on the budget.

Bank Balances Exceeded Depository Bond or Collateral Coverage

There has been discussion with the bank on this issue. It occurred with a school account and has not been fully resolved at this time.

OEPA November 2008 Review

CORRECTED after the November 2008 review. The Fayette County Board of Education had an account with United Bank which was unsecured. The account had a balance of \$909,544.07 as of 10/31/08. Collateral was being pledged by bank as of 11/19/08 per an email received this day after this was identified by the OEPA Team during the Follow-up Education Performance Audit.

OEPA December 2009 Review

COMPLIANCE. All Fayette County Board of Education funds were properly collateralized for the period of review (December 2008 – November 2009).

Organizations Improperly using County Federal FEIN

The county contacted each bank for a list of accounts opened under the Boards I.D.

Letters were sent to schools and organizations informing them they must correct the accounts and not allow it in the future.

OEPA November 2008 Review

NOT CORRECTED. Three accounts still remained with the Fayette County Board of Education's FEIN (three scholarship accounts with checking and savings accounts for each). The county superintendent provided the list in February 2008 with the Fayette County Board of Education's attorneys. At the time of the November 2008 review, the accounts remained with the Fayette County Board of Education's FEIN.

OEPA December 2009 Review

Separate FEIN numbers were obtained for the three scholarship accounts. However, the Team noted that the board president, superintendent, and treasurer were the authorized signatures on the new accounts.

Failure to get Competitive Bids and Maintain Control of Change Orders

A staff member has recently assumed these duties. The treasurer is currently reviewing purchasing orders and related bids on non-construction purchases.

The staff member is now handling all construction bids. She is new but appears to be aware of the changes which need to be made in this area.

Selection of Architects

There has not been a selection of an architect made since this staff member has been responsible. However, the Team checked a file for the selection of the architects at the new Oak Hill Elementary School currently under construction and found documentation of

- proper expression of interest,
- proper interview team and interviews of these firms, and
- scoring records resulting from the interviews.

The process appeared to be correct.

OEPA November 2008 Review

CORRECTED. No additional procedures were warranted.

OEPA December 2009 Review

COMPLIANCE. The Team reviewed four construction invoices and related bids, contracts, and change orders. Appropriate documentation was on file for all projects selected for testing.

Lack of Policy for Final Payment of Construction Contracts

The staff member is now requesting a release from the West Virginia Tax Department and providing it to accounts payable prior to payment. A copy of an internal e-mail demonstrated this process.

OEPA November 2008 Review

CORRECTED. No additional procedures were warranted since no projects had been completed and therefore no final payments had been issued.

OEPA November 2008 Review

Additional Finance Finding

1. Bank Reconciliations

Bank reconciliations should be performed at least monthly between the bank statement and the general ledger maintained in WVEIS. The purpose of which is to ensure that all monies are accounted for properly and to provide internal controls, which would timely detect a banking or other error so that it could be remedied in a timely fashion. Reconciliations between the bank and WVEIS did not occur on a monthly basis in a timely manner. The last time a reconciliation of this type was completed was for the month ended June 30, 2008.

OEPA December 2009 Review

NONCOMPLIANCE. Although bank reconciliations were performed, the reconciliation between the bank and WVEIS did not occur in a timely manner. As of the 12/16/09 OEPA review, reconciliations had not been able to occur to the amount listed in the general ledger in WVEIS since the beginning cash balance had not been entered.

New Finding

According to W.Va. Code §18-9-3a, every county board of education is required to prepare and publish its annual financial statements **within ninety (90) days** after the beginning of the subsequent fiscal year on forms prescribed by the state superintendent of schools and the state auditor. Therefore, the county boards' financial statements for the fiscal year ended June 30, 2009 must be prepared and published by **September 28, 2009**.

The Fayette County Board of Education contracted a CPA firm to perform the year end close out procedures and to prepare the annual financial statements at an estimated cost of \$40,000. As of 12/16/09, the Fayette County Board of Education financial statements had not been submitted to the West Virginia Department of Education or published for public inspection.

FINANCE SUMMATION

The Team found the treasurer to be well organized with a notebook outlining the findings from the previous review. Included in this notebook were action plans for correction of these findings and documentation to support the actions which had been taken to date. It did appear that a great deal of effort has been spent in trying to correct the deficiencies. Policies and procedures have been developed and have begun to be put in place for many of the areas including various training sessions.

Since many of these actions have just recently been developed, and put in place it is not possible to test the result of these changes extensively. However, Team reviewers observed and tested where possible.

The Team observed, that adequate policies and procedures have been developed, that if fully implemented and followed, will resolve many of the issues. It will take a while now for staff to learn and apply these procedures.

The first good test of this will come with the audit of the 2007-2008 fiscal year since this is when most of these were put in place.

OEPA November 2008 Review – Finance Summary

The findings regarding Fayette County School District's fiscal operations indicated that many of the OEPA Team, the Improvement Consultant Team, and the financial auditors' findings had not been corrected and new findings emerged.

OEPA December 2009 Review

PROGRESSING/NONCOMPLIANCE ISSUES

Many issues had been corrected or were progressing in the finance department. However, major issues remained.

- The budgeting process, including, timelines and effective monitoring in accordance with State Code.
- Year-end financial close out procedures and financial preparation and publication timelines in accordance with State Code.
- Fayette County Board of Education policies pertaining to finance were not fully implemented. The policies did not appear to be completely communicated and/or understood by all the directors/managers/supervisors of the organization as evidenced throughout this report.

Facilities

Issue(s):

Is the Fayette County School System CEFP adequate to address the facilities issues in the schools of Fayette County? Given the number of schools and a declining enrollment, can the Fayette County School System effectively and efficiently deliver the curriculum to all students?

Finding(s):

1. The current CEFP reflects twenty-two schools with fifteen facilities below the optimum utilization rate of 85%. After a review of the data in the CEFP and the annual updates, the data must be further examined for accuracy.
2. It appears from earlier findings that several small high schools in Fayette County do not offer the state curriculum with appropriate AP, Honors, Dual Credit and elective courses.
3. Fayette County has received funding from the School Building Authority for renovations to Fayetteville High School, Oak Hill High School and for a new facility consolidating Oak Hill Elementary, Oak Hill East Elementary and Scarbro Elementary.

Improvement Consultant Team Recommendation(s):

The county school system shall review the CEFP to verify the accuracy of the school facilities utilization data. The school system shall also review and amend the CEFP to determine the number of schools the school system can effectively and efficiently operate while addressing: delivering the state intended curriculum to all students, safety and security and operational efficiency issues in using older buildings, the busing of students in the county and the possibilities of working with adjacent counties to better serve Fayette County students.

OEPA Six Month Progress Report

Any major or extensive amendments to the Fayette County School System Comprehensive Educational Facilities Plan have not been addressed with the West Virginia Department of Education Executive Director of School Facilities.

Ansted Elementary School

The facility is heated with a coal furnace and cooled with window air conditioners. Several classrooms showed elevated carbon dioxide levels. There were several stained ceiling tiles or plaster throughout the facility. The restroom vents throughout the facility were obstructed with dust. The playground is adequately equipped for grade school

aged children, but did not have an adequate safety surface covering. It is possible to enter this facility and bypass the office.

Danese Elementary School

Danese Elementary School consists of two buildings: the main classroom building (building 1) and the art/music building (building 2). The building is fully carpeted which is showing signs of wear and should be replaced.

Building 1

There were several areas of stained tiles throughout the building. The electrical boxes in the building were unlocked and accessible to the students. The bathroom vents between the Kindergarten and 2nd grade rooms were removed due to constant roof leaks. The kitchen area bathroom vent was not drawing and the faucet was dripping. The rooftop mechanical equipment is original to the building and is at the end of its useful life.

Building 2

This area is heated with ceiling mount heater fans.

Divide Elementary School

Divide Elementary School is one building; however, there is one classroom that is only accessible from the outside of the building and has no access to the interior of the school. This room is currently used one day per week as a gifted room. At the time of the visit, there are plans to change the use of this room. The room is accessible by a cement walkway with no railing. There were several classrooms with elevated carbon dioxide levels suggesting that the current ventilation is not adequate for the facility. The facility is carpeted throughout that is showing wear and needs replaced with tile. The facility is heated with a coal furnace and cooled with window air conditioners. Several areas have stained ceiling tiles. The playground is adequately equipped for grade school aged children, but did not have an adequate safety surface covering.

Fayetteville Elementary Summary

Fayetteville Elementary consists of two buildings. The upper building houses grades K through 1 (Building 1). The lower building houses grades 2 through 6 (Building 2).

Building 1

The boiler and mechanical rooms have not been well maintained. The pumps and piping were rusted. Several electrical panels were obstructed. However, the boiler passed inspection on August of 2007. Air conditioning is provided by window air conditioning units located in each classroom. The mechanical system in the K-1 building does not meet current ventilation standards. When entering through the main entrance the office is the first door to the left. To enter the building you must walk past the office door. However, it would be possible for someone to enter and bypass the

office. The students must walk down an uncovered black top pathway to access the playground at the lower building. Staff members are also required to walk between buildings utilizing the black top pathway. Tree roots are beginning to push through and compromise the black top in one area. Students must also walk down a hill to access the football field. The onsite kitchen does not provide the student meals. Meals are brought in from another facility. The health department has verified the temperature of the meals is acceptable when they arrive at the elementary school. Gas fired appliances are in the kitchen and a carbon monoxide detector should be installed.

Building 2

This building has an older boiler that has recently been inspected. The air conditioning is provided by window units located in the classroom. This building does not have a mechanical ventilation system and does not meet current ventilation requirements. Individuals can enter the building without walking past or into the office area. A sewage odor permeated the teacher work area. There are no exhaust fans in this area or the accompanying restroom. During the walkthrough carbon monoxide of 4 parts per million was detected in the kitchen area. The kitchen area does not have a carbon monoxide detector. This needs to be installed. The cooks were instructed to initiate a maintenance request to resolve the carbon monoxide issue. Some of the restrooms showed signs of poor custodial and maintenance care. The carpeting in this building is old and shows signs of wear. The carpet should be replaced with tile. The playground is adequately equipped for grade school aged children, but did not have an adequate safety surface covering. A few of the sidewalks around the building are damaged.

Gatewood Elementary School

This is an old building that is located in close proximity to the highway. The air conditioning is provided by window air conditioning units. The heat is provided by an antiquated coal fired boiler. Both systems provide poor temperature control and do not meet current ventilation and temperature control standards. The carpeting throughout the building is old and in need of replacement. Some of the playground equipment did not have adequate safety covering beneath the equipment.

Gauley Bridge Elementary School

The rooftop mechanical equipment is original to the building and is at the end of its useful life. The classroom areas are carpeted that should be replaced with tile. The electrical boxes were unlocked and accessible to students. The kitchen exhaust fan switch is located above the gas range and can only be turned on using a broom handle or other item to reach the switch. The roof was repaired this past spring. A drain was blocked to prevent leaks in the classroom beneath. However, the roof was not built back to level at that drain, meaning water accumulates and pools at the site of the former drain. The facility site is smaller than the required five acres with no room for expansion.

Meadow Bridge Elementary School

Meadow Bridge Elementary School consists of two buildings: the main classroom, gymnasium and cafeteria building (building 1), and the band and art rooms (building 2). The building is located very close to the road. All access doors were kept locked from the outside except the main access that is located around the back. This entrance is very hard to locate if a person is not knowledgeable about the school and it is possible to enter this building and bypass the office.

Building 1

The main building is heated with a combination of a coal furnace and unit ventilators in some rooms. Window air conditioners are in the rooms for cooling. The grills on most of the unit ventilators were broken in spots allowing objects to be introduced to the units. Several areas throughout the facility had stained ceiling tiles. Four classrooms were added recently and are heated and cooled with roof top units controlled by Casto Trane of Charleston. Electrical cabinets throughout the facility were unlocked and accessible to students.

Building 2

This building has been part of the facility for over 25 years. Students must cross a small span (>20ft) of blacktop, uncovered, to reach this building. The guidance room is located between the band and music room. The only building restroom is located in the guidance office and the door for the restroom drags on its hinge when opening, marking the floor. This building has its own heating and cooling units and has intercom and fire alarms attached to the main building system.

Mount Hope Elementary School

Mount Hope Elementary School was built in three stages. The main classroom structure was completed in the 1920s, the gymnasium was added in the 1950s and the rooms over the gym were completed in 1977. The facility is under one roof and students are not required to walk outside to reach any of the other areas. The facility is heated with a gas furnace located in the former coal furnace room. An outside access door to the furnace room was not locked from the outside and the area could be accessed at anytime. The kitchen and cafeteria are located on the bottom level next to the furnace room. The kitchen roof has been leaking for some time. The water damage to the kitchen dry storage room ceiling and walls has been allowed to remain and signs of mold growth are on the ceiling tiles. There is also corrosion on the dishwasher. The area over the gymnasium is heated with unit ventilators. This area consists of one main room separated into three areas: art, Title 1, and Computer Lab, and two rooms with permanent walls. The main building has asbestos tiles on the floor. According to the asbestos report the tiles are damaged with potential for further deterioration. The boys' restroom exhaust fan was severely obstructed by dust; the girls' restroom did not have a fan. The front entrance to the school is not used as the main entrance and it is possible to enter the school and bypass the office. The playground is adequately equipped for grade school aged children, but did not have an adequate safety surface covering.

Rosedale Elementary School

This is an old building that shows numerous signs of poor or a lack of maintenance. The carpet is old and worn and in need of replacement. The restrooms do not have exhaust systems. The current mechanical system does not meet current ventilation standards. There were several stained tiles throughout the facility. The roof was not accessible during the visit, but the Team observed numerous indications in the interior of the building that the facility needs a new roof. A very noticeable musty odor permeated the building. The crawl space did not have a vapor barrier. Standing water was also in the crawl space. Several pieces of the piping did not have insulation or the insulation was falling. The crawl space was full of trash and debris. The down spouts did not adequately channel water away from the building. The current condition of the crawl space posed a potential indoor air quality hazard to the building occupants. The roof drain pipes routed through the building were not well maintained and appeared to be leaking. The boiler that provides heat has passed inspection, but had not been well maintained. The exterior of the building is in need of painting. Numerous stained ceiling tiles were prevalent throughout the facility.

Valley Elementary School

The rooftop mechanical equipment is original to the building and is at the end of its useful life. The access grates on the side of the unit closest to the road were missing. Several areas of stained ceiling tiles existed throughout the facility and in some cases were molded. The classrooms had shared restrooms; the vents in these restrooms were obstructed by dust. The school is constructed in a “pod” style with no permanent division between the rooms in each pod. The Computer Lab and Title 1 rooms are in a central area, open to the halls. The water fountains in the classrooms were not 100% functional. The playground is adequately equipped for grade school aged children, but has a broken latch on the gate closest to the side parking area.

Ansted Middle School

Ansted Middle School consisted of three buildings: the main classroom building (Building 1), the cafeteria (Building 2), and the gymnasium and band building (Building 3). There is a contract with Casto Trane of Charleston for the heating and ventilation of the room. It is possible to enter this facility and bypass the office.

Building 1

Several classrooms showed elevated carbon dioxide levels. The facility is heated with a coal furnace and cooled with window air conditioners and ceiling fans. Most classrooms had the air conditioner running to help maintain a comfortable temperature level in the classrooms. Stained ceiling tiles were prevalent throughout the facility.

Building 2

The cafeteria has unit ventilators and a roof top unit. The return grills on the ventilators were very dusty. Areas of the ceiling showed mold growth and stained tiles from moisture. There are signs of consistent leaks from either the roof or the ceiling ducts.

Building 3

The restroom exhaust vents were obstructed by dust.

Collins Middle School

This is an older facility that shows signs that indicate poor or a lack of maintenance. The staff reported the building had not been painted since 1989. The gym floor is worn and needs repaired. The carpeting in the building is old and worn and needs to be replaced. Some of the rooms have air conditioning provided by window units. The facility does have new boilers and a new chiller. However, the current mechanical system does meet current ventilation standards. There are five buildings on campus. Most of the buildings can be accessed via a covered walkway, but a few cannot. The restrooms do not have exhaust systems. Some of the sidewalks are cracked. The playground does not have adequate safety covering under the playground equipment.

Nuttall Middle School

Nuttall Middle School consists of three buildings. The main classroom building (Building 1), the band room (Building 2), and the gymnasium/cafeteria (Building 3). Nuttall Middle School is very old and showed signs of not being maintained during its life.

Building 1

The floor tile throughout the building is asbestos and should be replaced. According to the asbestos report, the tile is damaged with potential for further deterioration. The computer lab has a working sink against one wall that is not currently used; however, there is an electrical cord for the TV draped across the sink. The auditorium is in disrepair with several broken seats. Electrical boxes throughout the building were unlocked and accessible to students. The fan room did not have a shut off for when the door was opened. There were filters that had fallen out of the track and others that had deformed during operation.

Building 2

The band room is located approximately 200 feet from the main building. Part of the walkway is paved, part is gravel. No part of the walkway is covered. Several stained tiles were in this room. This room is heated with two gas units. A stale odor penetrated the room; the carbon dioxide, temperature and humidity levels were all within normal range.

Building 3

This building is heated with a coal furnace. Windows in the boys' locker room were broken and both locker rooms showed signs of neglect. Water was pooled in the furnace room and it was stated that water is almost always present in this room.

Fayetteville High School Summary

It is possible to enter this building and bypass the office. The air diffusers throughout the building were beginning to collect dust. There were also a few stained ceiling tiles throughout the facility. The facility is in need of a new roof. The rooftop mechanical equipment is original to the building and is at the end of its useful life. These units need to be replaced with new units that can meet current ventilation and temperature control standards. The carpeting in the auditorium is old and should be replaced with new flooring.

Meadow Bridge High School

Meadow Bridge High School consists of two buildings: the main classroom facility (Building 1) and the new gymnasium (Building 2). The main entrance to the building is very hard to locate and it is possible to enter this building and bypass the office.

Building 1

The building is heated with a coal furnace and cooled by window air conditioners. There are two classrooms and the library that have a roof top unit controlled by Casto of Charleston. There are no controls to the roof top unit in the building; any changes must be called into Charleston. The restroom vents were not working during the visit and the covers were obstructed with dust. There were several areas with stained ceiling tiles that had been allowed to remain in place. Hot meals are not served at the high school; the students cross to the elementary school (approximately 25 ft) for hot meals and return when finished. A few classrooms had elevated carbon dioxide levels.

Building 2

The new gymnasium has several interior rooms. The referee's dressing room had stained and molded tiles. There is an electrical room in this building and the panels within do not have the required 36 inches of clearance.

Midland Trail High School

Midland Trail High School is one of the newer schools in Fayette County. The building seems to have been well maintained. There were stained and missing ceiling tiles in a few areas of the school. The restroom vents were not working at the time of the visit and were very dirty. There was also a strong sewage odor in the women's restroom.

