



EDUCATION PERFORMANCE AUDIT REPORT

FOR

GRANT COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

West Virginia Code §18-2E-5 and Policy 2320 specify that the system of education performance audits shall include on-site reviews of schools and school systems only at the specific direction of the West Virginia Board of Education upon its determination that a school or school system is persistently below standard or other circumstances exist that warrant an on-site review.

At its September 10, 2009, meeting, the State Board directed the Office of Education Performance Audits (OEPA) to conduct an Education Performance Audit of the Grant County School District. The OEPA conducted an announced audit (five days in advance) of the Grant County School District and the schools during October 2009. The OEPA reported that Grant County was not providing a thorough and efficient system of schools as required by law.

In November 2009, the State Board issued the Grant County School District Nonapproval status, declared a state of emergency in the system, and intervened in the operation of the school system.

The West Virginia Board of Education directed the Office of Education Performance Audits to conduct a full audit of the Grant County School System to “ascertain the degree of compliance and progress in addressing the noncompliances from the Office of Education Performance Audits audit which ascribed nonapproval...” status. An Education Performance Audit Team conducted a full county audit of the Grant County School District September 11-14, 2012.

EDUCATION PERFORMANCE AUDIT TEAM

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

NAME	TITLE	COUNTY	CATEGORY
Dr. Monica Beane	Assistant Director	Office of Research West Virginia Department of Education	Curriculum
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Charles Callison	Retired Assistant Superintendent	Office of Education Performance Audits	Leadership/Policies
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EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Grant County had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

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

COUNTY PERFORMANCE

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

This section presents the Annual Performance Measures for Accountability and related student performance data. It also presents the Education Performance Audit Team's findings.

5.1. ACCOUNTABILITY.

5.1.1. Achievement.

Adequate Yearly Progress

The No Child Left Behind (NCLB) data for the 2011-2012 school year identified that Grant County did not make adequate yearly progress (AYP). Grant County failed to achieve AYP for the last five consecutive years. Chart 1 shows the grade span/assessment and subgroup(s) that did not make AYP. It also shows the percent proficient for each grade span/assessment and subgroup.

The Team noted that when the performance of the subgroups listed in Chart 1 compared with the 2010-2011 No Child Left Behind (NCLB) data, six subgroups decreased in academic performance and four subgroups increased in academic performance. The mathematics subgroups increased with the exception of the secondary economically disadvantaged (SES) and the special education (SE) subgroups.

Grant County School District central office staff attributed the gains in mathematics achievement to the implementation of Standards Based Mathematics. Grant County elected to implement Math 1 during the 2012-2013 school year, and math teachers received the appropriate West Virginia Department of Education (WVDE) offered training.

Reading achievement decreased in all secondary subgroups, but increased in the elementary special education (SE) subgroup

Grant County School District recognized the decreased student achievement in the special education (SE) subgroup at the secondary level. The most recent special education audit conducted by the West Virginia Department of Education (WVDE) April 30, 2012, revealed no findings of noncompliance. Additionally, a Title I audit conducted January 17, 2012, commended Grant County Schools for implementing a Summer Special Education Academy focused on co-teaching. Beginning with the 2012-2013 academic year, Petersburg High School had three new special education teachers on staff. To address the low student performance in secondary reading and math subgroups, Grant County School District utilized RESA 8 to provide professional development on collaborative teaching for both special and general educators. The

new administrators recognized the issues in special education and general instruction and will be utilizing the Instructional Practices Inventory (IPI) to gauge student engagement.

Additionally, Grant County eliminated the block scheduling from the secondary level. Teachers and administrators participated in Differentiating Instruction training, Co-teaching training, and a Special Education Summer Academy. Grant County implemented a new behavior program, Adaptive Behavior Evaluation Scale (ABES), to address weaknesses in classroom management and behavior.

Grant County School District central office staff attributed the significant gain (7.70 percent) in elementary reading in the special education (SE) subgroup to the implementation of the K-2 Reading Initiative. The initiative is based on the latest brain research regarding how students learn to read. This delivery of reading instruction allowed personalized learning to occur based on how a child learns.