Mount Hope High School

Mount Hope High School had several classrooms with elevated levels of carbon dioxide and stained ceiling tiles that have been allowed to remain in place. The original structure is heated with a gas furnace and cooled with window air conditioners. The additions have a combination of roof top units and unit ventilators. There are two classrooms located in a separate building that have their own heat pumps. The restroom vents throughout the building were obstructed by dust and not working. The girls' restrooms in the facility are kept locked at all times with the exception of the restroom near the counselor's office. Students must obtain a key from the teacher, if one is available. The restrooms in general are in disrepair and need serious attention to the ceilings, floors, and utilities. Several classrooms and hallways have carpet that is old and worn that should be replaced. There is a chemical storage room off the science room that has an exhaust fan, but it is not used. It is strongly suggested that it be used at all times; especially as a class is taught in this room (only every other semester). Lights in restrooms and custodial closets were out throughout the building. Several classrooms had tables and other furniture in front of the registers. The family sciences room did not have any stove exhaust vents; the class was taught every other semester. The "new" addition, consisting of a boys' and girls' restroom, the Behavior Disorder counselor, and rooms 214, 219, 218, and 220, has one roof top unit for all of these rooms. The Behavior Disorder counselor's office vent was covered with a file folder because the room over heats/cools. The technical education room did not have 36 inch clearance in front of the electrical panels and clear walkways from hall to class area. The girls' locker room was very dirty. The floors had a buildup of dirt around the floor drains, the ceilings had several areas of stained tiles, the room had been painted, but was not done neatly, with over paint on trim, ceiling, and adjoining walls. The boys' locker room had peeling paint in the shower area. The mechanical room nearest the locker rooms did not have 36 inch clearance in front of the electrical panels and had a bad belt on one of the motors.

Oak Hill High School Summary

It is possible to enter this facility and bypass the office. There are numerous roof leaks and areas of water infiltration throughout the facility. Water infiltration into a facility can pose numerous indoor air quality issues. This facility is in need of an entire new roof. Staff reported that the new addition has had a roof patch. At the time of the visit the new roof was leaking again. The rooftop mechanical equipment is original to the building and is beyond its intended life cycle. This equipment should be replaced. The boilers are also original to the building but appear in fairly good shape and have recently passed inspection. During the visit carbon dioxide levels were within the acceptable ranges, but it is questionable that the mechanical system meets the current ventilation and temperature control standards. There were numerous electrical panels located in the hallway that were unlocked and accessible to students. Several rooms contain carpet that is worn out and in places is held together with duct tape. This carpet needs to be removed and replaced with a floor application that meets the rigors of a high school. The kitchen staff indicated that they do not have adequate cold storage

available to handle the current meals being served. The restrooms were dirty. Several toilets appeared to be backed up during the visit. There were numerous ceiling tiles that were missing. There were several stained tiles that appear to have been left in place for quite some time.

Valley High School

Valley High School showed elevated levels of carbon dioxide in most of the classrooms. The classroom returns and restroom exhaust vents were obstructed by dust throughout the facility. Several areas had stained tiles and a few lights that showed signs of moisture being present. Lights were covered in a few places. Electrical panels throughout the building were unlocked and accessible to the students. The Auto Body room had electrical panels that were not easily accessible. Room 107 had a stove and vent; however, the vent was not working. This facility is located with a river on one side and railroad tracks on the other side. Evacuation for this facility is accomplished by walking along the tracks several blocks to a trestle where it is possible to cross under the tracks, then the students are required to cross WV-60, a four lane highway, to reach a safe area. The same is true for (Valley Elementary School). The site does not meet the minimum requirements of 15 acres +1 acre for each 100 students over 800. The counselor's office does not have the required 100-125 sq. ft. There is no stage or auditorium area.

Fayette Institute of Technology

Stained ceiling tiles were in one area of the building. Other than the stained ceiling tiles, the interior of the building was very clean and well maintained. Due to age, the Team recommended considering the replacement of the mechanical system and roof.

OEPA November 2008 Review

PROGRESSING. Staff members from the West Virginia Department of Education Office of School Facilities performed a walkthrough of Fayette County's schools to assess the progress of facility improvements identified in the OEPA report.

Fayette County has made progress in resolving some of the issues identified in the OEPA report. New roofs had been installed at Fayetteville High School and Oak Hill High School. Danese Elementary has had two new rooftop heating, ventilation and air conditioning (HVAC) units installed. Rosedale Elementary has had a new vapor barrier installed and the water leaks under the building had been addressed. A new roof had been installed on the band building and a handicap ramp was installed to the gymnasium at Nuttall Elementary. The water infiltration issue in the basement of Ansted Middle had been addressed and two classrooms had been remodeled. Several classrooms at Valley High School had been remodeled. Painting has been performed at Ansted Elementary, Nuttall Middle School, Mount Hope High School, Meadow Bridge High School, and Valley High School.

Progress had been made in improving several facilities. There is still a tremendous amount of work that needed to be performed countywide. Fayette County's maintenance director reported some initiatives that they plan to address within the next year.

- Valley Elementary School and Midland Trail High School are scheduled to have the roofs replaced in the summer 2009.
- The maintenance department is going to continue replacing dated carpet with floor tile countywide.
- New River Elementary will be open for the 2009-2010 school year. This will close Oak Hill East End Elementary, Oak Hill Elementary, and Scarbro Elementary which will help to free up some maintenance resources.
- Funding had been requested from the West Virginia School Building Authority (SBA) to build a four room classroom addition at Valley Elementary and was approved December 2008.
- Funding had also been requested from the SBA to build a new high school to replace four high schools: Midland Trail High School, Oak Hill High School, Mount Hope High School, and Fayetteville High School. The county will have to have supporting funds at the county level to fully fund the proposed project.

Fayette County has hired an architectural firm for the new Comprehensive Educational Facilities Plan (CEFP). The County maintenance director also reported that the Fayette County School District plans to run a maintenance bond in 2009 that will be used to fund extensive updates and countywide school remodeling.

OEPA December 2009 Review

NONCOMPLIANCE. During the 2008-2009 school year, Fayette County School System (FCS) operated 24 schools (45 buildings). Oak Hill East End Elementary, Oak Hill Elementary, and Scarbro Elementary were consolidated into New River Elementary for the 2009-2010 school year. Fayette County currently operates 21 schools (42 buildings). During the 2008-2009 school year the West Virginia State Fire Marshal's Inspection of the Fayette County School System cited 45 noncompliances countywide.

Many of the buildings in the county inventory were suffering from issues that were results of deferred maintenance that accumulated over an extended period of time. Fayette County Schools continued to work at improving the facilities, but the result has been diminutive. Roof repairs had been made at six facilities, new tile had been installed in 19 classrooms, the classroom renovations/additions at Valley High School had been completed, a bus loop at Divide Elementary had been completed, a new gymnasium floor covering was installed at Nuttall Middle School, and painting and cleaning had been performed. Much of the work completed was an effort required to return or maintain the building to acceptable standards, but mostly aesthetic in nature. Due to the buildings' deteriorated conditions and the amount of work required to bring or maintain facilities at the current regulatory standards or West Virginia Board of

Education policy requirements, there is little opportunity for improving the facilities. The amount of work to improve these facilities which will enhance the environment where children learn and play is insurmountable. Fayette County School System needs to be diligent in the development and implementation of a Computerized Maintenance Manager System (CMMS) and maintain an aggressive maintenance and housekeeping schedule as they move forward in resolving these issues.

Opportunities are listed below to implement new processes that will help facilitate the revitalization of the county's facilities. The West Virginia Department of Education, Office of School Facilities, has offered guidance and support on these matters.

1. The maintenance department is currently utilizing a manual work order system. The current process for receiving, tracking, and dispatching work orders appeared to be inefficient and cumbersome to all the stakeholders. The Team recommended that Fayette County implement an automated work order system. An automated work order system would increase operational efficiency and provide a platform to track and report information critical for making successful data driven decisions. Staff productivity can also be monitored and adjusted as necessary.
2. Much of the work performed by the maintenance department is repair work. There was little evidence that preventive maintenance activities were being performed. A written preventive maintenance plan needed to be established and implemented for every building in the county inventory. The maintenance department consisted of 15 employees who maintained 42 buildings. If the maintenance department cannot sustain preventive maintenance activities with the current level of staffing, it will be necessary to increase staffing levels or outsource the work. Fayette County currently has eight facilities under a maintenance contract with an outside vendor to maintain the mechanical systems. This endeavor should be carefully monitored and perhaps expanded.
3. Numerous energy conservation opportunities existed countywide. Many of these opportunities can be implemented as low or no cost measures with existing resources. Energy improvement opportunities that would require capital investment to address should be aggressively pursued. The Team recommended that the Fayette County School System seriously explore performance contracting opportunities that include installing new equipment at the facilities that have aging mechanical and electrical systems. These upgrades can be paid for with energy savings. The aging mechanical and electrical systems throughout the county is one of the largest facility issues that the Fayette County School System must address in the 2010-2020 Comprehensive Educational Facility Plan (CEFP).
4. The Team recommended that Fayette County Schools create a facilities improvement team, including or led by an outside consultant. The function of the team would be to inventory the facility needs at each facility throughout the county. The team would be responsible for identifying and ranking each facility need while

improving daily routine maintenance service calls. The team should provide a results focused report to the county superintendent and Fayette County Board of Education on a regular basis. This would help ensure that the facility focus is in the forefront for the decision makers, administrators, teachers, staff, and the community.

Note: Without the aforementioned work, there is little hope that the children in Fayette County Schools will be provided a safe and healthy learning environment that is conducive to a student's educational development.

Subsequent to the December 2009 OEPA review, the Fayette County Superintendent of Schools submitted a letter stating that at its January 19, 2010 meeting, the board gave him "permission to seek qualifications from interested companies capable of providing energy management, building-related capital improvement services and sustainability repairs, and preventive maintenance for our heating and air-conditioning units."

Personnel

6.6.1. Hiring

Improvement Consultant Team Finding(s):

The Team found that due to a lack of established personnel procedures and processes, personnel files were not maintained properly and lacked the proper documentation in the following areas:

1. Letters of recommendation from principals for filling positions were not in files.
2. Board minutes to verify winning applicants were not in personnel files to verify who was hired for positions.
3. Supporting documentation/matrices were not used/maintained to verify applicants' qualifications for filling professional positions as required by §18A-4-7a.
4. Personnel files did not provide documentation/matrices for consistent screening of applicants or documentation/matrices for interviewing applicants.
5. Personnel files for positions that were filled by less qualified/experienced applicants, did not provide documentation to support/verify that the more qualified/experienced applicants rejected, accepted another position, withdrew from consideration, etc.
6. Files for positions that had qualified applicants declining employment/transfer, did not include documentation to verify/support why the position had been reposted.
7. Reference to confidential information regarding qualified applicants not hired was not noted in files.

8. A position was not reposted to support a substitute who was scheduled to be fully certified in December; however, the substitute did not pass the Praxis test.
9. It was determined that not posting the Assistant Superintendent's position was based on legal advice of the Bowles Rice McDavid Graff & Love law firm.

Improvement Consultant Team Recommendation(s):

1. A system of procedural rules for personnel hiring and file documentation requirements should be developed/implemented.
Personnel files should include the following:
 - a. Copy of the job posting,
 - b. Copy of the job description for the position posted,
 - c. Copy of the Board minutes showing employee hired,
 - d. Documentation/matrices to verify/support the screening, interview and recommendation letters for the position filled,
 - e. Number of times/dates positions posted,
 - f. Documentation to verify the transfer, denial, acceptance of another position, etc., and
 - g. Reference to confidential information regarding qualified applicants not hired should be noted.
2. All positions should be posted separately.
3. Any position filled with an applicant on a permit should always provide proper documentation to justify/support the placement and document the number of times/dates the position has been posted.
4. Individual school master schedules should include itinerant teacher assignments.
5. A consistent/required number of times a position will be reposted needs to be identified and followed.
6. Any transfer of personnel should be documented in files with letters/board minutes, etc.
7. With the resignation/retirement of the supervisor in the personnel office pending, a careful screening/hiring process should be conducted to ensure that new employees hired in the Office of Personnel be experienced in the area of personnel/evaluation processes with exemplary organizational skills.
8. A consistent legal process for the hiring of personnel during the summer months should be developed and must include board approval.
9. Procedures should be developed to clarify itinerant teacher scheduling and home school placement.
10. The position of Assistant Superintendent should be posted since the Superintendent's contract has been renewed.

11. In the future, all positions including Assistant Superintendent positions for full time employment of only one or two years should be posted with the appropriate requirements.

OEPA Six Month Progress Report

The Team observed progress in the correction of findings documented during the previous OEPA visit regarding personnel practices and procedures. Additionally, it is noted that the Director of Personnel and staff have attended several workshops and trainings offered by the WVDE, RESA, private providers, and the WV School Personnel Association that focused on practices and procedures regarding school personnel.

OEPA Six Month Progress Report

Findings:

1. The Fayette County School system lacks a consistent practice for the number of times a vacancy is posted prior to hiring the most qualified applicant.
2. The Team found that the Fayette County School System did not follow W.Va. Code §18A-4-7a (I). Employees were allowed to transfer after the fifth day prior to the first day of instruction to positions held by substitute teachers holding proper endorsement/s for the assignment/s without notifying the WV State Board of Education of the transfer. (Reference: Fayette County Board Agenda requests for personnel changes occurring on September 4, 2007, and October 1, 2007.)
3. The Team found that the Fayette County School System did not follow W.Va. Code §18A-4-15 (Employment of service personnel substitutes) and §18A-4-7a (Employment, promotion and transfer of professional personnel; seniority).
4. Elementary classroom position vacancies are posted without being classroom grade specific (Example: [P140-07] A teacher was transferred from Elementary Education K-6 teacher at Fayetteville Elementary School to Elementary Education K-6 teacher at Fayetteville Elementary School).

OEPA Six Month Progress Report

Recommendations:

It is the recommendation of the OEPA Team members that:

1. A consistent practice that delineates the number of times a vacancy is reposted be identified and followed.
2. The Fayette County School System adhere to W.Va. Code §18A-4-7a (Employment, promotion and transfer of professional personnel; seniority).

3. The Fayette County School System monitor the recently implemented automated calling system for substitute professional and service personnel to ensure compliance with State Code. The county directors could not substantiate that the automated call system meets the requirements set forth in W.Va. Code §18A-4-7a and §18A-4-15.
4. Elementary position vacancies be posted with the specific classroom grade identified.

OEPA November 2008 Review

PROGRESSING/NOT CORRECTED. While many of the serious personnel hiring findings of the initial Education Performance Audit had been corrected, new findings were reported and a few previous findings remained.

* - Denotes Finance related findings presented in the Finance section.

1. ***Finding:** Employees on approved leave of absences were identified on the current certified list.

Correction: The Long-Term Substitutes, employed to fill the respective employees on leaves, are to be identified on the current certified list.

2. ***Finding:** The Team identified a service employee who had a suspended license to work in the public schools of West Virginia listed on the current Fayette County certified list. The suspension was effective for two years beginning January 2008.

Correction: Personnel holding suspended licenses are not to be identified on the current Fayette County certified list.

3. ***Finding:** Employees granted approved leave for multiple school years were identified on the current Fayette County certified list.

Correction: Names of employees granted approved leave for multiple school years are to be removed from the current Fayette County certified list.

4. ***Finding:** The Team identified terminated and retired staff listed on the current Fayette County certified list.

Correction: Names of terminated and retired employees are to be removed from the current Fayette County certified list. (Example: A custodian identified on the current Fayette County certified list had been inactive since 9-30-97.)

5. **Finding:** Some vacancies were posted as Long-Term Substitute positions.

Correction: The Fayette County School System must discontinue posting vacancies as Long-Term Substitute positions.

6. **Finding:** The Fayette County School System employed a staff member for a position for one year only. However, employment continued without appropriate board action.

Correction: Fayette County Schools must discontinue the practice of posting vacancies for one year only and follow West Virginia Code regarding staff employment and reduction in force.

7. **Finding:** The Fayette County School System continued the employment of a classroom teacher beyond the three school months West Virginia Code allows for the completion of the certification process.

Correction: The Fayette County School System must terminate the teacher's contract. The county may employ this individual as a substitute teacher and obtain proper certification according to West Virginia Code.

8. **Finding: Mentors.** Beginning teachers had been assigned to an employed mentor for participation in the beginning teacher internship program. The Team found that some of the employed mentors had not completed the two or four day required trainings offered by the West Virginia Center for Professional Development. (W.Va. Code §18A-3-2b. Beginning teacher internship.)

Correction: Properly trained mentors are to be employed and assigned to beginning teachers.

9. **Finding: Postings.** Job postings for elementary teaching vacancies did not identify the specific grade levels. **This was noted on the OEPA Six Month Progress Report and still occurred during the November 2008 Review.**

Correction: Job postings for elementary teaching vacancies should be posted grade specific to ensure properly credentialed employees are assigned to the positions.

Additional Finding.

10. Interim chief financial official (CFO) began working in the position 9-5-08. Signature authority was granted to the official 9-5-08 without Fayette County Board of Education action. The following details the dates of issues related to this new employee.

Employed 10-30-08

Bonding applied 11-3-08

Bonding received 11-13-08 (not currently recorded at the Court House)

Form 38 to be submitted

OEPA November 2008 Review Additional Comments.

1. The Fayette County job description for the Director of Operations/Child Nutrition position included two distinct roles and responsibilities. West Virginia Board of Education Policy 4321, Section 11.3. states, "The employment of a full-time School Nutrition Program Director at the county level is strongly recommended."
2. The Team found that, on several occasions, the Director of Personnel had to request documentation which should have been a part of the employees' personnel files from various central office departments. The personnel office could operate more efficiently if the other departments provided the information to be contained in the personnel files. Refer to the summary statement at the end of this report which discusses internal communication and cooperation.

PERSONNEL SUMMARY

OEPA December 2009 Review

NONCOMPLIANCE.

1. The Fayette County job description for the Director of Operations/Child Nutrition position included two distinct roles and responsibilities. West Virginia Board of Education Policy 4321, Section 11.3. states, "The employment of a full-time School Nutrition Program Director at the county level is strongly recommended." The policy suggests an Assistant School Nutrition Program Director and two secretaries where the county enrollment exceeds 7,000 students. The previous director moved into another county office position and the school nutrition program position was once again posted to include other multiple duties in addition to the responsibilities of the school nutrition program. Fayette County's 2nd month 2009-2010 Head Count Enrollment was 6,759 students. The complexities of overseeing the school nutrition program with this number of students enrolled makes it extremely difficult for the director. Fayette County has ignored the Team's recommendations as well as West Virginia Board of Education Policy 4321.
2. Some extra-curricular assignments were not posted positions (uncompensated coaches, AM/PM bus operator positions, etc.). All extra-curricular assignments are required to be posted.
3. Future vacancies for subject areas taught as advanced placement courses must include reference to the required teacher training provided by the West Virginia Center for Professional Development and the required completion of the College Board Advanced Placement Course Audit.

6.6.2. Licensure

Issue(s):

Did the Fayette County School System follow the licensing requirements of W.Va. Code §18A-3-2 and WV Board policy 5202?

Finding(s):

The team found that the Fayette County School System did not consistently follow the licensing requirements of W.Va. Code §18A-3-2 and WV Board of Education Policy 5202. Several teachers were assigned to courses and did not have the appropriate licensure for the assignment, as evidenced in the WVEIS Master Schedule. In addition, teachers were hired for job vacancies as posted, however, were not assigned to the courses at the school building level, as per the job posting.

Improvement Consultant Team Recommendation(s):

The team recommends the Fayette County School System develop an accountability measure that ensures all teachers hold the appropriate licensure as required in W.Va. Code §18A-3-2 and WV Board of Education Policy 5202. A system that tracks a posting for a position, the appropriately licensed applicants for the position, the employee and his/her certification(s) and the courses to which the employee is assigned to teach must be in place.

In addition, the team recommends the Fayette County School System identify a consistent means of monitoring that teachers are appropriately licensed after being hired by the Fayette County Board of Education. The team recommends the Fayette County School System utilize appropriate resources to ensure all building level administrators are appropriately trained in the input of course data in the WVEIS Master Schedule, as to avoid miscoding in the WVEIS system.

OEPA Six Month Progress Report

The following chart identifies the concerns of the Team members during this visit regarding certification and assignment (W.Va. Code §18A-3-2; WVBE Policy 5202). Chart 1 lists the concerns identified by the Team through the utilization of the master course schedules for each school that were submitted by the county, the WVDE Information System (WVEIS), and the WVDE certification database.

Licensure Issues

Educator	Site #	Position	Current Assignment	Current Certification	Concerns
No Findings	001 Central Office				
No Findings	201 Ansted Elementary				
No Findings	204 Danese Elementary				
Educator	206 Divide Elementary	Educator	Kindergarten	Expired Professional Teaching Certificate, No pending application	Valid WV licensure not found in certification database
Contracted Speech Language Pathologist , no name provided	206	Contract Staff	Speech Language Pathology	N/A	WV licensure not found in certification database
Educator	208 Fayetteville Elementary	Educator	Title I Reading	Elementary Education, Language Arts	Certification does not match course assigned
Educator	208	Educator	English as a Second Language	Social Studies	Certification does not match assigned course
Educator	210 Gatewood Elementary	Educator	Grade 2	N/A	WV licensure not found in certification database
Educator	210	Educator	Music	N/A	WV licensure not found in certification database
Educator	211 Gauley Bridge Elementary	Educator	Title 1 Reading	N/A	WV licensure not found in certification database

No Findings	215 Meadow Bridge Elementary				
Educator	217 Mount Hope Elementary	Educator	Speech Therapist	N/A	WV licensure not found in certification database
No Findings	219 Oak Hill East End Elementary				
Educator	223 Rosedale Elementary	Educator	Collaborative Teacher , English as a Second Language	Social Studies	Certification does not match assigned course
Educator	224 Scarbro Elementary	Educator	Grade 1	N/A	WV licensure not found in certification database
Educator	224	Educator	Severe Profound Multi-Categorical Special Education	N/A	WV licensure not found in certification database
Educator	224	Educator	Title 1 Reading	Social Studies, Elementary Education	Certification does not match assigned course
Educator	224	Educator	Speech Therapist	N/A	WV licensure not found in certification database
Educator	225 Valley Elementary	Educator	Kindergarten	N/A	WV licensure not found in certification database
Educator	225	Educator	Grade 3	N/A	WV licensure not found in certification database
Educator	225	Educator	Collaborative Teacher, English as a Second Language	Social Studies	Certification does not match assigned course
Educator	225	Educator	Title I	N/A	WV licensure not found in certification database
Educator	301 Ansted Middle School	Educator	Spanish Science-Cats	Biological Science General Science	Certification does not match assigned course
Educator	301	Educator	Developmental Reading Language Arts Career Exploration	N/A	WV licensure not found in certification database

Educator	302 Collins Middle School	Educator	American Sign Language	Hearing Impaired	Certification does not match assigned course
Educator	302	Educator	Collaborative Teacher, English as a Second Language	Social Studies	Certification does not match assigned course
Educator	302	Educator	Social Studies, Collaborative Special Education	N/A	WV licensure not found in certification database
Educator	302	Educator	Social Studies, Collaborative Special Education, no population identified	Biological Science	Certification does not match assigned course
Educator	302	Educator	Library Science, Collaborative Special Education with no population identified	English, School Library Media	Certification does not match assigned course
Educator	302	Educator	Collaborative Special Education with no population identified	Elementary Education, Multi- Categorical Special Education	Certification does not match assigned course
Educator	307 Nuttall Middle School	Educator	Spanish. Develop Reading. English/Language Arts	Multi-Subjects K-8	Certification does not match assigned course (Spanish)
Educator	307	Not available	Not available	Language Arts, Vocational Home Economics, Pre-Vocational Services	No courses assigned to this staff member
Educator	501 Fayetteville High School	Educator	Health, Physical Education, Library, Developmental Guidance	N/A	WV licensure not found in certification database
Educator	501	Educator	Collaborative Teacher, English as a Second Language	Social Studies	Certification does not match assigned course

Educator	501	Educator	College English 101	N/A	WV licensure not found in certification database
Educator	501	Educator	College Transition	Multi-Categorical Special Education, English, Biological Science, Social Studies	No personnel record, assigned course without county board action/employment
Educator	503 Meadow Bridge High	Educator	Technology, Keyboarding and Information, Computer Applications	N/A	WV licensure not found in certification database
Educator	504 Midland Trail High School	Educator	Math, Social Studies, English/Language Arts, Science-CATS	Expired Professional Teaching Certificate	Renewal of WV licensure to become valid
Educator	504	Educator	English/Language Arts, STEPS, Life Connect	N/A	WV licensure not found in certification database
Educator	504	Educator	Developmental Math	Expired Professional Teaching Certificate	Renewal of WV licensure to become valid
Educator	504	Educator	College Transition	Multi-Categorical Special Education, English, Biological Science, Social Studies	No personnel record, assigned course without county employment
Educator	504	Educator	College Transition	N/A	WV licensure not found in certification database
Educator	505 Mount Hope High School	Educator	Behavioral Disorders	Long-Term Sub Permit – Social Studies Elementary Education	Certification does not match assigned course
Educator	505	Educator	Science-CATS, Biology	N/A	WV licensure not found in certification database

Educator	506 Oak Hill High School	Educator	Spanish	N/A	WV licensure not found in certification database
Educator	506	Educator	Collaborative Teacher, English as a Second Language	Social Studies	Certification does not match assigned course
Educator	506	Educator	Physically Handicapped/ Orthopedically Impaired	Elementary Education, Mentally Impaired	Certification does not match assigned course
Educator	506	Educator	Co-Teaching, Population served not identified on master schedule	Specific Learning Disabilities, Mental Retardation, Behavioral Disorders, Vocational Home Economics	Certification does not match assigned course
Educator	506	Educator	Music , Choir	N/A	WV licensure not found in certification database
Educator	506	Educator	French, Civics, Counselor	Counselor	Certification does not match assigned course
Educator	506	Educator	College Transition	Multi-Categorical Special Education, English, Biological Science, Social Studies	No personnel record, assigned course without county employment
Educator	507 Valley High School	Educator	Collaborative Teacher , English as a Second Language	Social Studies	Certification does not match assigned course
Educator	507	Educator	Physically Handicapped/ Orthopedically Impaired	Mentally Impaired	Certification does not match assigned course
Educator	507	Educator	Alternate Education	Health/ Physical Education Social Studies	Certification does not match assigned course

Educator	507	Educator	Speech, Oral Communication	English French	Certification does not match assigned course
Educator	507	Educator	Multi-Categorical Special Education	Severe Profound Handicapped, Mentally Impaired, Safety Education, Health Education, Physical Education	Certification does not match assigned course, confirm WVEIS data entry
Educator	507	Educator	Multi-Categorical Special Education	Specific Learning Disabilities, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
No findings	701 Fayette Institute of Technology				

The Team members found positions filled with properly certified teachers for the students being served and the courses assigned, however, the position assignment codes entered into WVEIS do not match the credentials held by the teachers. Chart 1A identifies the data entry concerns found by the Team members. The Team recommends that the Fayette County School System's WVEIS designee receive technical support for data entry and coding.

Educator	Site #	Position	Current Assignment	Current Certification	Correction needed
Educator	307 Nuttall Middle School	Educator	Multi- Categorical- Special Education, Developmen tal Reading 7-8, English/Lang uage Arts 7- 8	Multi-Subjects K-8, Specific Learning Disabilities, Behavior Disabilities, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	501 Fayetteville High School	Educator	Collaborative Multi- Categorical Special Education	Specific Learning Disabilities, Behavior Disabilities, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	501	Educator	Collaborative Multi- Categorical Special Education	Specific Learning Disabilities, Behavior Disabilities, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	501	Educator	ProStart I and II, Culinary Nutrition, Bake Pastry	Vocational Home Economics, Math thru Algebra 1	Certification does not match assigned course, confirm WVEIS data entry
Educator	503 Meadow Bridge High	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavior Disabilities, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	503	Educator	ProStart I and II, Culinary Nutrition, Bake Pastry	Vocational Home Economics, Math thru Algebra 1	Certification does not match assigned course, confirm WVEIS data entry
Educator	504 Midland Trail High School	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavior Disorders, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry

Educator	505 Mount Hope High School	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mental Retardation	Certification does not match assigned course, confirm WVEIS data entry
Educator	505	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired, Social Studies	Certification does not match assigned course, confirm WVEIS data entry
Educator	505	Educator	Hospitality Industry, Culinary Nutrition, Food Mgt, ProStart	Vocational Home Economics, Math thru Algebra 1	Certification does not match assigned course, confirm WVEIS data entry
Educator	506 Oak Hill High School	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders , Mentally Impaired, Multi-Subjects K-8	Certification does not match assigned course, confirm WVEIS data entry
Educator	506	Educator	Multi- Categorical Special Education	Multi-Subjects K-8, Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	507 Valley High School	Educator	Multi- Categorical Special Education	Social Studies, Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	507	Educator	Multi- Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired, Social Studies, Physical Education	Certification does not match assigned course, confirm WVEIS data entry

Educator	507	Educator	Multi-Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	507	Educator	Multi-Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired	Certification does not match assigned course, confirm WVEIS data entry
Educator	507	Educator	Multi-Categorical Special Education	Specific Learning Disabilities, Behavioral Disorders, Mentally Impaired, Social Studies	Certification does not match assigned course, confirm WVEIS data entry
Educator	507	Educator	Culinary Nutrition, ProStart	Vocational Home Economics, Math thru Algebra 1	Certification does not match assigned course, confirm WVEIS data entry

OEPA November 2008 Review

PROGRESSING

1. The Team found two violations of (W.Va. Code §18A-3-2 and West Virginia Board of Education Policy 5202). These were most often examples of individuals hired into a content area for which they did not hold proper certification. As a result, a First-Class/Full-Time Permit or Out-of-Field Authorization is required.
2. The chart reflects three teachers who were teaching Advanced Placement (AP) courses, but had not been approved by the College Board.
3. The Coaches Database needed updates, but was being used effectively.

Licensure Issues (November 2008)

Site #	Position	Current Assignment	Current Endorsement(s)	Correction(s)
020-301	Educator	80170T	Multi-Categorical	Needs to complete Form 26 Math No pending applications as of January 30, 2009
	Educator	80170T 4805T	Multi-Cat K-AD	Submit Form 1A for Reading/Specialist No pending applications as of January 30, 2009
020-501	Educator	6121-1 AP Bio	Biology	Has been submitted to College Board, but not yet approved No documentation as of January 30, 2009
020-506	Educator	3031-S AP Calc AB	Math	No verification of College Board Approval No documentation as of January 30, 2009
020-507	Educator	3031-0 AP Calc AB	Math	No verification of College Board Approval No documentation as of January 30, 2009

Licensure Issues January 2010

County-School	Educator Name	Course/Content Teaching Assignment	Certification/Status and Endorsement/s	Finding/s	Recommendation/s	Correction/s
211 Gauley Bridge Elementary	Educator	26200U Kindergarten Self-Contained Autism	Administrative Certificate and Long-Term Substitute Permit endorsed for Elementary Physical Education	Course code requires Autism endorsement	Complete Form 2 to add the Autism endorsement to Long- Term Substitute Permit or request a waiver by December 28, 2009	Waiver granted
223 Rosedale Elementary	Educator	4809 Title I Reading	Professional Teaching Certificate endorsed for Social Studies 1-8 Elementary 1-8 Mental Retardation K-12	4809 Requires Reading or Reading Specialist Endorsement	Complete Form 1 for the First Class Permit endorsed for Reading/Reading Specialist or request a waiver by December 28, 2009	Waiver granted
225 Valley Elementary	Educator	4809 Title I Reading	Professional Teaching Certificate endorsed for Language Art 1-9 Social Studies 1-9 Elementary 1-8	4809 Requires Reading or Reading Specialist Endorsement	Complete Form 1 for the First Class Permit endorsed for Reading/ Reading Specialist or request a waiver by December 28, 2009	Waiver granted
225 Valley Elementary	Educator	80170J 80170R Special Education Collaborative	Long-Term Substitute Permit endorsed for Physical Education Chemistry Elementary	Course/s coded with 6th position exceptionalities require/s corresponding endorsement/s	Complete Form 2 to add the Multi- Categorical Special Education endorsement to Long- Term Substitute Permit or request a waiver by December 28, 2009	Waiver granted

505 Mt. Hope High	Educator	6905 Health 6909 Health	Long-Term Substitute Permit endorsed for Social Studies Elementary Education	Course code requires Health endorsement	Complete Form 2 to add the Health endorsement to Long- Term Substitute Permit or request a waiver by December 28, 2009	Waiver granted
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OEPA December 2009 Review

MOSTLY COMPLIANCE/NONCOMPLIANCE #2.

Recommendations

1. The Team recommended that upon selection of candidates to a position when the certification is not already held that the county institute the following procedures:
 - Before Fayette County Board of Education approval, verify 25 percent of a program with the college or university or certification in a different area.
 - The paperwork (Form 1-1A) should be in hand before board approval.
 - If a candidate is approved, send the paperwork to the college for official signature (If an online school, contact the West Virginia Department of Education for university contact information).
 - Keep a log or database of those on permit/out-of-field authorizations and send letters in mid-spring to remind them of renewal requirements.
2. Advanced placement (AP) course teachers must be approved by the College Board before being allowed to teach the course. Students may not be eligible for AP credit if the teacher is not approved.
3. The Coaches Database should be updated after each county board meeting or at the beginning of each athletic season.

OEPA December 2009 Review

PROGRESSING.

6.6.3. Evaluations

Improvement Consultant Team Finding(s):

The Team found that there was a lack of accountability/monitoring processes to verify that personnel were being evaluated as required by §18A-2-12, Policy 5310 and Policy 5314.

Improvement Consultant Team Recommendation(s):

It is recommended that a monitoring/accountability tracking system be developed to verify that all personnel are being evaluated as required by §18A-2-12, Policy 5310 and Policy 5314 and that the evaluations are placed in personnel files according to required timelines.

OEPA Six Month Progress Report

The Team reviewed a random sampling of personnel records of teachers currently employed with zero to three years of teaching experience through the 2006-07 school-year. The purpose of the review was to verify that required observations and evaluations were being conducted as mandated by State Code and WVBE policy.

Sampling of Evaluations for 2006-07 included:

1. Educator, Rosedale Elementary
 - a. Incomplete evaluation
2. Educator, Rosedale Elementary
 - a. Incomplete evaluation
3. Educator, Fayetteville Elementary
 - a. Evaluation outside timeline
4. Educator, Oak Hill High School
 - a. Evaluation outside timeline

OEPA November 2008 Review

NOT CORRECTED. The Team reviewed a sampling of personnel records in the various personnel categories for the 2007-2008 school year to verify that policy guidelines were being implemented as required by West Virginia Board of Education and Fayette County Board of Education policies.

The review produced the following results:

1. Administrators. The Team reviewed eight (8) school administrators' evaluations. The evaluations met all requirements.
2. Teachers. The Team reviewed 16 classroom teacher evaluations.
 - a. Fourteen (14) evaluations met all requirements.
 - b. One (1) evaluation, Special Education teacher, Valley High School, had an observation dated 10-25-07 which was after the evaluation was completed on 10-24-07.
 - c. One (1) teacher, Mount Hope High School, had only one evaluation with two observations for the 2007-2008 school year. As a third year teacher the teacher should have had two evaluations and six observations.
3. Athletic Coaches. The Team reviewed 12 coaches' evaluations.
 - a. Eight (8) evaluations met all requirements.
 - b. Two (2) coaches had no evaluations for the 2007-2008 school year.
 - c. One (1) coach, Football Coach at Ansted Middle School, had an observation dated 10-22-07 which was after the evaluation was completed on 10-12-07.

4. Professional Support Personnel. The Team reviewed nine professional support personnel evaluations.
 - a. Three (3) evaluations met all requirements.
 - b. One (1) person, Counselor, Fayetteville High School, with 6+ years of experience had goals established for the 2007-2008 school year but had no narrative evaluation completed.
 - c. One (1) person, Speech Pathologist, Rosedale Elementary, with 6+ years of experience was last evaluated in May 2002. This professional should have been evaluated every three years (2005 and 2008).
 - d. One (1) person, Counselor, Collins Middle School, with 4-5 years experience was last evaluated in the 2005-2006 school year. This professional should be evaluated each year until six years of experience is reached.
 - e. One (1) person, Counselor, Mount Hope High School, had an evaluation for the 2007-2008 school year; however, it was completed 10-22-2008, almost four months after the 06-30-2008 timeline when the evaluation should have been completed.
 - e. One (1) person, School Nurse, Central Office, with 1-3 years experience only had one of the two required evaluations completed for the 2007-2008 school year.
 - f. One (1) person, Athletic Trainer, Oak Hill High School, was evaluated using a coach's evaluation form rather than the required professional support personnel evaluation form.

5. Service Personnel. The Team reviewed 29 service personnel evaluations covering all service personnel classifications.
 - a. Twenty-five (25) evaluations met all requirements.
 - b. One (1) person, Secretary at the Bus Garage, had an evaluation for the 2007-2008 school year but had no observations to support the evaluation.
 - c. One (1) person, Secretary, Bus Garage and Attendance, was last evaluated in 2003-2004. Policy requires that service personnel be evaluated every two years.
 - d. Two (2) personnel, Cook, Rosedale Elementary School and Bus Operator, were last evaluated in 2005-2006. Policy requires that service personnel be evaluated every two years.

OEPA December 2009 Review

COMPLIANCE. The Team found that the Fayette County School System complied with West Virginia Board of Education Policy 5310.

- Fayette County Board of Education Policy C-4, *Service Personnel Evaluation*, was adopted 8/20/07 and revised 4/15/09.
- The Team reviewed supporting observation and evaluation forms.

6.6.4. Teacher and Principal Internship

Improvement Consultant Team Finding(s):

The team found the Fayette County School System does not have a consistent system in place for the assignment of mentors to teachers and principals. The team found, specifically, two teachers who were not assigned a mentor at all; however the teachers were employed the previous academic school year (2005-06).

Improvement Consultant Team Recommendation(s):

The team recommends Fayette County School System develop an accountability system that identifies new employees who are in need of a mentor. It is recommended that Fayette County school system consistently follow this practice to ensure mentors are assigned in a timely manner.

OEPA Six Month Progress Report

The Team observed that W.Va. Code and West Virginia Board of Education policies are being followed.

OEPA November 2008 Review

NOT CORRECTED. The Team reviewing certification/licensure found two of the employed mentors had not completed the required training.

OEPA December 2009 Review

COMPLIANCE.

6.7.2. Policy Implementation

Issue(s):

Does the Fayette County School System have all appropriate policies updated and available to employees?

Findings:

As with most county boards, the Fayette County Board of Education itself has, for the most part, not engaged in an extensive policy audit, although, over the years, the board has acquired some policy “revision” work from various sources, including the law firm of Bowles Rice McDavid Graff & Love.

Improvement Consultant Team Recommendation(s):

1. Complete, as soon as possible, a policy audit concentrating on a) “required” statutory and state Board of Education policies initially, (b) followed by more extensive policy revision as necessary or warranted.
2. Once the audit is completed, provide county board members training in the role and function of policy, policymaking, including most critically effective policymaking operations and processes and training relating to a) policymaking per se and the county board’s role, b) monitoring and oversight as relating to policy, c) program evaluation as can be undertaken by a corporate board via an effective policy approach to governance.

OEPA Six Month Progress Report

Both the superintendent and assistant superintendent have verbally verified that these have been completed (10-30-07).