Chart 1

WESTEST			
GRADE SPAN/ASSESSMENT	SUBGROUP	2011-2012 PERCENT PROFICIENT	2010-2011 PERCENT PROFICIENT
Mathematics – Secondary	All Students	39.3%	37.4%
Mathematics – Secondary	White	39.6%	37.3%
Mathematics – Elementary	Special Education	20.6%	16.3%
Mathematics – Secondary	Special Education	7.4%	10.7%
Mathematics – Secondary	Economically Disadvantaged	30.0%	31.7%
Reading – Secondary	All Students	34.9%	37.8%
Reading – Secondary	White	35.0%	37.9%
Reading – Elementary	Special Education	19.0%	11.3%
Reading – Secondary	Special Education	4.9%	9.5%
Reading – Secondary	Economically Disadvantaged	26.4%	34.2%

Chart 2 shows that in the last five years, the number of Grant County's schools identified for not achieving adequate yearly progress (AYP) increased from two out of five schools to three out of five schools. Two out of five schools in Grant County did not

achieve AYP in 2010; however, the number increased to three out of five schools not achieving AYP in 2011 and in 2012. This reflected a decrease from 60 percent to 40 percent of Grant County Schools achieving AYP.

Chart 2

NUMBER OF SCHOOLS NOT ACHIEVING AYP		
Year	Number of Schools Not Achieving AYP/Total Schools	Percentage Achieving AYP
2008	2/5	60%
2009	2/5	60%
2010	2/5	60%
2011	3/5	40%
2012	3/5	40%

Charts 3 through 8 provide a comparison of the 2011-2012 Grant County School District percent proficient in mathematics and reading/language arts and the State.

Chart 3 indicated that the 2011-2012 Grant County School District elementary level all student (AS) subgroup percent proficient in mathematics (55.1 percent) was significantly higher than the State (50.2 percent). The racial/ethnicity white (W) and economically disadvantaged (SES) subgroups also performed significantly higher than the State. However, the special education (SE) subgroup percent proficient was significantly lower than the State. Chart 5 indicated secondary level students in Grant County performed lower than the State in mathematics in all subgroups.

Grant County School District demonstrated significant gains in elementary mathematics.

Student assessment performance in reading/language arts (Chart 6) was above the 2011-2012 State percent proficient in all elementary reading subgroups except special education (SE). Chart 8 indicated the secondary level reading/language arts percent proficient was below the State in all subgroups.

Grant County School District received training provided by the West Virginia Department of Education (WVDE) in conducting extensive data analysis to determine the weaknesses in student achievement. Based upon the data analysis, a more strategic focus on collaborative teaching was occurring. Grant County School District now has a secondary curriculum contact who works directly with the secondary administrators and the professional development coordinator to provide professional development designed to target the quality of instruction delivered to students at the secondary level.

Chart 3

ELEMENTARY MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	55.1%	50.2%
White (W)	55.7%	50.9%
Black (B)	NA	36.3%
Special Education (SE)	20.6%	29.1%
Economically Disadvantaged (SES)	49.8%	40.1%

Chart 4

MIDDLE MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	NA	47.0%
White (W)	NA	47.6%
Black (B)	NA	34.6%
Special Education (SE)	NA	18.0%
Economically Disadvantaged (SES)	NA	36.5%

Chart 5

HIGH SCHOOL MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	39.3%	47.1%
White (W)	39.6%	47.2%
Black (B)	NA	37.1%
Special Education (SE)	7.4%	16.3%
Economically Disadvantaged (SES)	30.0%	35.0%

Chart 6

ELEMENTARY READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	51.4%	49.9%
White (W)	51.9%	50.5%
Black (B)	NA	38.3%
Special Education (SE)	19.0%	23.4%
Economically Disadvantaged (SES)	43.8%	39.0%

Chart 7

MIDDLE READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	NA	49.7%
White (W)	NA	50.1%
Black (B)	NA	40.5%
Special Education (SE)	NA	16.2%
Economically Disadvantaged (SES)	NA	38.8%

Chart 8

HIGH SCHOOL READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	34.9%	44.6%
White (W)	35.0%	45.0%
Black (B)	NA	34.2%
Special Education (SE)	4.9%	14.2%
Economically Disadvantaged (SES)	26.4%	32.7%

ACT EXPLORE ASSESSMENT RESULTS

According to the 2011-2012 Grade 8 ACT EXPLORE results in Chart 9, Grant County students showed an increase in the composite score as compared to the 2007-2008 results. Five years of trend data showed an increase in English, reading, and the composite score. Mathematics and science scores remained the same in 2007-2008 and 2011-2012.