Board training was conducted by Dr. Howard O’Cull on May 15, 2007 and May 29, 2007 (documents provided by the superintendent).

OEPA Six Month Progress Report

1. The Team reviewed the original findings and reported the following.
 - Alternative Education. County policy outdated; State Board Policy 2418 effective 08/14/00; County policy D-12 was dated 01/21/97.
 - FC Policy D-12 (Alternative Education) was adopted January 21, 1997, and revised on March 5, 2007.

OEPA November 2008 Review

CORRECTED. Overall the Fayette County Board of Education policies were current with W.Va. Code and West Virginia Board of Education policies. A few policies needed minor language/revision and are listed in this section. Policies posted on the website and official printed policy manual also needed to reflect all current policies.

- Fayette County Board of Education Policy D-12 was revised 03/05/07 and again 11/05/07. The policy was current with West Virginia Board of Education Policy 2418 which was effective 08/14/00.

OEPA December 2009 Review

PERTINENT HISTORICAL INFORMATION

- On November 20, 2002, a Policy Manual Review Preliminary Audit Report was provided to the Fayette County Board of Education by a knowledgeable third party after a thorough review of the Fayette County Board of Education Policy Manual. Recommendations were made that, if implemented, would bring the Fayette County Board of Education Policy Manual into compliance with federal, State Code, and West Virginia Board of Education policies.
- In June 2007, Fayette County Schools' policies were again reviewed by a knowledgeable third party to ensure movement toward compliance with federal, State, and West Virginia Board of Education laws/regulations and/or policies. (An educational attorney with Bowles Rice McGraff David Love reviewed the Fayette County Policy Manual in the presence of the Fayette County associate superintendent. During that meeting, the associate superintendent took notes regarding the need for review/revision/repeal of each policy.
- The associate superintendent reported that per the attorney's recommendations, all Fayette County Board of Education policies were subsequently reviewed, revised, and or repealed by August 2008.
- The November 2008 OEPA review found that overall, required Fayette County Board of Education policies were present and complied with West Virginia Board of Education policies. However, several policies needed minor language revision. The following policies required language revision.
 - E-22 Student Substance Abuse (2004)
 - FC Policy E-22 revised February 23, 2007.

OEPA November 2008 Review

- Fayette County Board of Education Policy E-22 was replaced with Policy A-28 as a combined "Substance and Tobacco Control" policy. See next item for follow-up.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy E-22 was reviewed, revised, and adopted May 5, 2008. This policy was current with West Virginia Board of Education Policy 2422.5, *Substance Abuse & Tobacco Control*, and available online and in printed form.

- A-28 Tobacco Control (2000). There is a declared policy in the 2006-2007 Student Handbook; however, the Fayette County Policy Manual contains this outdated policy.
- FC Policy A-28 revised February 23, 2007.

OEPA November 2008 Review

- Fayette County Board of Education Policy A-28 was renamed “Substance and Tobacco Control” and adopted 05/05/08. This policy was current with West Virginia Board of Education Policy 2422.5, *Substance Abuse and Tobacco Control*.

OEPA December 2009 Review

COMPLIANCE.

- B-24 Annual Recommendation of School Personnel by Principals ... (1993) refers to county policy #B-40 which did not exist;
- Fayette County Policy B-24 is still in the original form as noted in the January 2007 audit report; this policy still refers to Policy B-40 which is once again not found in the policy manual provided to the review team.

OEPA November 2008 Review

- Fayette County Board of Education Policy B-24 no longer existed per the policies the Team reviewed online at <http://boe.faye.k12.wv.us> under Policies nor contained in the printed copy of the county policy manual.

OEPA December 2009 Review

COMPLIANCE.

- G-5 Guidelines for Administering Medication in Schools (1994)
- FC Policy G-5 was adopted December 20, 1994 and revised on March 5, 2007.

OEPA November 2008 Review

- Fayette County Board of Education Policy G-5, now entitled “Medication Administration” per their website, was being formatted for the website. The revised policy was adopted by the Fayette County Board of Education 03/05/07. The Team reviewed a printed copy of the Fayette County Board of Education policy and reported that it corresponded to West Virginia Board of Education Policy 2422.8, *Medication Administration Policy*. (Note: Policies were listed on the county website that could not be referenced through the website [being formatted for electronic access]. They were listed in black print. These policies were found in the printed policy manual.)

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy G-5 was reviewed, revised, and adopted on March 5, 2007. This policy was current with West Virginia Board of Education Policy 2422.8, *Medication Administration Policy*, and was available online and in printed form in the associate superintendent's office.

- D-13 Course Credit by Testing (1998) refers to instructional goals and objectives as well as the 10% grading scale; now utilizing content standards and objectives and the state uniform grading scale.
- FC Policy D-13 was adopted April 6, 1998, and revised on February 23, 2007; county policy now references Content Standards and Objectives as well as the state uniform grading scale; FC Policy D-9 (Adolescent Education 9 – 12 Graduation Requirements for Programs of Studies Around Career Clusters and Majors: revised August 6, 2007), Policy D-10 (Middle Childhood Education 5 – 8: revised July 2, 2007) and Policy D-11 (Elementary Childhood Education – PreK through 4: revised September 19, 2005) all contain the state uniform grading scale.

OEPA November 2008 Review

Fayette County Board of Education Policy D-13 "Course Credit by Testing" was revised 02-23-07 and again 05-19-08. The policy was aligned with West Virginia Board of Education Policy 2510, Section 5.6.8.c. which states, 'A county may develop tests for the purpose of moving students more quickly through the curriculum by "testing out." See Section 13.2. for other methods of acceleration.'

It should be noted that Fayette County Board of Education Policy D-13 states:

Senate Bill 300 and West Virginia Board of Education Policy 2510 require county boards of education to adopt policies which allow students to "test out" of classes and receive credit for these courses. These local policies must specify the conditions and requirements which set forth this process.

West Virginia Board of Education policy no longer "requires" testing out, but states that counties "may" develop tests.

OEPA December 2009 Review

- Fayette County Board of Education Policy D-13, *Course Credit by Testing*, was revised 5/19/08 and again 3/16/2009. The policy currently complied with West Virginia Board of Education Policy 2510 section 5.6.8.c. and was available online and in printed form in the associate superintendent's office.

2. Other policies that raise concern (age of policy, citations, etc.).

- B-30 Substitutes in Areas of Critical Need and Shortage (2004) cites that this policy shall be effective for the school year 2004-2005 and may be renewed annually by the Board (renewal of this policy is not referenced in the policy “adopted/renewed” section).
- FC Policy B-30 was revised March 19, 2007; the reference listed above has been replaced with “This policy shall be effective for the school year 2006-2007 and may be renewed annually by the Board.” Renewal of this policy is dated March 19, 2007, with no reference to the current school year.

OEPA November 2008 Review

- Fayette County Board of Education Policy B-30 was revised 03/19/07, 12/17/07, and 09/02/08. Section 4 “Effective Date” currently states, “This policy shall be effective for the school year 2008-2009 and may be renewed annually by the FCBOE.”

OEPA December 2009 Review

NONCOMPLIANCE. Fayette County Board of Education Policy B-30, *Substitutes in Areas of Critical Need and Shortage*, was revised 03/19/07, 12/17/07, 09/02/08, and 10/19/09. Section 4 “Effective Date” stated, “This policy shall be effective for the school year 2009-2010 and may be renewed annually by the Fayette County Board of Education.” The policy continued to state that it *may* be reviewed annually. **This was inconsistent with the limited dates (2009-2010) the policy covered.**

- E-2a Procedures for Suspension/Expulsion of Handicapped Students (1984); #E-6a Alternative Adult Diploma Program (1988).
- FC Policy E-2a Discipline of Students with Exceptionalities (new name) was revised June 25, 2007; State Board Policy 2419 (Regulations for the Education of Students with Exceptionalities) was revised with an effective date of September 11, 2007 – although the county policy is verbatim from the state policy (pages 85+), the county policy adoption date (June 25, 2007) needs to reflect local adoption after state policy effective date (September 11, 2007).

OEPA November 2008 Review

- Fayette County Board of Education Policy E-2a, Procedures for Suspension/Expulsion of Handicapped Students, was not listed with the online policies, but was included in the printed policy manual with an “adopted” date of 06/25/07. The Associate Superintendent said that the printed copy should have been removed from the policy manual since the Board rescinded it 10/01/07.

OEPA December 2009 Review

- Fayette County Board of Education Policy E-2a was repealed as evidenced that it was not available online and was not in the printed policy manual located in the associate superintendent's office.
- FC Policy E-6a Adult Basic Education Program (new name) was revised October 1, 2007.

OEPA November 2008 Review

- Fayette County Board of Education Policy E-6a (Alternative Adult Diploma Program) was revised 10-01-07.

OEPA December 2009 Review

COMPLIANCE.

- E-6b Special Education Requirements for Graduation (1986) ... e.g. policy references "Standard and Alternative Learning Outcomes Curriculum Guide".
- This county policy no longer exists

OEPA November 2008 Review

- Fayette County Board of Education Policy E-6b, Special Education Requirements for Graduation, no longer existed as confirmed by the Team reviewing the online policies and the printed policy manual.

OEPA December 2009 Review

COMPLIANCE.

- I-4 Fire Drills (1988) ... does not match current "fire exit drill safety report" on the Office of State Fire Marshal web site.
- FC Policy I-4 revised April 2, 2007 to reflect current requirements

OEPA November 2008 Review

- Fayette County Board of Education Policy I-4 was updated 04/02/07 and 05/19/08. Although the language for the dates that school fire drills will take place were very specific, they did not align with the information (found under "Misc. Forms and Information"/"School Fire Drills Sheets") on the State Fire Marshal's website (<http://www.firemarshal.wv.gov/inspection/Pages/default.aspx>).

Current Fayette County Board of Education Policy reads:

- 2.1. Fire drills are to be conducted at each school according to the following schedule:
 - a. TWO (2) the first week of school
 - b. ONE (1) the second week of school
 - c. ONE (1) the fourth week of school
 - d. SIX (6) spread over the remainder of the school year.

The School Fire Exit Drill Safety Report that is to be submitted to the State Fire Marshal's Office was attached to the county policy. This sheet did not match the one currently posted on the State Fire Marshal's website as listed below.

The State Fire Marshal webpage with the School Fire Exit Drill Safety Report ([http://www.firemarshal.wv.gov/Documents/SCHOOL%20FIRE%20DRILL%20REPORT S.pdf](http://www.firemarshal.wv.gov/Documents/SCHOOL%20FIRE%20DRILL%20REPORT%20S.pdf)) states:

Two (2) fire exit drills shall be conducted during the first thirty (30) days of the school term and one (1) additional fire exit drill each month school is in session. During the winter months of December, January & February fire exit drills may be deferred, if there have been at least six (6) fire exit drills conducted before the drills have been deferred.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy I-4 was revised March 16, 2009, which brought the policy into compliance with the State Fire Marshal requirements. The current Fayette County School System Fire Exit Drill Safety Report matched the one currently posted on the State Fire Marshal's website.

- 1998 – Policy D-13 Course Credit by Testing – references unweighted grade point average outdated – references instructional goals and objectives K – 6 High School – Grading scale – not same as WVBOE – approved
- FC Policy D-13 revised February 23, 2007; now reflects “Content Standards and Objectives”; now reflects the WVBOE uniform grading scale

OEPA November 2008 Review

- Fayette County Board of Education Policy D-13 was updated 05/19/08.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy D-13, *Course Credit by Testing*, was revised March 16, 2009. It complied with West Virginia Board of Education Policy 2510 and was available online and in printed form.

- Policy Manual revisited regarding old; no long relevant, or unnecessary policies adopted, e.g. June 6, 1972 Policy E10 Emergency Plans; February 28, 1984 Procedures for Suspension/Expulsion of Handicapped Students E-2a F4; December 14, 1982 Bus Discipline F4
- FC Policy E10 (Emergency Plans) revised March 19, 2007

November 2008 Follow-Up Review

- Fayette County Board of Education Policy E10 was revised 03/19/07.

OEPA December 2009 Review

COMPLIANCE.

- FC Policy E-2a (Discipline of Students with Exceptionalities) revised June 25, 2007; however, concern is noted that county revised policy adopted after state policy adoption date even though county policy is verbatim from state policy (see above with FC Policy E-2a)

OEPA November 2008 Review

- Fayette County Board of Education Policy was adopted 06/25/07 and a copy was in the printed policy manual, but it was not listed in the online version. This policy was rescinded by the Fayette County Board of Education 10/01/07 and staff reported that it will be removed from the printed policy manual.

OEPA December 2009 Review

- Fayette County Board of Education Policy E-2a, *Discipline of Students with Exceptionalities*, had been repealed as evidenced by not being available online or in the printed policy manual in the associate superintendent's office.
- FC Policy F4 (Bus Discipline) remains same as during original OEPA audit – county policy adopted December 14, 1982; WV State Policy 4336 (West Virginia School Bus Transportation Policy and Procedures Manual: effective May 20, 2004) was revised well after county policy was adopted in 1982; county policy references to state code are questionable since applicable state code has been changed since 1982; county policy references FC Policy E2 (Discipline Code) which is now “Student Code of Conduct”

OEPA November 2008 Review

- This policy was no longer in the online policy list nor in the printed copy of the county policy manual. This policy was rescinded by the Fayette County Board of Education 06/16/08.

OEPA December 2009 Review

COMPLIANCE.

- West Virginia Board of Education Policy 4321. Effective November 17, 2003 – Standards for School Nutrition – County Policy H-1 Food Service Program adopted 6-1-89.
- FC Policy H-1 (Food Service Program) revised February 5, 2007.

OEPA November 2008 Review

- Fayette County Board of Education Policy H-1 was entitled, Delivery of Child Nutrition Program, as adopted by the Fayette County Board of Education 02/05/07 and 06/16/08.

OEPA December 2009 Review

COMPLIANCE.

- County Policy H-2 Sale of Soft Drinks in High Schools. September 3, 1996 W.Va. Code 18-2-6A. The sale of healthy beverages and soft drinks in schools was amended in 2005.
- FC Policy H-2 (Sale of Healthy Beverages and Soft Drinks in Schools) revised February 5, 2007; county policy language is verbatim from current WV §18-2-6a.

OEPA November 2008 Review

- Fayette County Board of Education Policy H-2 was entitled “Sale of Healthy Beverages and Soft Drinks in Schools” (revised 02/05/07). The Team found this policy in the printed policy manual and listed, but it was not available at this time through the web-based policy link.

OEPA December 2009 Review

- Fayette County Board of Education Policy H-2, *Sale of Healthy Beverages and Soft Drinks in Schools*, was revised 3/16/09. It was available online and in printed form.

- FC Policy A-13 (Fair Labor Standards Act) was adopted August 6, 2007, and revised October 15, 2007. The method of calculating overtime (policy page 4 – “Weighted average method” and “Separate rates method”) has been questioned. The superintendent verbally responded that the policy originally had the “Weighted” method but that this method would cause seasoned bus drivers (and some other groups) to lose about \$300 per pay. He has met with these groups today (the day of the follow-up audit) and, through mutual agreement as defined in the policy, would use the “Separate” method so they would not be adversely affected. New hires and certain other categories would use the “Weighted” method.

OEPA November 2008 Review

The policy remained as reviewed and adopted 10/15/07.

OEPA December 2009 Review

COMPLIANCE.

OEPA Six Month Progress Report

New Concerns

1. FC Policy A-26 (Drug-Free Workplace Policy) was adopted October 14, 1991, while WVBOE Policy 1461 (Drug-Free Workplace) was effective February 1, 1993.

OEPA November 2008 Review

Fayette County Board of Education Policy A-26 was revised 12/17/07.

OEPA December 2009 Review

COMPLIANCE.

2. FC Policy B-40 (Employee Evaluations) was most recently revised March 16, 1993, while WVBOE Policy 5310 (Performance Evaluation of School Personnel) was effective September 11, 2006.

OEPA November 2008 Review

NOT CORRECTED. Fayette County Board of Education Policy B-40 remained as revised on 03/16/93; Current policy was found in the printed policy manual but was not listed in the online list of current policies. This policy was rescinded on 07/19/04 and should be removed from the printed policy manual.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy B-40, *Employee Evaluations*, had been repealed and was not online or in a printed copy.

3. Suggest reviewing FC Policy D-7 (Honors and Advanced Education) to clean-up some of the language within the policy (e.g. referencing CTBS achievement test, Honors Senior Math, etc.).

OEPA November 2008 Review

Fayette County Board of Education Policy D-7 was revised 04/01/08.

OEPA December 2009 Review

NEW FINDING.

Fayette County Board of Education Policy D-7, *Honors and Advanced Education*, Section 6.6.2 did not meet the criteria specified by the College Board to teach advanced coursework. Specifically, teachers must have a Masters degree to teach advanced placement (AP) courses and teachers must attend specialized training. Neither of these stipulations was included in this policy.

4. FC Policy F-7 (Special Transportation of Handicapped Students) was adopted December 14, 1982, while WV BOE Policy 4336 (West Virginia School Bus Transportation Policy and Procedures Manual) was effective May 20, 2004; WV BOE Policy 4336 contains Section 5: Regulations for Transporting Students with Disabilities Requiring Special Transportation; FC Policy F-7 should be reviewed for alignment with WV BOE Policy 4336.

OEPA November 2008 Review

Fayette County Board of Education Policy F-7 was revised 06/16/08.

OEPA December 2009 Review

COMPLIANCE.

5. FC Policy I-5 (Bomb Hoax) should be updated to accurately reflect the language in WV Code §61-6-17.

OEPA November 2008 Review

Fayette County Board of Education Policy I-5 was not in the printed policy manual or listed in the online version of the policy manual. It was moved to "Superintendent's Directives" as Policy J-5.

OEPA December 2009 Review

COMPLIANCE.

Additional policy concerns raised during November 2008 Follow-Up Review.

1. Fayette County Board of Education Policy D-11, Elementary Childhood Education/Pre-K through 4, was not current with West Virginia Board of Education Policy 2510 for the elementary level programmatic charts. County policy was revised 03/03/08 while State Board Policy 2510 was revised effective 07/07/08. The State Board policy has some language change in this area.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy D-11, *Elementary Childhood Education*, was revised April 6, 2009, complied with West Virginia Board of Education Policy 2510, and was available online and in printed form.

2. Fayette County Board of Education Policy E-8, Student Attendance, Section 16, needed to be reviewed and include language changes of West Virginia Board of Education Policy 2510, effective 07/07/08, regarding a full instructional day for all four years for high school students (and the viability of early graduation).

OEPA December 2009 Review

NONCOMPLIANCE. Fayette County Board of Education Policy E-8, *Student Attendance*, was revised 12/1/2008 and 9/21/09. This policy should be revised immediately to ensure compliance with the most recent revision of the West Virginia Board of Education policy.

3. The Team reviewed the following policies in paper format (printed policy manual) since they were not available online. The Associate Superintendent indicated that several policies in printed form had not been reformatted to date for electronic publication.
 - a. A-10, Utilization of Taping Devices (revised 11/02/92).
 - b. A-21a, Parent Involvement in Education (PIE) (adopted 07/02/90). The county policy references West Virginia Board of Education Policy 2200 (revised/adopted 07/01/08). This policy must be reviewed and revised given the new State Board Policy 2200.
 - c. A-22, Classroom Visitation and Observation (revised 10/03/89).

- d. A-25, School Board Policy Process (revised 06/04/07). Refer to concern below in Item 5.
- e. A-32, Racial, Sexual, Religious-Ethnic Harassment/Violence (revised 02/20/03); West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*, (effective 01/16/97). Fayette County Board of Education policy was current with State Board policy.
- f. B-3, Out-of-State Educational Meetings (revised 01/04/93).
- g. B-7, Fayette County Professional Staff Development Council. A copy of the policy located in the printed policy manual was dated 09/05/06, but was not available to view online even though it was listed as a policy online at the website. The Associate Superintendent indicated that the printed copy was being formatted for electronic access.
- h. E-2, Student Code of Conduct (revised 07/16/07). The county policy was current with West Virginia Board of Education Policy 4373, *Student Code of Conduct* (7/1/03).
- i. E-10, Emergency Plans (revised 02/19/07), was aligned with WV Code §18A-5.42 & §18A-5.43 (1995).
- j. E-13, Procedures for the Collection, Maintenance and Disclosure of Student Data (revised 12/14/82). West Virginia Board of Education Policy 4350, *Procedures for the Collection, Maintenance and Disclosure of Student Data* (effective 09/18/03). The Fayette County Board of Education policy needed to be reviewed since the State Board policy was revised in 2003.
- k. E-25, Valedictorian/Salutatorian (revised 11/21/05).
- l. E-27, 504 Policies and Procedures (adopted 03/03/87). The policy was found in the printed policy manual and was listed online, but it was not available electronically for review. The Fayette County Board of Education policy needed to review Policy E-27 given revisions to federal law/regulations and West Virginia Board of Education Policy 2419 since 1987.
- m. F-12, Location of Parked Buses (adopted 08/21/06), local policy.
- n. G-5, Medication Administration (revised 03/05/07). West Virginia Board of Education Policy 2422.8 (adopted 07/01/04). The county policy aligned with West Virginia Board of Education policy.
- o. H-2, Sale of Healthy Beverages and Soft Drinks in Schools (revised 02/05/07). Fayette County Board of Education policy aligned with and directly quoted current WV Code §18-2-6a.

OEPA December 2009 Review

PROGRESSING. The superintendent and associate superintendent specifically stated that all Fayette County Board of Education policies were available online. Also, a printed copy of the policy manual was located at each school and aligned with the online policies. Practices to ensure prompt changes were implemented as needed to the on-site printed policy manuals included a memorandum and a printed copy of the newly revised policy stating what policy should be removed and what should be inserted as a replacement.

4. Fayette County Board of Education Policy A-25, School Board Policy Process (revised 06/04/07), Section 5. The Review of Board Policies. states: “5.1. **Outdated, Unnecessary, and Ineffective Policies.** After a period of three years from the date of the Board’s approval or last modification of a policy, the Superintendent shall notify the Board if the policy is out of date, seems unnecessary, or has proven ineffective, or whether it is in need of modification or repeal for any other reason.”

This policy illustrates that the Fayette County Board of Education **now** has a process in place to review its current policies on a cyclical basis.

OEPA December 2009 Review

NEEDED IMPROVEMENT.

- No change since last review.
 - NOTE: Fayette County Board of Education Policy A-25 establishes the policy review/revision/repeal process. However, under 1.1.2 *Purpose – Policy Dissemination, Review and Revision*, there was no provision for repealing a policy.
5. Fayette County Board of Education Policy A-3, Notice and Conduct of Meetings; Decorum and Order for Board of Education Meetings. Section 3.6 (b) of this policy states:

Persons or delegations desiring to come before the Board after going through the proper channels shall contact the Superintendent’s office prior to the time of a Board meeting and schedule an audience before the Board. Notice of all audiences scheduled shall, if possible, be included on the agenda delivered to members of the Board by the Superintendent.

WV Code §6-9A-3 states:

Except as expressly and specifically otherwise provided by law, whether heretofore or hereinafter enacted, and except as provided in section four [6-9A-4] of this article, all meetings of any governing body shall be open to the public. Any governing body may make and enforce reasonable rules for attendance and presentation at any meeting where there is not room enough for all members of the public who wish to attend. This article does not prohibit the removal from a meeting of any member of the public who is disrupting the meeting to the extent that orderly conduct of the meeting is compromised: Provided, That persons who desire to address the governing body may not be required to register to address the body more than fifteen minutes prior to time the scheduled meeting is to commence.

County policy states that those desiring to come before the county board to contact the Superintendent's office prior to the time of a Board meeting while W.Va. Code states that persons who desire to address the governing body may not be required to register to address the body more than fifteen (15) minutes prior to the time the scheduled meeting is to commence.

OEPA December 2009 Review

COMPLIANCE. Fayette County Board of Education Policy A-3, *Notice and Conduct of Meetings*, was revised 3/17/08 and 4/21/09. It complied with W.Va. Code §6-9A-3. Specifically, the Fayette County Board of Education policy states that persons who desire to address the governing body may not be required to register to address the body more than five (5) minutes prior to the time the scheduled meeting is to commence.

6. The following policies were rescinded by the Fayette County Board of Education on the date indicated as verified by the Team review of the Official Fayette County Board of Education Minutes of meetings.
 - a. A-29, Evaluation of Administration by Subordinates, rescinded 10/01/07.
 - b. A-33, Assignment of School Staff, rescinded 02/19/08.
 - c. E-2a, Discipline of Students with Exceptionalities, rescinded 10/01/07.
 - d. E-14a, Schedule Changes, rescinded 03/17/08.
 - e. E-14b, Acceptance of Credits Outside the School Curriculum, rescinded 05/19/08.
 - f. E-23, Male-Female School Social Relationships, rescinded 10/15/07.
 - g. F-3 rescinded 06/16/08; replaced by F-2, Transportation Policy and Procedures (06/16/08).
 - h. F-4 rescinded 06/16/08; replaced by F-2, Transportation Policy and Procedures.
 - i. F-6 rescinded 06/16/08; replaced by F-2, Transportation Policy and Procedures.
 - j. F-8 rescinded 06/16/08; replaced by F-2, Transportation Policy and Procedures”
 - k. F-10 rescinded 06/16/08; replaced by F-2 “Transportation Policy and Procedures.
 - l. B-24, Annual Recommendation of School Personnel by Principals, rescinded 03/19/07.
 - m. E-6b, Special Education Requirements for Graduation, rescinded 03/05/07.

OEPA December 2009 Review

COMPLIANCE.

7. (Bomb Hoax) was changed to J-5 (Bomb Hoax) on 12/18/07. The Associate Superintendent said that I-5 was never a policy and was moved to the Fayette “County Superintendent Directives” section of the online policies.

The Follow-up Education Performance Audit Team found a lack of consistency in what the county provided as the “official” printed Policy Manual for Fayette County Schools and the online policies. The Team found a lack of continuity between the new online list of policies and the printed policy manual.

It should be noted that the references above by the November OEPA Team to the “written policy manual” was the manual provided the Team for review along with the online policies on the Fayette County Board of Education website.

OEPA December 2009 Review

COMPLIANCE/CONCERN NOTED.

Other pertinent information from the December 2009 OEPA Review.

- The Team performed a random comparative analysis of the current Fayette County Board of Education policies and West Virginia Board of Education policies with particular emphasis on those cited during previous OEPA visits. This was done via direct policy review/observation and interviews with the superintendent and associate superintendent.

Fayette County Board of Education Policy A-11 established personnel file confidentiality. Given the language of Section 2.2.3 (d), *Security & Confidentiality*, the policy seemed to grant **individual** board members access to personnel files. This is contrary to the working definition of “BOARD OF EDUCATION” – an entity consisting of five individuals that work collectively as one unit.

- All Fayette County Board of Education policies were online.
- A printed policy manual was provided to each school principal; a process (practice, no written procedure) was in place to ensure prompt replacement of revised policies.
- Continuity was evident between the online policies and the printed policy manual.
- Central office personnel provided staff development to all on-site administrators concerning policy review and replacement at the beginning of the school year (August 12, 2009).
- Appropriate student policies were provided and reviewed with students at the beginning of the school year (2009-2010) via the Fayette County Student/Parent Handbook and Calendar and Student Code of Conduct brochure.
- Appropriate employee policies were provided and reviewed with employees at the beginning of the school year via the Fayette County personnel handbook.

- Appropriate policies were published in the newspaper to inform the community of the important policies and how to access them.
- Policy issues were a standing item on the Fayette County Board of Education regular meeting agendas.
- The Student Code of Conduct and the Bullying/Harassment policies were updated and complied with West Virginia Board of Education policies. Practices (not written procedures) were in place that ensured consistent and equitable practices regarding student due process, parent notification, and appropriate data entry into WVEIS.

6.8.1. Leadership

Issue(s):

Were the W.Va. Code and Fayette County Board policies and appropriate procedures followed by the Fayette County Board of Education in conducting school board business?

Finding(s):

The county board, based on various interviews of members, appears to have followed various norms, customs and practices relating to the larger, more complex issues of meeting management.

In addition, it does appear that there have been some concerns among Board members on how Board meetings should be conducted and what the “legal” business of the Board is.

Improvement Consultant Team Recommendation(s):

1. Given that the Fayette board appears to be divided both in terms of temperament and philosophy, some training may be necessary relative to general meeting management, namely because divided board “division” often manifests itself in terms of questions regarding “how” meetings are conducted, especially in terms of delegation reception. It should be stressed that no amount of training is likely to cure board division – nor should it in that such division may be a sign of health, vigor of individual philosophy and a yearning for accountability. That having been noted, training can and should occur in terms of meeting management, especially in terms of effective corporate board operations, county board executive sessions, and how to handle personnel issues that may arise in meetings or which may be placed on county board agendas.
2. Given the corporate nature of school boards, some training should also occur relative to board roles and functions, including the role of the county board president as presiding officer.

OEPA Six Month Progress Report

Finding: This was a previous (November 2006) finding.

Discussion: Research indicates that strong leadership is necessary for good school districts and schools to achieve high levels of student performance. In the past Fayette County Schools lacked strong district leadership because of strained relationships between the superintendent and board of education. Since November, 2006 OEPA review, the new superintendent and new board (4 new members) have enjoyed much more amicable relations and have begun to focus on more substantive school improvement issues.

The good news:

1. Central Office administrators in the past cited lack of leadership from the board level as one of the greatest barriers to reform and improvement for the Fayette County School System. The superintendent now reports that the Board listens better, all the members care about the kids, the Board does much less micro-managing, and has become more positive and proactive.
2. Board members reported greater confidence in the superintendent and central office staff; reported the Board-Superintendent Relationship as good; reported improved communications; speak of academic improvement, curriculum change, cooperation, facility improvements, fiscal responsibility, and possible further consolidation decisions.

The not so good news:

1. Board of Education minutes reflected some evidence that more still needs to be done in this area: August 6, 2007 a member leaves their position at the board table, addresses the public and publicly criticizes the administration, demanding that they “move ahead” on an issue.
2. A board member publicly makes the accusation that legal opinions are being gathered and used to “stack the deck” against him.
3. Some board members appear unclear regarding their role in certain finance and personnel matters. Discussion at the November 5, 2007 meeting indicated a lack of understanding of the most basic features of the financial reports.

Recommendation:

The finance training prepared and delivered to Fayette County Board of Education at the October 10, 2006 board work session needs to be repeated. Those materials were exceptional in content, organization, and clarity.

Conclusion:

System leadership has improved since the November 2006 Office of Education Performance Audit visit. Most notably policy and personnel practices have greatly improved. Board members are more supportive of the superintendent and central office personnel. Board members appear to be more willing to focus on substantive issues rather than “grandstanding”. Board members still need more training in the areas of finance and personnel law.

The superintendent who was hardly a presence in the November 2006 board meeting, assumed an appropriate leadership/advisory role in the observed November 5, 2007 board meeting.

Anecdotal Concern: In speaking with the superintendent and all five board members on November 5, 2007, none knew what the June 30, 2007 end-of-year financial balance was.

OEPA November 2008 Review

In the analysis of the school system leadership, the Team examined the original “Issue” stated by the West Virginia Board of Education Improvement Consultant Team.

“Were the W.Va. Code and Fayette County Board policies and appropriate procedures followed by the Fayette County Board of Education in conducting school board business?”

The Team examined the Fayette County Board of Education agendas and minutes from April 24, 2008 to the present (November 2009), and interviewed the five board members and the Fayette County Superintendent of Schools.

Findings

1. According to the board minutes (July 11, 2008; August 4, 2008) and interviews, two board members had acted outside W.Va. Code in conducting school board business. Specifically contacting Leland O’Neal, CPA regarding performing a financial audit and an agreed salary.

OEPA December 2009 Review

COMPLIANCE. The Team reviewed the Fayette County Board of Education agendas and board meeting minutes from November 2008 to December 2009, interviewed the superintendent of schools and some administrative staff members, and interviewed the five board members.

No further evidence was found in which board members improperly conducted school board business.

2. May 19, 2008 minutes recorded that a board member remarked that the meeting should be numbered as Meeting No. 56 and not 55, since a quorum of the Board met at the Fayette County Court House on Friday, May 16, 2008, as required by State Code to canvass the special levy election. Thereupon, it was moved by a board member and seconded by a board member to change the meeting number to 56 instead of 55. The superintendent said he was not certain that a quorum of the Board being present at the Courthouse to canvass the levy election could be declared an official Board meeting but that he would check further into the matter. The motion to change the meeting number to 56 and to pay any eligible Board members for their attendance carried 4 to 1.

W.Va. Code §6-9A-3 requires any meetings of the board of education to be announced in advance of the meeting.

Two issues included: 1. Meetings must have advanced notice and 2. Meeting Number 55 did not have official board minutes.

OEPA December 2009 Review

Original issue did not occur again/New finding identified.

The superintendent reported the board meeting added by board motion as Board Meeting 55 was not a paid board meeting for board members as it was not a legally called meeting and no minutes were recorded. No notations were made in the approved minutes of Board Meeting 56 concerning the motion to designate the May 16, 2008 election canvas as a board meeting. A check of payroll records verified that no board members were paid for a board meeting on May 16, 2008.

A review of agenda files and board meeting minutes found with the approval of the agenda for the August 17, 2009 board meeting, the board approved the agenda with the following changes/notations: "Correct/Update Personnel Changes sheets, including Supplemental Agenda". In personnel changes, the employment of two secretaries and two custodians were added to the personnel items already on the posted agenda and approved. The other item approved in the Supplemental Agenda was, "Auction of school property – Oak Hill Elementary and Oak Hill East End Elementary". No evidence

was found that this completely new item of auctioning property was a part of the posted meeting agenda; therefore, it would have been improper to add this item to the agenda.

3. Upon the election of two board members, the board voted to reopen Nuttall Middle School which was closed the end of the 2007-2008 school year. Although this action may have been legal, it disrupted the educational system and set a series of actions in motion regarding rescinding personnel and facility work. Other county schools were affected by personnel placement and facility efforts directed at Nuttall Middle School.

OEPA December 2009 Review

The county administrative staff and professional and service staffs worked hard to restaff and refurbish Nuttall Middle School in time to avoid total confusion at the beginning of school. However, the time and effort devoted to restaffing and refurbishing Nuttall Middle School consumed the county's efforts and detracted from work at the county's other schools.

The West Virginia Board of Education approved the Fayette County's amended Comprehensive Educational Facilities Plan (CEFP) to reopen Nuttall Middle School after the previous Fayette County Board of Education voted to close the school. Fayette county board members approached the State Board for approval of the amended CEFP by requesting the State Board to give them an opportunity and time to resolve the facility issues themselves. This promise has not progressed and the secondary school facilities remain substandard.

4. Numerous entries in the Fayette County Board of Education minutes presented discord among the members of the board of education.

OEPA December 2009 Review

NOT PROGRESSING. Numerous entries in the Fayette County Board of Education meetings during the past year indicated disagreements among board members primarily over the efforts to prepare and pass a school bond to build a new high school. Interviews with board members and the superintendent indicated that even though the board members had different "positions" on the bond, the board members for the most part were cordial and respectful in their disagreements. The board continued to be openly split regarding closure of high schools.

5. The county superintendent and at least two board members indicated that the board has good relations among themselves and with the county superintendent. The Fayette County Board of Education has begun a plan to construct a high school that will combine four high schools. If this plan comes to fruition, the Fayette County Board of Education will need to be united in its efforts and unite the county.

OEPA December 2009 Review

In interviews with the Team, board members and the superintendent reported the working relationships among the board members and between the Board and Superintendent are satisfactory with all members respecting the views of each other.

While this was stated during the Team's interviews, board of education meeting minutes and board member comments during the interviews contradicted this reportedly "satisfactory" relationship. The plan and bond presented to Fayette County's citizens to construct a high school and combine four high schools was not supported by two board members. One board member expressed that he would never support consolidation. This division within the Fayette County Board of Education continued the division of the county's citizens. Individual members will disagree and vote accordingly; however, when the majority of the board vote carried, a public representative group respects the majority decision. This has not been the case in Fayette County.

Historically, the board in Fayette County has been contentious, demonstrated primarily by the issue of school closures and consolidation. The Team observed that while many small elementary schools had been closed, the high schools remained with the exception of Gauley Bridge High School. A member or members of the board have been unwilling to deal with the very small high schools and support a plan to combine some and improve severe facility deficiencies, limited curriculum, and poorly achieving schools.

Central Office Staff Leadership

The Team noted that during the review, it was very difficult to find a direct answer from individuals questioned. On several occasions, the team was told data did not exist, for example: minutes from curriculum meetings were not available initially, but the next day, the Director of Federal Programs was able to provide notebooks containing several 'handwritten' documents/notations supporting meetings did occur.

The overall observation in working with the central office staff is that there is no unified form of effective communication between divisions of operations. The recommendation is that the Superintendent and Associate Superintendent develop a system of record keeping, preferably electronic, so that information is readily available and accurate data may be retrieved in a timely manner as well as communicated throughout the Fayette County school system, to ensure successful implementation of all initiatives and programs.

OEPA December 2009 Review

COMPLIANCE. The Team interviewed the superintendent, associate superintendent and other central office staff members and found the associate superintendent had developed a comprehensive electronic informational newsletter that addressed school system activities and distributed it to all professional staff in the school system. For example, the March 2009 electronic newsletter addressed the following topics: Summer 2009 Professional Development, Secondary Content Academy, School Leadership Team Academy, Textbook Adoption, Curricular Mapping & Benchmark Testing, techSteps, Acuity, Math and Science Reference Sheets for WESTEST 2, Gridded Response, Teacher of the Year Nominees, and the Title I School Survey. The purpose of the newsletter is to inform all professional staff of upcoming activities that may affect them.

The associate superintendent and the county office curriculum team met regularly to discuss issues involving curriculum and instruction. All curriculum directors were members of this team. Notes (minutes) of each meeting were kept in a binder in the associate superintendent's office and available to all team members.

All county office directors, the superintendent, and the associate superintendent met bimonthly to discuss what is happening in all the divisions and to keep the entire staff knowledgeable of the actions in all departments.

Other concerns. County office actions failed to transfer to school and classroom practices.

1. The graduation rate continued to decline.
2. Even though many improvement programs had been instituted in the Fayette County School System, student scores on WESTEST 2, ACT EXPLORE and PLAN, and the ACT college entrance examination continued to decline.

3. Even though public hearings were announced in the newspaper as required by law for the proposed tax levies and the proposed budget, no records on the posted agendas or the minutes of the meetings that verified the opportunity for the public to speak at these board meetings were provided. No one (board members and the county superintendent) remembered any comments from the public at either of the meetings.
4. The Team had some concern about the language in the *Access to Personnel Files*, Board Policy (A11). The language "Access to personnel records by Board of Education members . . . shall only be granted during the execution of official Board business" caused the Team some concern. The concern involved the word "members" as this may be interpreted that an individual board member could have access to the personnel records. The Team suggested that the language be revised and the word "members" be removed to state, "Access to personnel records by The Board of Education . . . shall only be granted during the execution of official Board business."