Grant County School District utilized ACT EXPLORE data as one component to determine advanced placement for students in high school. Data indicated that few students performed well enough on ACT EXPLORE to be successful in advanced courses.

Chart 9

ACT EXPLORE RESULTS					
Grade 8					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English WV	14.3	13.9	14.1	14.1	14.1
English Grant	13.6	12.7	14.1	13.8	13.9
Mathematics WV	14.7	14.3	14.6	14.8	14.6
Mathematics Grant	14.5	13.9	15.0	15.4	14.5
Reading WV	13.9	13.6	14.0	14.1	14.0
Reading Grant	12.9	12.7	13.7	13.5	13.6
Science WV	16.0	15.6	15.8	15.9	15.8
Science Grant	15.6	14.8	15.7	15.8	15.6
Composite WV	14.9	14.5	14.8	14.8	14.8
Composite Grant	14.3	13.6	14.7	14.7	14.5

ACT PLAN ASSESSMENT RESULTS

Based on the 2011-2012 Grade 10 ACT PLAN results in Chart 10, Grant County test takers showed a four year decreasing trend in the composite score 16.9 to 15.7, but a slight increase in the composite score from 15.7 in 2010-2011 to 15.8 in 2011-2012. Five years of trend data showed a decrease in English, reading, mathematics, and science scores.

Team interviews with Grant County School District staff indicated very few students scored well enough on the ACT PLAN assessment to demonstrate a successful placement in advanced and college courses in high school. In 2011, only one student at Union Educational Complex scored in this range.

Chart 10

ACT PLAN RESULTS					
Grade 10					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English WV	16.3	16.3	16.3	16.3	16.0
English Grant	16.2	16.0	15.9	14.7	15.1
Mathematics WV	16.3	16.3	16.2	16.2	16.4
Mathematics Grant	16.8	16.6	16.0	16.1	16.3
Reading WV	16.5	15.7	16.1	16.1	16.1
Reading Grant	16.4	15.4	15.4	16.1	14.7
Science WV	17.5	17.1	17.3	17.3	17.3
Science Grant	17.7	17.1	17.6	16.3	16.8
Composite WV	16.8	16.5	16.6	16.6	16.6
Composite Grant	16.9	16.4	16.3	15.7	15.8

5.1.2. Participation rate. A minimum of 95 percent in the current or a two or three year average of all students enrolled in a public school/county school district/state at the time of testing, including students in each subgroup as required by *NCLB* must participate in the statewide assessment WESTEST or the West Virginia Alternate Performance Task Assessment (APTA) in reading/language arts or mathematics. Students with a significant medical emergency may be exempt by appeal from the calculation of participation rate for AYP provided that the county superintendent has proper documentation. (Policy 2340; Policy 2419; Policy 2510)

Grant County School District exceeded the minimum 95 percent participation rate in the statewide assessment program 2010-2011 and 2011-2012 on WESTEST2. Four out of five schools demonstrated an upward trend and three schools achieved 100 percent participation rate in 2011-2012. Only one school, Maysville Elementary School showed a downward trend from 100 percent participation in 2010-2011 to 98.8 percent in 2011-2012.

5.1.3. Attendance rate (Elementary/Middle). The student attendance rate for elementary and middle schools is at or above 90 percent or the percentage of students meeting the attendance rate show improvement from the preceding year. The student attendance rate will be adjusted for students excluded as a result of the Productive and Safe Schools Act (W.Va. Code §18A-5-1a) and school bus transportation interruptions (W.Va. 126CSR81), West Virginia Board of Education Policy 4110, *Attendance Policy*, (hereinafter Policy 4110). Additional exclusions include excused student absences, students not in attendance due to

disciplinary measures, and absent students for whom the attendance director has pursued judicial remedies to compel attendance to the extent of his or her authority. For the AYP determination, the attendance rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the attendance rate standard must be met by the subgroup/s not meeting AYP.