December 2009 Review

The Team noted that it was much easier to find paper and electronic documentation, when requested. However, not all information could be verified at the school level. For example, the professional development with administrators regarding scheduling and RTI occurred and documentation was confirmed that the training existed. However, no follow-up occurred to assure that the training was effective. Teacher interviews and a review of school and classroom schedules indicated that scheduling was still an issue, even after the professional development.

The Team recommended that a system be developed and implemented in which the central office staff monitors the effectiveness of the professional development sessions conducted. This analysis should provide recommendations regarding future professional development needs. The Team felt that an adequate number of professional development sessions were held; however, no system was in place that ensured the appropriate teachers were identified and offered the opportunity to participate in the professional development sessions. For example, the curriculum maps and pacing guides were created by retired teachers. Content teachers currently teaching should have been involved at all programmatic levels.

SUMMARY

This report shows where the leadership of the Fayette County School District corrected issues identified in the three previous OEPA audits. It also indicates standards that had not been corrected and instances in which the county had made progress. However, student achievement and graduation rate continued to decline and some issues had not been corrected. Ultimately, this comes down to county office leadership and the inability to show actual, data-supported improvement.

SUMMARY

The following includes the eight broad findings and recommendations developed by the Improvement Team for the Fayette County School System. The Office of Education Performance Audits summarized the implementation of the Fayette County School System in correcting the findings. This narrative is based on results of the Fayette County Six Month Progress Report of December 2007 and the November 2008 Education Performance Audit.

1. The Fayette County School System must develop and implement appropriate employment hiring procedures to ensure that all employees are selected, placed and evaluated according to state law.

OEPA Report (December 2007)

The Team reported that the Fayette County School System still had a few hiring and personnel evaluation issues. Overall, progress was reported.

OEPA November 2008 Review

Many of the serious personnel hiring findings of the initial Education Performance Audit Report had been corrected; however, new findings were reported, and a few previous findings remained. Personnel evaluations were not always conducted according to West Virginia Board of Education policy and state law.

OEPA December 2009 Review

Personnel practices continued to improve; however, a few practices needed to be corrected.

2. The Fayette County School System shall revise the county strategic plan to address the curriculum and instruction issues identified in this document.

OEPA Report (December 2007)

The Team reported that the Fayette County School System's Five-Year Strategic Plan was revised and indicated increased emphasis on improving achievement across all subgroups. However, the Team found that strategies specific to individual subgroups were not identified in the district or school work plans. Practices observed in the schools also supported that achievement strategies were addressed as a whole rather than taking into account the specific needs of subgroups.

OEPA November 2008/January 2009 Review

The Team found evidence of the subgroups mentioned in the county Five-Year Strategic Plan.

Subgroups were a focus in the Strategic Plans at the secondary schools; but high expectations were not evidenced at the school level, as noted in student interviews, individual School Team observations, and interviews with principals, teachers, and parents.

OEPA December 2009 Review

PARTIAL COMPLIANCE/PARTIAL NONCOMPLIANCE. While a “plan” was in place, as noted in the Five-Year Strategic Plan, student achievement continued to decline. The Team questioned that the plan was reaching implementation level in all schools.

While the strategic plan addressed low student achievement and other problematic areas, the Team was concerned that the plan’s content could not be verified at the school level through teacher and student interviews. Essentially, the county’s Five-Year Strategic Plan was not effectuating the classroom levels in many schools to bring about improved student performance.

3. The Fayette County School System shall establish fiscal policies, structures and procedures that ensure compliance with State Board Policy 8200.

OEPA Report (December 2007)

The Fayette County School System had revised its purchasing policies, practices, and procedures to comply with the State Board Policy 8200. However, the Team reported a few issues that had not been completed or could not be substantiated since many of the financial corrective actions have just recently been developed and put in place.

OEPA November 2008 Review

Fiscal policies, structures, and procedures continued to prevail that did not comply with West Virginia Board of Education Policy 8200, *Purchasing Procedures for Local Educational Agencies*.

OEPA December 2009 Review

MOSTLY COMPLIANCE. A few finance issues remained.

4. The Fayette County School System shall implement identified strategies to increase the graduation rate and improve the level of success for students who enter college.

OEPA Report (December 2007)

The Fayette County School System graduation rate improved by 3.35 percent. The secondary schools had not implemented strategies to improve the graduation rate.

The number of Advanced Placement, honors, and college courses had increased in the high schools. The number of college going students who were enrolled in developmental college courses decreased in English while the percent in developmental mathematics increased.

OEPA November 2008 Review

Graduation data showed the Fayette County School District declined in student graduation rate from the 2006-2007 school year to the 2007-2008 school year.

No additional emphasis was evidenced on increasing the number of students scoring a 3 or higher on the AP tests.

While a “plan” was in place, as noted in the Five-Year Strategic Plan, student achievement continued to decline. The Team questioned that the plan was reaching implementation level in all schools.

OEPA December 2009 Review

NOT PROGRESSING. Graduate rate continued to decline, the percentage of students scoring a 3 or higher on the AP tests declined, and student WESTEST 2 achievement declined. A high percentage of high school graduates were taking developmental level courses in college. Fayette County is lagging in all areas of student performance.

5. The Fayette County School System shall review and amend the CEFP to ensure that school facilities are effectively and efficiently utilized and that the intended curriculum is delivered in all county schools.

OEPA Report (December 2007)

The Fayette County School System is beginning the process to establish committees to develop the Ten-Year Comprehensive Educational Facilities Plan (CEFP). Any major or extensive amendments to the Fayette County CEFP have not been addressed with the West Virginia Department of Education, Director of School Facilities.

The school facilities in Fayette County are substandard, outdated, and do not create a learning environment for 21st Century skills. Most facilities require major renovations to provide a basic, safe, and healthy, environment for students and staff.

Most schools have extended the life of HVAC systems, roofs, and major mechanical items for basic school operations. This coupled with the health and safety issues and poor infrastructure for curriculum delivery is draining Fayette County of fiscal resources. Even a new roof funded at Oak Hill High School is leaking and still problematic. Yet to be addressed is the under-utilization of many schools leading to inefficiency. The CEFPP needs to be modified to assure that the curriculum can be delivered, safety and security issues addressed, and that building maintenance including HVAC systems is upgraded. Serious attention needs to be given to determine if the county can continue to operate over 20 schools given their budget and student population. The greatest challenge will be to deliver an effective curriculum if six high schools are maintained for approximately 2,000 9th through 12th grade students.

OEPA November 2008 Review

The Fayette County School System was in the process of reviewing and amending the CEFPP. Some significant facility improvements have been made, but a long term process must ensue for the facilities to be effectively and efficiently utilized to deliver a 21st Century curriculum.

OEPA December 2009 Review

NOT PROGRESSING. Essentially, the facility situation remains serious at the middle and high school levels. The secondary schools are substandard and many are unsuitable to adequately serve students and staff. It is almost impossible to operate this number of schools with the staffing levels and capacity that currently exist in Fayette County.

6. The Fayette County School System shall establish appropriate licensing procedures for all employees.

OEPA Report (December 2007)

The Team reported several personnel with licensure issues. Discrepancies and data entry errors are being reviewed for accuracy from the initial match of personnel with certification. It appears about 20 certification issues will remain.

OEPA November 2008 Review

Appropriate licensing procedures were in place, with only five personnel identified for licensure issues.

OEPA December 2009 Review

COMPLIANCE.

7. The Fayette County Board of Education and the County School Superintendent shall have all county policies reviewed to ensure compliance with federal laws, state statutes, and State Board policies.

OEPA Report (December 2007)

The Team reported that the Fayette County School System reviewed and revised or rescinded policies noted by the original Education Performance Audit. The Team, however, did note some new concerns regarding county policies. These should be easily updated/revise.

OEPA November 2008 Review

County policies were in compliance with federal laws, state statutes, and State Board policies with a few exceptions.

OEPA December 2009 Review

A great deal of work had been done on county policies; a few policies needed to be updated/revise as noted in this report.

8. The Fayette County School Board and County Superintendent will work with the executive director of the State School Boards Association to complete the training identified for understanding the role and function of a school board member and the guidelines that govern the appropriate administration of school board meetings.

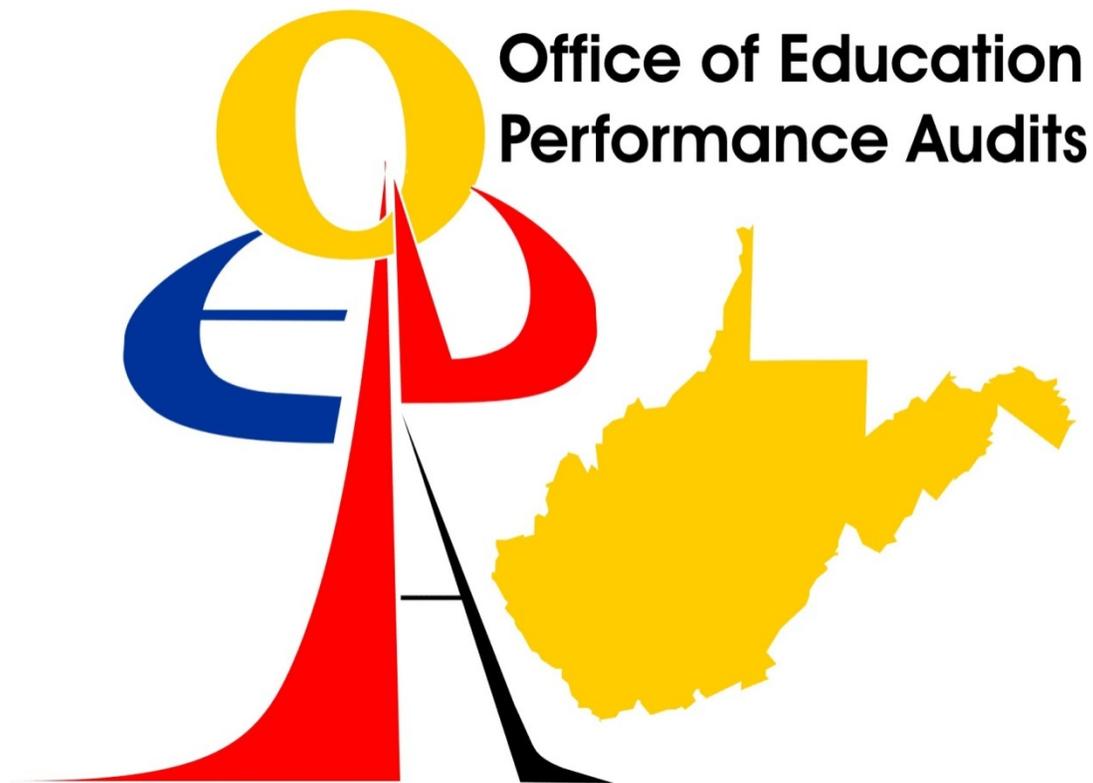
OEPA Report (December 2007)

Board training was conducted by the executive director of the School Boards Association May 15, 2007 and May 29, 2007.

The Fayette County School Board will need continued training for understanding the role and function of a school board member and comply with the guidelines that govern appropriate administration of school board meetings.

RECOMMENDATIONS

Many of the original noncompliances have been corrected during the past two years in the Fayette County School System. It is troubling, however, that some issues have not been resolved and new issues are emerging. The personnel issues originally cited have been diminished, but not entirely eliminated. Personnel evaluation problems linger. Financial irregularities continue to be present. There seems to be a resolve to improve school facilities, but much work is still needed. Student achievement is being addressed with many initiatives being introduced and a great deal of assistance being given by the West Virginia Department of Education and RESA IV; however, overall achievement and increased graduation rates have not yet materialized. Although the county is not in an emergency situation, progress needs to be monitored and the county needs to be held accountable to eliminate the remaining noncompliances. It is recommended that the county be upgraded to Conditional Accreditation with a Date Certain of October 31, 2009 to resolve remaining noncompliances.



**Office of Education
Performance Audits**

**Second Follow-up Education Performance Audit
Progress Report**

FOR

NUTTALL MIDDLE SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Nuttall Middle School in Fayette County was conducted October 25, 2007.

A Follow-up Education Performance Audit of Nuttall Middle School in Fayette County was conducted January 22, 2009. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that two high quality standards had been partially corrected.

A Second Follow-up Education Performance Audit at Nuttall Middle School occurred December 15, 2009 to check if the remaining partial compliances had been corrected.

SCHOOL PERFORMANCE

The Second Follow-up Education Performance Audit Team checked identified noncompliances and recommendations to determine if they had been corrected. This section presents the initial Education Performance Audit Team's findings of noncompliances and recommendations, and the second follow-up review team's comments and status of compliance with the original citations.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

307 NUTTALL MIDDLE SCHOOL – Passed

Susan Bossie-Maddox, Principal

Grades 05 - 08

Enrollment 174 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	159	164	164	100.00	73.58	Yes	Yes	✓
White	157	162	162	100.00	73.24	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	105	109	109	100.00	69.52	Yes	Yes	✓
Spec. Ed.	12	13	13	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	159	164	164	100.00	79.87	Yes	Yes	✓
White	157	162	162	100.00	79.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	105	109	109	100.00	77.14	Yes	Averaging	✓
Spec. Ed.	12	13	13	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.5%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
307 NUTTALL MIDDLE SCHOOL – Passed
Jeremy Pyle, Principal
Grades 05 - 08
Enrollment 161 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	149	155	153	98.70	49.65	Yes	Yes	✓
White	148	154	152	98.70	49.31	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	93	98	97	98.97	45.65	Yes	Confidence Interval	✓
Spec. Ed.	17	18	17	94.44	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	148	154	154	100.00	62.16	Yes	Yes	✓
White	147	153	153	100.00	62.58	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	93	98	98	100.00	59.13	Yes	Yes	✓
Spec. Ed.	16	17	17	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Nuttall Middle School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The all students (AS) subgroup in mathematics declined in the percent proficient by 8.77 percent from the 2005-2006 testing cycle to the 2006-2007 testing cycle. The school must implement high quality programs to reverse this trend and close the achievement gap. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 5 – 31.58 percent in mathematics; Grade 6 – 31.71 percent in mathematics; Grade 7 – 30.43 percent in mathematics; Grade 8 – 27.27 percent in mathematics and 27.27 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 7. West Virginia had 76 percent of the students at or above mastery, as compared to 77 percent for Fayette County and 63 percent for Nuttall Middle School. The school must continue to address this issue and assure that all teachers provide appropriate feedback to all students weekly.

The following professional development and/or training opportunities were provided.

1. Multicultural Plan.
2. Five-Year Strategic Plan.
3. Special Education Mentoring.
4. Safe Schools Plan.
5. WESTEST Data Analysis.
6. ACT Explore/ACT PLAN.
7. Writing Assessment.
8. Writing Roadmap.
9. Learning Focused Strategies.
10. Amberview.
11. Writing Across the Curriculum.
12. Differentiated Instruction.
13. Digital Resource.
14. Whiteboard Training.

FOLLOW-UP REVIEW

MET STANDARD. Nuttall Middle School achieved adequate yearly progress (AYP) in all subgroups, with only the economically disadvantaged (SES) subgroup achieving AYP only by averaging. Achievement in the special education (SE) subgroup in mathematics and reading/language arts, with a number (N) less than 50, remained below the State's percent proficient level; however, a dramatic increase in these areas was evident from the 2006-2007 school year to the 2007-2008 school year.

SECOND FOLLOW-UP REVIEW (December 2009)

MET STANDARD. Achievement at Nuttall Middle School declined from the 2007-2008 school year to the 2008-2009 school year. Mathematics scores in the all students (AS) subgroup declined from 73.58 percent to 49.65 percent and reading/language arts declined from 79.87 percent to 62.16 percent. While Nuttall Middle School continued to achieve adequate yearly progress (AYP) in these areas, the steep decline in achievement is indicative of a schoolwide problem and the administration must take aggressive steps in identifying the problem and correcting it immediately.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

The Team found that the building environment was not conducive to learning. One classroom had an opened window when the Team members walked into the room. No one was present in the room, but the window had been left opened. The window was at ground level, leading to the football field area. Outside the window was a large drain consisting of trash. To the left of that window was standing water at least two inches deep.

In addition, the Band/Music room was located in a wooded area a great walking distance from the building; and the cafeteria and gymnasium were located across the parking lot, away from the school. This required leaving the side doors unlocked to allow student entry/exit between classes and lunch periods. When the Team inquired what students do during inclement weather, the students responded, "That's why we wear 'hoodies' to school."

The Team found the rest rooms to be unclean and potentially unsafe. The Team observed paint chips falling from the ceiling, large holes (possibly asbestos) in the walls, and large cracks in the walls and ceiling. In addition, the hot water did not work in the boys' rest room.

The Team found several potentially unsafe issues. The breaker box was not enclosed, and was exposed at eye level with students in the bottom hallway of the school. The sidewalks were not safe, the walkways were not covered for inclement weather, and the floors were not smooth (holes in tile, sunken wooden floors).

The Team found the building to be in poor condition and not accessible to individuals with disabilities.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The window mentioned in the original Education Performance Audit was closed and the trash and water were no longer an issue.

The Band/Music room remained located in the same area with the same logistic concerns.

The rest rooms were clean and no peeling paint chips were observed. The large cracks in the walls and ceiling remained evident. The hot water works in the rest rooms.

The breaker box remained in the hallway; however, all breakers were in place. The breaker box needed to be secured to keep the power from being cut off in the event of a student tripping the breaker. Work had been done on the sidewalks and the floor/tiles were no longer a tripping hazard.

SECOND FOLLOW-UP REVIEW (December 2009)

PARTIAL COMPLIANCE. The Band/Music room remained in the same area with no plans to move it to the main building.

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

The Team found that the teachers could not speak to the contents of the Five-Year Strategic Plan, had little or no involvement with the creation of this document, and were not fully addressing the plan's goals in their classrooms.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. While teachers could articulate the educational goals of the school's Five-Year Strategic Plan, teachers still did not have involvement in creating the document. The reason given by the principal was that the school was slated to be closed, but was ordered to be reopened into the school year with little time for teacher input in developing the plan.

SECOND FOLLOW-UP REVIEW (December 2009)

COMPLIANCE. All teachers had input in developing the school's Five-Year Strategic Plan. Two teachers were officially on the planning committee and involved in writing the plan.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Nuttall Middle School in providing a thorough and efficient system of education. Fayette County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Fayette County or the accreditation status of the schools.

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

The computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.

The Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance.

FOLLOW-UP CONCLUSION

Technology use at the school had been dramatically increased. Students and teachers reportedly were utilizing technology regularly and a review of laboratory logs supported this.

The Five-Year Strategic Plan remained a concern in that teachers were not involved in the writing of the plan. However, given the circumstances of the school being reopened during the summer, this was understandable. The administrator is required to see that teachers have a role in the development of the plan in future years.

SECOND FOLLOW-UP CONCLUSION (December 2009)

Teachers played a role in developing the Five-Year Strategic Plan.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Nuttall Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

Capacity building needed to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The plan was not articulated by the staff to fulfill this intent.

FOLLOW-UP CONCLUSION

The Team believed that the new principal has the ability to correct the issues at the school. Curriculum staff development had been put into place and the Fayette County Central Office had aggressively addressed the facility issues.

SECOND FOLLOW-UP CONCLUSION (December 2009)

With yet another new principal in the position, the issue of teachers on the Five-Year Strategic Planning committee had been corrected. The Band/Music room remained an issue at the school with no plan in place for correction.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (*Policy 6200 and Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** All areas of the building were not easily accessible. Sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. Sufficient on-site, solid surface parking for staff, visitors, and handicapped was not available.
- 19.1.3. Teachers' workroom.** The teachers' work area did not have adequate space and did not have access to communication technology, such as fax machine, telephone, or computer.
- 19.1.4. Counselor's office.** The counselor's office did not have easy access to student records.

- 19.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have adequate space. Space for technology, including computer laboratories, was not provided and utilized.
- 19.1.8. Grades 1-12 classrooms.** All academic learning areas did not have various communication technology.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, display facilities, or mechanical ventilation. The physical education facility did not have forced ventilation, a display case, or a bulletin board.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment/materials were not available in all classes: sink, hot and cold water, gas, AC and DC current, air vacuum, chalkboard, bulletin boards, open and closed shelving, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, chairs/tables, darkening provisions, or main gas shut-off. Classes had to share science materials and equipment.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instructional areas and close to seating. Fire resistant curtains, acoustical panels, and controlled illumination were not available.
- 19.1.15. Health service units.** Curtained or small rooms with cots, a toilet, lavatory, medicine chest, and refrigerator with locked storage were not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.5. Space for technology had been provided and was being utilized by all staff and students.**
- 19.1.8. All academic learning areas had communication technology.**

The Fayette County Central Office provided extensive support for the school once it was revealed that the school would be reopened. Learning environment items, such as paint and structural support, had been provided and continued to be provided. The age of the school makes it difficult to provide the high quality, educationally stimulating learning environment that students need, but a great deal of effort by all staff had been put into place.

SECOND FOLLOW-UP CONCLUSION (December 2009)

- 19.1.3. The teachers' workroom had adequate space and communication technology.
- 19.1.4. The counselor's office had easy access to student records.
- 19.1.15. The health service unit had curtained or small rooms with cots, a toilet, a lavatory, medicine chest, and refrigerator with locked storage.

The previous statement (The age of the school makes it difficult to provide the high quality, educationally stimulating learning environment that students need, but a great deal of effort by all staff had been put into place.) remained relevant.

An in-depth facility report is included in the Fayette County School District Education Performance Audit Report.

EARLY DETECTION AND INTERVENTION

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

Given the achievement levels of students in the economically disadvantaged students (SES) and special education (SE) subgroups, Nuttall Middle School and Fayette County must implement high yield instructional practices and instruction that will improve students' achievement. Fayette County must actively pursue assistance from RESA IV, 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, the Five-Year Strategic Plan must be fully implemented in all classrooms, and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

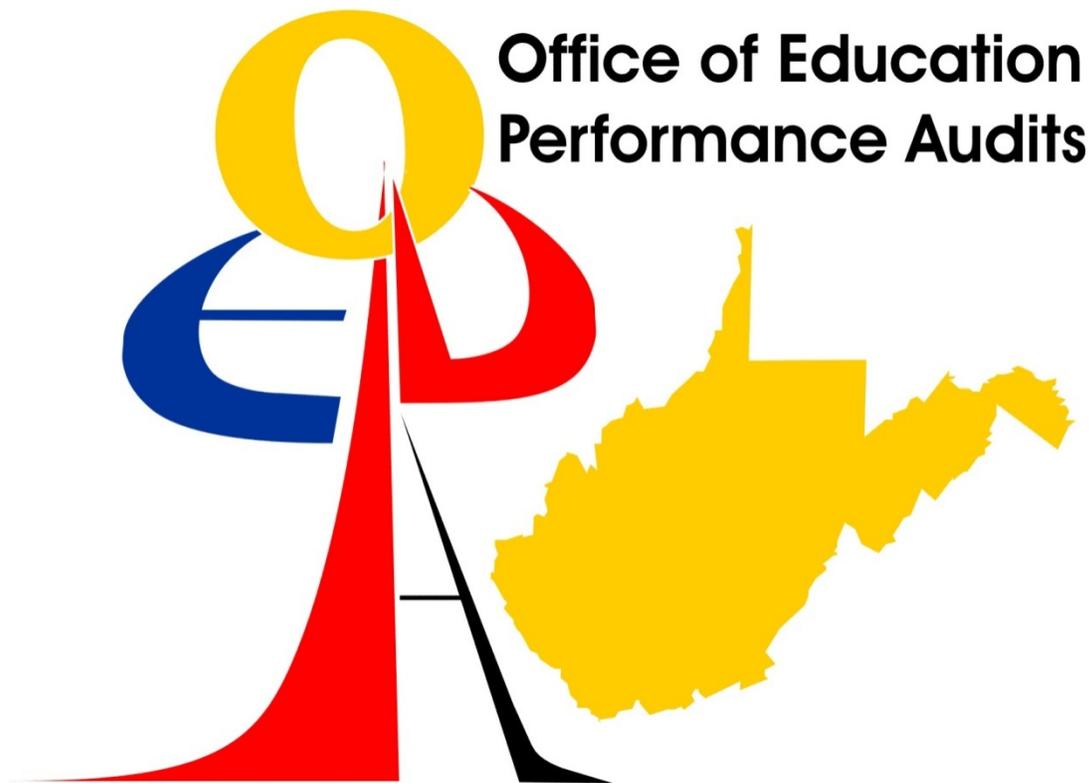
With a new administration and a high percentage of new staff, the Team believes that student achievement will increase. The Fayette County Central Office appeared to be dedicated to providing the support needed by the school to close the achievement gap.

SECOND FOLLOW-UP TEAM SUMMARY (December 2009)

Student achievement declined on the WESTEST 2 and the principal and teachers are strongly urged to monitor and evaluate curriculum delivery to ensure student success. If steps are not put into place to address this decline, the school is in danger of not achieving adequate yearly progress (AYP).

SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue Nuttall Middle School's Full Accreditation status.



**Office of Education
Performance Audits**

**Second Follow-up Education Performance Audit
Progress Report**

FOR

MOUNT HOPE HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mount Hope High School in Fayette County was conducted October 24, 2007.

A Follow-up Education Performance Audit of Mount Hope High School in Fayette County was conducted January 20, 2009. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that three high quality standards had not been corrected.

A Second Follow-up Education Performance Audit at Mount Hope High School occurred December 16, 2009 to check if the remaining noncompliance's had been corrected.

SCHOOL PERFORMANCE

The Second Follow-up Education Performance Audit Team checked identified noncompliance's and recommendations to determine if they had been corrected. This section presents the initial Education Performance Audit Team's findings of noncompliance's and recommendations, and the second follow-up review team's comments and status of compliance with the original citations.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

505 MOUNT HOPE HIGH SCHOOL – Needs Improvement

David Null, Principal

Grades 05 - 12

Enrollment 365 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	201	216	214	99.07	47.26	Yes	No	✗
White	159	170	168	98.82	49.68	Yes	No	✗
Black	40	44	44	100.00	37.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	175	188	187	99.46	45.14	Yes	No	✗
Spec. Ed.	32	33	33	100.00	3.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	201	216	214	99.07	66.16	Yes	Confidence Interval - Averaging	✓
White	159	170	168	98.82	69.81	Yes	Confidence Interval	✓
Black	40	44	44	100.00	52.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	175	188	187	99.46	65.71	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	32	33	33	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed by Improvement
Graduation Rate = 78.1%**

20 FAYETTE COUNTY
Chris Perkins, Superintendent
505 MOUNT HOPE HIGH SCHOOL – Needs Improvement
Joseph R. Groom, Principal
Grades 05 - 12
Enrollment 343 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	187	206	202	98.05	28.10	Yes	No	✗
White	147	163	160	98.15	28.76	Yes	No	✗
Black	38	41	40	97.56	27.02	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	142	157	154	98.08	24.82	Yes	No	✗
Spec. Ed.	29	32	31	96.87	7.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	187	206	202	98.05	51.89	Yes	Yes	✓
White	147	163	160	98.15	51.36	Yes	Yes	✓
Black	38	41	40	97.56	51.35	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	142	157	154	98.08	49.64	Yes	Yes	✓
Spec. Ed.	29	32	31	96.87	3.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 83.0%**

MOUNT HOPE HIGH SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	35	30	35	30	100.00	6.67	66.67	20.00	3.33	3.33	26.67
06	39	35	37	34	94.87	29.41	50.00	20.59	0.00	0.00	20.59
07	42	36	42	36	100.00	16.67	66.67	13.89	0.00	2.78	16.67
08	48	45	47	45	97.92	26.67	42.22	26.67	4.44	0.00	31.11
11	42	41	41	40	97.62	25.00	32.50	42.50	0.00	0.00	42.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	35	30	35	30	100.00	6.67	43.33	33.33	10.00	6.67	50.00
06	39	35	37	34	94.87	2.94	29.41	44.12	23.53	0.00	67.65
07	42	36	42	36	100.00	0.00	44.44	50.00	2.78	2.78	55.56
08	48	45	47	45	97.92	2.22	53.33	42.22	2.22	0.00	44.44
11	42	41	41	40	97.62	10.00	45.00	35.00	10.00	0.00	45.00

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Mount Hope High School achieved adequate yearly progress (AYP) in the all students (AS) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts and the racial/ethnicity white (W) subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. Also, the racial/ethnicity black (B) subgroup, with the number enrolled for the full academic year (FAY) less than 50, scored below the State's percent proficient in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Mount Hope High School made gains in student achievement in all cells, with the exception of the SE subgroup in reading/language arts, from the 2005-2006 school year to the 2006-2007 school year. Staff development had been effective in this endeavor as was the strong leadership by the principal. However, this progress must continue and all staff must implement high quality lessons to ensure student success.

Mount Hope High School achieved AYP for graduation rate by improvement. The school must actively pursue programs and practices that will increase the graduation rate and address this issue in the school's Five-Year Strategic Plan.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 5 – 36.6 percent in mathematics and 25.00 percent in reading; Grade 6 – 42.55 percent in mathematics and 36.17 percent in reading; Grade 7 – 33.33 percent in mathematics; Grade 8 – 52.00 percent in mathematics and 28.00 percent in reading; Grade 10 – 42.86 percent in mathematics and 25.71 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. There were no students at the distinguished level in mathematics. The school's curriculum must immediately address these issues to close the achievement gap.

The following professional development and/or training opportunities were provided.

1. Interactive Whiteboard Training.
2. Conceptual Mathematics.
3. Mathematics Leadership Conference.
4. Teacher Leadership Institute.

5. Five-Year Strategic Plan.
6. Differentiated Instruction.
7. WESTEST Data Analysis.
8. High Schools That Work (HSTW) Focus.
9. Computer Ethics.
10. 21st Century Learning.
11. Web 2.0
12. Test Mate Clarity.
13. Microsoft Power Point.
14. Earn A Degree, Graduate early (EDGE).
15. Google Tools for Educators.
16. Webquests.
17. Word Processing Skills.
18. Technology in the Classroom.
19. Testing Strategies.
20. Interactive Mathematics.
21. Interactive Reading.
22. Virtual Field Trips.

FOLLOW-UP REVIEW

MET STANDARD. While Mount Hope High School failed to achieve adequate yearly progress (AYP) for the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics for the 2007-2008 school year, this was the first year out for the school in these areas. Scores for the AS subgroup in mathematics fluctuated from 48.66 percent in the 2005-2006 school year to 58.01 percent in 2006-2007, and back to 47.26 percent in 2007-2008. Scores for the AS subgroup in reading/language arts did not show the spike in scores for the 2006-2007 school year. Scores for this subgroup were 70.22 percent proficient in 2005-2006, 72.16 percent in 2006-2007, and to 66.16 percent in 2007-2008. Achievement in the racial/ethnicity black (B) subgroup in mathematics declined from 53.48 percent proficient in 2006-2007 to 37.5 percent in 2007-2008, and reading/language arts from 58.13 percent to 52.5 percent over the same timeline. The administration and staff were strongly urged to identify the reason for the decline in student scores and investigate and implement high quality programs and practices to increase student achievement and close the achievement gap.

The graduation rate passed over the past three years by improvement. Graduation Rate for 2005-2006 (75%), 2006-2007 (77.4%), and 2007-2008 (78.1%). This area remained a high priority for the school and Fayette County administration.

SECOND FOLLOW-UP REVIEW (December 2009)

BELOW STANDARD. Mount Hope High School failed to achieve adequately yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics for two consecutive years. Student achievement continued to decline in both mathematics and reading/language arts.

The following programs and practices had been implemented with the assistance of the new principal.

- Benchmark tests every grading period using Acuity.
- Curriculum Maps & Pacing Guides.
- Professional Learning Communities meet daily with either Administrator, Educational Specialist, Technology Integration Specialist, or Closing the Achievement Gap Specialist.
- Data Analysis every week.
- Writing RoadMap.
- Credit Recovery.

For special education students (in addition to the above).

- Tutoring utilizing peers, Upward Bound Program students, and teachers before school and during lunch.
- Training with specialists in differentiating instruction and tiered instruction.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The co-teaching practice was weak in some of the classes. Special educators were not taking an active role in the educational process. Reteaching efforts were not in place and teachers could not articulate how they know if students have mastered a concept. These practices appeared to be detrimental to student achievement, as reflected in the WESTEST data from 2006-2007. This could also be a reason for the low graduation rate as student anxiety levels would be higher if students were not provided opportunities for reteaching and assistance in the classroom.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Interviews with two of the three special education co-teachers indicated that co-teaching was relatively ineffective. Both teachers stated that their teaching roles in the co-teaching classrooms were minimal and that they believed that pull out practices were more effective for their students. The third special education teacher was out due to injury. Special education WESTEST scores were extremely low at 3.12 percent proficient in mathematics and 18.75 percent proficient in reading/language arts for the 2007-2008 school year.

SECOND FOLLOW-UP REVIEW (December 2009)

PARTIAL COMPLIANCE. While special education percent proficient scores remained dismally low, the three special education teachers stated that the co-teaching was improving with supported staff development. The school had increased the number of pull-out students, which the special education teachers stated was a more effective practice than co-teaching. The principal must monitor and evaluate the effectiveness of the co-teaching and pull-out programs and request assistance from the West Virginia Department of Education in increasing the special education scores. The special education (SE) subgroup percent remained extremely low at 7.14 percent in mathematics and 3.57 percent in reading/language arts. While

special education teacher and principal interviews reported progress with this standard, the Team remained concerned about the program's effectiveness.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

During student interviews, students, especially Grade 7, indicated bullying was a problem. Older students said they felt safe; however, they stated there was a drug problem at the school. The Team observed unsupervised areas throughout the school. Staff reported that a character education program was in place; however, it must be a stronger program to give students a feeling of safety at school.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Students were interviewed and asked if bullying was an issue at the school. While students indicated that the administration was effective in dealing with the bullying instances that were reported, a great deal of bullying and harassment was reported to still be occurring. A high percentage of students interviewed stated that there were fights on a daily basis at the school and that issues were not being reported to the administration. The principal was articulate about the steps taken to address bullying and harassment, including counseling and discipline. The counselors must actively address these issues in an effort to create a learning environment more conducive to learning. Hallways were not adequately monitored by teachers during the Follow-up Education Performance Audit.

SECOND FOLLOW-UP REVIEW (December 2009)

NONCOMPLIANCE. Students and staff reported that bullying remained a problem at the school; however, they stated that the problem was "getting better." Student awareness of what bullying is and how it was to be handled had increased as did the penalties for harassment.

7.2. Student and School Performance

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The counselor reported that she does not spend 75 percent of her time with students. She stated that administrative duties assigned to her prohibited achieving the 75 percent direct student contact requirement. A review of the counseling log documented insufficient time with students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The high school counselor was on leave a week prior to the Team's follow-up review. The school did not have the services of a guidance counselor for at least two weeks. With the absence of the guidance counselor, the Team could not verify that the counselor was meeting with students at least 75 percent of the time. The principal reported that all testing obligations had been removed from the counselor, thus increasing the time to meet with students.

SECOND FOLLOW-UP REVIEW (December 2009)

COMPLIANCE. Interviews with the counselor and a check of the counseling log revealed student contact time exceeded the 75 percent direct student counseling relationship. Teachers and students indicated that the guidance counselor was available when needed.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Mount Hope High School in providing a thorough and efficient system of education. Fayette County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Fayette County or the accreditation status of the schools.

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

The implementation of a strong co-teaching component is imperative. Special educators must take an active role in general education classrooms to ensure student success. Reteaching must also be taking place. Students must be given opportunities to master the concepts covered in class.

A developmental guidance program must be put into place. This program would help to address problem areas such as the bullying issue, drug issue, and lower graduation rate.

FOLLOW-UP CONCLUSION

Co-teaching remained a problem at the school. Teacher interviews and classroom observations indicated that the special educators did not believe in the co-teaching model, which leads to a more ineffective process.

A developmental guidance program was in place and appeared to be effective in its delivery.

SECOND FOLLOW-UP CONCLUSION (December 2009)

While teachers indicated that co-teaching had improved, the WESTEST 2 special education (SE) subgroup percent proficient remained extremely low. Special education teachers stated that the pull-out program was more effective than co-teaching, which the Team was concerned that the pullout program may prove to be detrimental to student success. Current practice and research support that special education students benefit academically and socially from general

education classes with the subject area professional with support from the special educator. This is provided the co-teaching model is applied effectively.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Mount Hope High School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Mount Hope High School and Fayette County have not demonstrated the capacity to correct the identified deficiencies. A strong emphasis must be given to mathematics, reading/language arts, and the graduation rate. The Team recommended that the Fayette County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of all students.

FOLLOW-UP CONCLUSION

While the new principal was articulate about the programs and practices and was actively pursuing remedies to the school's needs, the Team believed that the co-teaching was in dire need of assistance as was the bullying/harassment issue.

SECOND FOLLOW-UP CONCLUSION (December 2009)

Another new principal was at the school this year. Increased vigilance of bullying and harassment issues must be undertaken in addition to further student education on the aspects of bullying, along with enforcement of the zero tolerance policy.

The Team questioned the school's capacity to increase student achievement. Mount Hope High School has struggled with student achievement over the past several years and several teachers continue to leave for other teaching positions. Additionally, principals have not remained at the school for a substantial amount of time to establish improvement and continuity. The instability of staff adds to the school's potential to improve student performance.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (*Policy 6200 and Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site was not 11 acres + one acre for each 100 students over 600, was not large enough for future expansion, was not removed from undesirable noise and traffic, and did not have adequate sidewalks with designated crosswalks, curbcuts, and correct slope.
- 19.1.5. Library/media and technology center.** Pamphlets, recordings, and tapes were not available for student use.
- 19.1.8. Grades 1-12 classrooms.** Room 302 (Technical Education) was not located near the related educational area away from disruptive noises, storage was not adequate, and chalkboard and bulletin boards were not available.

- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size, did not have adequate storage, mechanical ventilation, or black-out areas. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All of the science rooms did not have AC/DC Current, air vacuum, ventilation fume hood, demo table, darkening provisions, adequate size, fire extinguisher, blanket, or emergency showers. Teachers were required to share materials in order to reach the 50 percent hands-on component of the curriculum.
- 19.1.12. Grades 7-12 auditorium/stage.** Fire resistant curtains were not available.
- 19.1.14. Food service.** The food service seating area could not seat 3/8ths of the student body. A teachers' dining area of adequate size was not provided.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.1. Sidewalks had been improved to adequate levels.**
- 19.1.5. Recordings were available in the library/media and technology center.**
- 19.1.8. The Technical Education room had been relocated to alleviate the issues found in the original Education Performance Audit.**
- 19.1.10. The art class had been moved to a different location and the items listed above had been corrected. The physical education facilities had display cases.**
- 19.1.11. The Grades 6-12 science facilities had AC/DC current and fire extinguishers. Teachers no longer had to share materials to achieve the 50 percent hands-on component of the curriculum.**

SECOND FOLLOW-UP CONCLUSION (December 2009)

- 19.1.11. Grades 6-12 were provided a demo table, darkening provisions, and a blanket.**

An in-depth facility report is included in the Fayette County School District Education Performance Audit Report.