Chart 11 indicated the Grant County School District attendance rate has remained well above the State requirement of 90 percent for the last five reporting years. The Team noted that the attendance rate increased from 97.66 percent in 2009-2010 to 98.05 percent in 2010-2011 and decreased slightly from 98.05 percent to 97.65 percent in 2011-2012. Grant County Schools revised their Attendance Policy (Policy 5200) to reflect current county procedures and State policy revisions. Additionally, Grant County School District revised Policy 5120 (School Attendance Areas) to include Global Positioning System (GPS) coordinates for clearer delineation of attendance zones.

Grant County School District employed a half time attendance director in 2010-2011 and a half time secretary in 2011-2012. Previous practice did not require schools to enter attendance data for the last month of school. Because attendance was recorded for each day of the academic year in 2011-2012, the attendance rate decreased. Additionally, at risk students identified as truant or otherwise were targeted for intervention strategies leading to student graduation. The attendance rate decreased, but the graduation rate increased. Through interviews with central office staff, it was evident that the focus was on educating the child, even if the attendance rate was affected by this decision.

The attendance director utilized attendance data to provide a detailed report to school administrators and school assistant team (SAT) members. Trend data indicated that students were absent during the last month of school, specifically the last two weeks of school. As a result of this trend, Grant County School District central office personnel encouraged academic field trips to be taken during this high absentee time as a strategy to increase student attendance. Of note, Grant County School District utilized a required field trip request form that is located online and must be submitted at least two weeks prior to the date of the trip. The form requires all content standards and objectives (CSOs) addressed by the trip to be included in the request.

Chart 11

ATTENDANCE RATE	
Year	Attendance Rate
2007-2008	97.46%
2008-2009	97.65%
2009-2010	97.66%
2010-2011	98.05%
2011-2012	97.65%

5.1.4. Graduation rate. The student graduation rate is 80 percent or the percentage of students meeting the student graduation rate shows improvement. The graduation rate is calculated according to the high school completer formula recommended by the NCES with the additional condition that graduates include only those students who receive a regular diploma in the standard number of years and does not include students receiving the GED. For the AYP determination, the graduation rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the graduation rate standard must be met by the subgroup/s not meeting AYP.

Beginning in school year (SY) 2010–2011, states are required to report a uniform, comparable, and accurate graduation rate known as a “four-year adjusted cohort rate,” which measures the percent of students in a ninth grade cohort that graduate with a regular diploma in four years or less. This rate also must be used for determining adequate yearly progress (AYP) beginning in SY 2011–2012. The regulations require states to report and use a “four-year adjusted cohort graduation rate” based on the following formula:

<div style="background-color: #e0e0e0; padding: 10px; border: 1px solid #ccc;"> <p>4-Year Adjusted Cohort Graduation Rate</p> </div>	=	$\frac{\text{\# of cohort members who earned a regular high school diploma by the end of the 2009-2010 school year}}{\text{\# of first-time 9th graders in fall 2006 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2006-2007, 2007-2008, 2008-2009, and 2009-2010}}$
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The 2010-2011 graduation rate for the Grant County School District listed in Chart 12 provided the baseline graduation rate for the new adjusted graduation calculation in place in West Virginia.

Chart 12 showed that the Grant County School District graduation rate increased from 82.47 percent in 2010-2011 to 83.08 percent in 2011-2012. Grant County implemented a Dropout Intervention and Prevention Plan during the 2011-2012 academic year. Since the inception of this plan, the student dropout rate has decreased from 24 students in 2011 to five students in 2012. Of the five students, two received their general equivalency diploma (GED) before the school year ended. The Student Assistance Team (SAT) process was firmly in place and used to identify students requiring intervention for academics, attendance, and behavior. Each school had a SAT coordinator to ensure compliance with procedures required in West Virginia Board of Education Policy 2510 and Policy 2419.

Additionally, the Director of Attendance and the Director of Student Services conducted an audit of students in Grades 8-12 to examine attendance, grades, and credits to identify and provide services to students. A list of students was generated to monitor their progress. High school guidance counselors also routinely reviewed transcripts to identify students falling behind their peers. Options for students identified at risk of dropping out of school included: Credit recovery, alternative learning center, and the option pathway.