EARLY DETECTION AND INTERVENTION

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

It is recommended that Mount Hope High School pursue assistance from the Fayette County Central Office, RESA IV, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in these cells, it is imperative that programs and practices be implemented immediately in order to address these issues.

The developmental guidance counseling services need to be revised to address the issues of concern stated by the students and the graduation rate. This will not only improve the safety concerns at school, but it will help to give students a stronger personal feeling of safety while at school.

FOLLOW-UP TEAM SUMMARY

The low performance on the WESTEST remained an issue at Mount Hope High School. The Team was concerned that scores had not increased and believed that the learning environment was compromised due to the reported bullying/harassment and the poor execution of the co-teaching program.

SECOND FOLLOW-UP TEAM SUMMARY (December 2009)

Low student performance on the WESTEST 2 (Mount Hope High School is the lowest performing high school in West Virginia in mathematics), bullying and harassment, and the instability of the principal's and teaching positions continued to compromise the learning environment. Mount Hope High School has continued to perform well below standard. Contributing factors include the school's environment and aging facility, a culture of low expectations for student performance, and a lack of curricular offerings. Due to historical low achievement, the condition of the facilities and limited/lack of curricular offerings; conditions are unlikely to change that support effective improvement unless countywide actions are undertaken.

The data revealed continuing problems and an inability of improvement even with assistance from the State. This indicates that Mount Hope High School is a candidate for serious intervention and will not improve without such.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-505 Mount Hope High	Low Performing	7.1.3; (7.1.2 Partial Compliance)	5.1.1	

Education Performance Audit Summary

FOLLOW-UP REVIEW

Three high quality standards (7.1.2. High expectations, 7.1.3. Learning environment, and 7.2.2. Counseling services) had not been corrected from the original Education Performance Audit.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Mount Hope High School Temporary Accreditation status with a September 1, 2009 Date Certain to correct the remaining findings.

The OEPA conducted another follow-up review to determine that improvement efforts have been sustained.

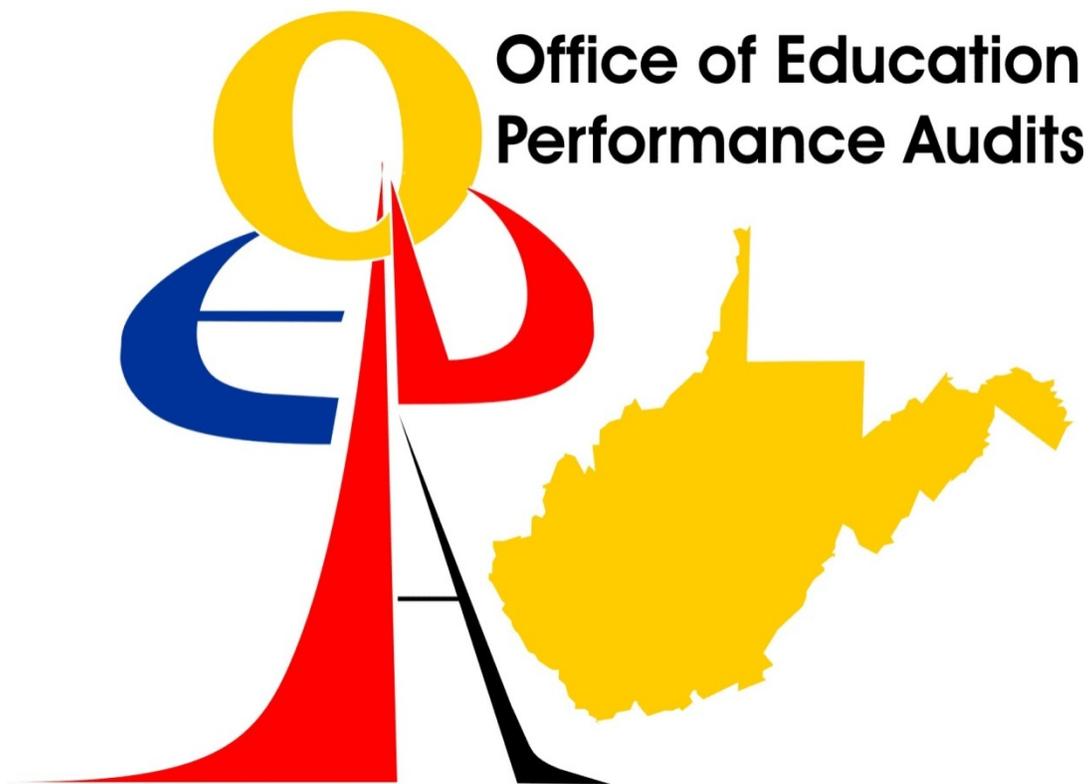
SECOND FOLLOW-UP TEAM SUMMARY (December 2009)

After three OEPA reviews of the school, one high quality standard (7.1.3.) remained a problem, one standard (7.1.2) was partially corrected), and the school failed to achieve adequate yearly progress (AYP) (5.1.1. student achievement) in mathematics in the all students (AS), special education (SE), and economically disadvantaged (SES) subgroups.

Pursuant to W.Va. Code §18-2E-5 (n) (6) “Low performing accreditation status shall be given to a school whenever extraordinary circumstances exist as defined by the state board.” The Code further states, “Whenever the state board determines that the quality of education in a school is low performing, the state board shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correction of the low performance.”

OEPA RECOMMENDATIONS

As a result of the conditions presented in this report, the Office of Education Performance Audits recommends that the West Virginia Board of Education declare that extraordinary circumstances exist at Mount Hope High School and issue the school low performing accreditation status followed by the appointment of an improvement consultant team to make recommendations for improvement.



**Office of Education
Performance Audits**

**Third Follow-up Education Performance Audit
Progress Report**

FOR

VALLEY HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Valley High School in Fayette County November 15, 2006.

A Follow-up Education Performance Audit of Valley High School in Fayette County was conducted October 30, 2007.

A Second Follow-up Education Performance Audit Team returned to Valley High School January 21, 2009 to check if the remaining noncompliances had been corrected. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that two high quality standards from the original Education Performance Audit resurfaced as issues at the school.

A Third Follow-up Education Performance Audit at Valley High School occurred December 15, 2009 to check if the noncompliances had been corrected.

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Follow-up Education Performance Audit Team's findings.

20 FAYETTE COUNTY

Chris Perkins, Superintendent

507 VALLEY HIGH SCHOOL – Passed

C. Lee Loy, Principal

Grades 06 - 12

Enrollment 577 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	299	315	312	99.04	60.13	Yes	Confidence Interval	✓
White	264	279	277	99.28	60.68	Yes	Confidence Interval	✓
Black	32	33	32	96.96	51.61	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	183	191	189	98.95	59.66	Yes	Confidence Interval	✓
Spec. Ed.	32	34	34	100.00	28.12	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	299	315	312	99.04	76.01	Yes	Yes	✓
White	264	279	277	99.28	75.19	Yes	Yes	✓
Black	32	33	32	96.96	80.64	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	183	191	189	98.95	73.48	Yes	Confidence Interval	✓
Spec. Ed.	32	34	34	100.00	46.87	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 83.9%**

20 FAYETTE COUNTY
Chris Perkins, Superintendent
507 VALLEY HIGH SCHOOL – Passed
C. Lee Loy, Principal
Grades 06 - 12
Enrollment 542 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	292	307	305	99.34	51.89	Yes	Yes	✓
White	257	271	269	99.26	53.51	Yes	Yes	✓
Black	33	34	34	100.00	36.36	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	166	176	175	99.43	45.45	Yes	Confidence Interval	✓
Spec. Ed.	28	28	28	100.00	46.42	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	292	307	305	99.34	59.10	Yes	Yes	✓
White	257	271	269	99.26	58.98	Yes	Yes	✓
Black	33	34	34	100.00	57.57	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	166	176	175	99.43	51.51	Yes	Yes	✓
Spec. Ed.	28	28	28	100.00	39.28	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Since this school was considered a new school because of reconfiguration with three other schools, accountability was not applied relative to adequate yearly progress (AYP). The school's mathematics percent proficient has been low and mathematics has been low throughout Fayette County. The WESTEST results, although not applicable for accountability, should be used by the school and county for strategic planning.

The Grade 7 Statewide Writing Assessment performance levels were far below the state levels with Valley High School's students at 53 percent below mastery compared to 25 percent for West Virginia and 32 percent for Fayette County.

FOLLOW-UP REVIEW

The achievement in both mathematics and reading/language continued to decline. The Team interviewed the administrators and mathematics teachers concerning what was being done to improve student mathematics achievement. Following are several of the things the school was doing to improve student achievement in mathematics.

1. A numeracy coach had been employed on an extracurricular contract to work with mathematics teachers.
2. The numeracy coach had held several meetings with the school's mathematics faculty to analyze WESTEST scores and identify weaknesses in the mathematics curriculum and the individual students. This information was being used to provide supplemental materials to improve the weaknesses in the curriculum and to target instruction to students both in class and after-school tutoring.
3. Mathematics teachers were using bell ringers.
4. The mathematics teachers were being trained in "Cooperative Learning".
5. Mathematics teachers used the "I Know" website with students.
6. Teachers were being trained in focused learning strategies.
7. The Mathematics Department had new graphing calculators.
8. The Mathematics Department had new geometry sketch pads.
9. Mathematics teachers were building benchmark tests to check and guide math instruction.

SECOND FOLLOW-UP REVIEW

MET STANDARD. WESTEST results revealed an overall increase in student achievement from the 2006-2007 school year to the 2007-2008 school year in Reading/Language Arts. The mathematics percent proficient increased modestly in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups; but declined in the racial/ethnicity black (B) and special education (SE) subgroups.

The administration had sought and implemented high quality programs to increase student achievement. A greater emphasis had been placed on countywide staff development, co-teaching, and data analysis.

THIRD FOLLOW-UP REVIEW (December 2009)

The principal reported that the following initiatives had been implemented to increase student achievement.

- **Staff development on standards-based mathematics and algebra.**
- **Administration and teacher bimonthly meetings to inform teachers of the successes and the help needed throughout the school to increase achievement in mathematics.**
- **Teacher and Administrator walkthroughs to gather information on strategies and ideas to use in the classroom.**
- **Professional development in Learning Focused Strategies and instructional strategies, differentiated instruction, and vocabulary instruction.**
- **Provided tutoring services for students.**
- **Teachers continued to use Acuity to assist in benchmarking West Virginia 21st Century content standards and objectives (CSOs) delivery in their classrooms.**
- **Teachers participated in data analysis to develop plans to increase test scores. Teachers worked in teams to analysis data from the 2009 WESTEST 2. The data were used to address areas of weakness in the classroom. CAG Liaison and Secondary Education Specialist will assist.**
- **The data were used to drive action in the classroom by the teacher to address the weak areas and higher order thinking skills.**
- **Co-teaching and Collaboration in the mathematics classrooms with the inclusion of special education students into the regular classroom.**
- **Teachers continued training in collaborative teaching strategies.**
- **Eight units of connected mathematics for middle level students will be incorporated. Eight units of standards based mathematics in Algebra I using the SIMMS curriculum. Four units of standards based mathematics in Geometry using the SIMMS curriculum.**

- **Communication with the county technology directors on what can be offered countywide will continue.**

Professional Development for New Mathematics and Experienced Mathematics Teachers include the following as reported by the principal.

- **Mathematics/Science Project and Algebra I Online Training.**
- **Content Academies.**
- **Geometry Online Units.**
- **Mathematics Pacing Guides/Curriculum Maps.**
- **Acuity Training.**

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Achieve Adequate Yearly Progress (AYP).

7.1. Curriculum

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

SECOND FOLLOW-UP CONCLUSION

Finding From Original Audit This was an original finding from the first Education Performance Audit and the 6 month progress audit found the school in compliance. However, the January 21, 2009 follow-up Team found that Advanced Placement (AP) Chemistry and Physics were not offered. The principal stated that this was due to the lack of a qualified teacher.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE. Valley High School offers four advanced placement (AP) classes: AP Language and Composition, AP Literature, AP Environmental Earth Science, and AP World History.

7.2. Student and School Performance

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

SECOND FOLLOW-UP CONCLUSION

Finding From Original Audit This was an original finding from the first Education Performance Audit and the Six Month Progress Audit found the school in compliance. The January 21, 2009 follow-up Team found: Two teachers had no lesson plans for the Team to review; five teachers had lesson plans only for the current week; five teachers' plans were incomplete and could not be followed by a substitute teacher; and the Team could not verify that the principal had reviewed all lesson plans at least quarterly.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE. The Team reviewed lesson plans and found that all teachers had lesson plans that were thorough and complete and could be followed by a substitute teacher. The principal had reviewed and commented on all lesson plans.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Valley High School in providing a thorough and efficient system of education. Fayette County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Fayette County or the accreditation status of the schools.

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

The consolidation of four schools to form the current Valley High School had been a daunting task for the students, staff, and administration. The Team believed that the administration had the foresight and ability to work through the issues at hand and to guide the school in the proper direction.

The school failed to provide a number of required classes especially Advanced Placement (AP) classes. The county must devise a means to provide all required courses to all secondary schools in Fayette County.

FOLLOW-UP CONCLUSION

With the addition of the Advanced Placement (AP) classes, the school believed it was providing all required courses for this year.

SECOND FOLLOW-UP CONCLUSION

Valley High School had the required number of Advanced Placement (AP) classes; however, required AP classes, (AP Chemistry and AP Physics) were not offered.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE.

February 2010

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Valley High School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Valley High School and Fayette County have the capacity to correct the identified deficiencies. The school must continue to investigate and implement high quality programs and practices to ensure student success. Also, particular attention must continue to be given to the mathematics department to increase student scores on the WESTEST. The Team recommended that the Fayette County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement in mathematics.

FOLLOW-UP CONCLUSION

With the assistance of Judy Pomeroy from RESA IV and Lou Maynus from the West Virginia Department of Education, the school had participated in the preparation of the Fayette County K-12 Math Leadership Plan.

Some of the things done at Valley High School to improve student achievement in mathematics are:

1. An after-school tutoring program designed around student mathematics weaknesses.
2. Employment of a Numeracy Coach.
3. Analysis of the WESTEST mathematics scores to find weaknesses in the curriculum and individual students.
4. Purchase of new graphing calculators.
5. Training of teachers in cooperative learning, use of graphing calculators, focused learning strategies, Marzano's Instructional Strategies That Work, etc.

SECOND FOLLOW-UP CONCLUSION

While Valley High School corrected the remaining deficiencies from the first follow-up Education Performance Audit, two items from the original Education Performance Audit had resurfaced. The administration must aggressively address these issues to correct them in a timely manner.

THIRD FOLLOW-UP CONCLUSION (December 2009)

COMPLIANCE.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site did not have 15 acres. The site was not large enough for future expansion. The location was not removed from undesirable noise and traffic. The site was not suitable for special instructional needs, e.g. outdoor learning. The playgrounds/recreational areas were not well equipped and appropriate for the Grades 5-8 age level.
- 19.1.8. Grades 1-12 classrooms.** Rooms 101-A, 210-A, 310-A, 401-A, and 405 did not have adequate storage. Room 201 was not of adequate size. Room 401 did not have a chalkboard or bulletin board.

- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural or artificial light and did not have the following equipment: Two deep sinks, mechanical ventilation, ceramic kiln, and black-out areas. The physical education facility did not have forced ventilation or a display case.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment was not available in all science classrooms: AC and DC current, fire extinguisher, sink, air vacuum, balance cases, darkening provisions, adequate storage, hot and cold water, chalkboard, bulletin board, open and closed shelving, demo table, blanket, emergency showers, chairs and tables, gas, main gas shut-off, ventilation fume hood, and laboratory workspace.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size, was not located to have convenient access to language arts and music instructional area, and was not close to seating. The middle school stage did not have acoustical panels, film screens, or controlled illumination. The high school auditorium was not of adequate size and did not have space for an orchestra, was not acoustically treated, did not have broadcast capabilities, lacked controlled illumination, and did not have speakers and distance learning capability. The high school stage was not of adequate size and did not have wood floors, light control panels, outlets, or adequate storage.
- 19.1.13. Grades 7-12 school site vocational.** Room 402 Keyboarding did not have room darkening provisions.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not available.
- 19.1.15. Health service units.** The health service unit did not have curtained or small rooms with cots, a refrigerator with locked storage, or a work counter.

FOLLOW-UP CONCLUSION

The findings remained the same with the following exceptions.

- 19.1.8. Grades 1-12 classrooms. Some stored materials had been removed from Rooms 101-A, 210-A, 310-A, 401-A and 405. A chalkboard and bulletin board had been installed in Room 401.

SECOND FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original and the follow-up Education Performance Audit reports with the exception of the following.

- 19.1.10. The art facility had two deep sinks and a display case.

- 19.1.11. The science facility had the following in place: Ventilation fume hoods, AC/DC current, fire extinguisher, sink, air vacuum, balance cases, adequate storage, cold water, whiteboard, bulletin board, open and closed shelving, demo table, blanket, emergency showers, chairs and tables, gas, and main gas shut-off.
- 19.1.15. The health service unit had curtained rooms, a bed, a work counter, and a refrigerator in a locked room.

THIRD FOLLOW-UP CONCLUSION (December 2009)

- 19.1.8. Rooms 101-A, 210-A, 310-A, 401-A, and 405 had added storage.**
- 19.1.10. The art facility issues had all been corrected.**
- 19.1.11. The 6-12 science facility issues had all been corrected.**

An in-depth facility report is included in the Fayette County School District Education Performance Audit Report.

EARLY DETECTION AND INTERVENTION

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

Given the achievement levels of students in mathematics, Valley High School and Fayette County must implement high yield instructional practices and instruction that will improve students' achievement. Fayette County must actively pursue assistance from RESA IV, 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.

FOLLOW-UP TEAM SUMMARY

Student achievement on the WESTEST declined from 2005-06 to 2006-07.

SECOND FOLLOW-UP TEAM SUMMARY

Student achievement on the WESTEST increased from 2006-2007 to 2007-2008 except in the racial/ethnicity black (B) and special education (SE) subgroups in mathematics.

THIRD FOLLOW-UP TEAM SUMMARY (December 2009)

While student achievement on the WESTEST 2 had declined, the principal provided a plan to address the needs of the school to increase student achievement and close the achievement gap. The Team believed that, over time, the student percent proficient will increase if the programs and practices are supported.

EDUCATION PERFORMANCE AUDIT SUMMARY

Two findings from the original Education Performance Audit resurfaced as issues at the school. These were 7.1.9. Programs of study and 7.2.3. Lesson plans and principal feedback.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Valley High School Temporary Accreditation status with an September 1, 2009 Date Certain to correct the remaining findings.

The OEPA will conduct another follow-up review after September 1, 2009 to determine that improvement efforts have been sustained and the remaining standards (7.1.9 and 7.2.3) have been corrected.

THIRD FOLLOW-UP TEAM SUMMARY (December 2009)

The Office of Education Performance Audits recommended that the West Virginia Board of Education upgrade Valley High School from Conditional to Full Accreditation status.