Chart 12

GRADUATION RATE	
Year	Graduation Rate
2007-2008	85.19%
2008-2009	87.42%
2009-2010	86.75%
2010-2011	82.47%
2011-2012	83.08%

Chart 13 demonstrated the number of advanced placement (AP®), honors courses, and college credit courses offered in Grant County's high schools. Grant County School District utilizes the Virtual School program to meet the minimum requirements of West Virginia Board of Education Policy 2510. Chart 13A depicts the AP® and dual credit courses taken for 2012-2013 and the enrollment in each class.

Grant County Schools offered dual credit courses through Eastern Community College and Potomac State College of West Virginia University. Students may elect to take these on the campus of Petersburg High School or through the Virtual School program utilizing the distance learning laboratory at Union Educational Complex.

Advanced placement (AP®) and dual credit courses taken and the enrollment are listed below.

Chart 13

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2012-2013			
High School/County	Number of AP Courses Offered/Taken	Number of Honors Courses	Number of College Credit Courses
Petersburg High School	5/4	18	7
Union Educational Complex	5/2	9	7

Chart 13A

Advanced Placement	
Course	Number of Students Enrolled
AP English	17
AP Chemistry	2
AP Statistics	1
AP Economics	1
AP Physics	0
Dual Credit Course	
Course	Number of Students Enrolled
Psychology	19
Algebra	18
Speech	17
History 152 and 153	22
English 101 and 102	21

Chart 14 provides college entrance testing information for the American College Test (ACT) and the advanced placement test (AP®). Data are listed for each Grant County high school, the county, and the State. Grant County's percent of ACT test takers (57.8 percent) was lower than the State (61.1 percent) in 2010-2011. The Grant County ACT composite score (19.7) was 0.9 lower than the State composite score (20.6). Data indicated the percentage of AP® test takers in Grant County was substantially lower than the State.

Chart 14

COLLEGE-ENTRANCE TESTING INFORMATION – ACT & APT 2010-2011					
ACT(American College Test)			APT (Advanced Placement Test) Test Takers		
Schools	Test Takers	Composite Score	Tenth Grade	Eleventh Grade	Twelfth Grade
Union Educational Complex	45.5%	18.8	4.5%	10.5%	9.0%
Petersburg High	59.2%	19.8	0.0%	0.0%	0.0%
Grant County Schools	57.8%	19.7	0.0%	0.0%	0.0%
STATE	61.1%	20.6	1.8%	22.3%	22.4%

SAT/ACT Assessment Results

Chart 15 shows the Grant County School District Scholastic Aptitude Test (SAT) and American College Testing (ACT) results. The percent of SAT test takers increased slightly from 6.9 percent in 2009-2010 to 8.6 percent in 2010-2011. The SAT math mean score showed a decrease from 514 in 2009-2010 to 466 in 2010-2011. The SAT reading mean score decreased from 508 in 2009-2010 to 443 in 2010-2011. The writing score decreased from 493 in 2009-2010 to 415 in 2010-2011.

ACT trend data showed a decrease in both the percentage of test takers in Grant County (64.1 percent to 57.8 percent) and the composite score (20.1 to 19.7) from 2009-2010 to 2010-2011.

Chart 15

SCHOLASTIC APTITUDE TEST (SAT) - Grant County Schools					
County	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
SAT Takers (%)	9.4%	9.4%	6.4%	6.9%	8.6%
SAT Math Mean Score	520	494	510	514	466
SAT Reading Score	477	509	502	508	443
SAT Writing Score	482	495	463	493	415
AMERICAN COLLEGE TESTING (ACT) - Grant County Schools					
ACT Takers (%)	60.6%	60.1%	59.7%	64.1%	57.8%
ACT Composite	20.2	20.2	20.0	20.1	19.7

Source: State, County and School Data, 2011-2012 West Virginia Report Cards, West Virginia Department of Education.

The high school graduate overall college going rate in fall 2011 for Grant County was 50.5 percent compared to the State's overall college going rate of 57.9 percent as presented in Chart 16.

Grant County is located near two institutions of higher education - Potomac State College of West Virginia University and Eastern Community College. Both Petersburg High School and Union Educational Complex offered dual credit courses through these institutions.

Chart 16

ESTIMATED COLLEGE GOING RATE FALL 2011		
	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
Grant County	109	50.5%

Source: West Virginia College Going Rates By County and High School Fall 2011, West Virginia Higher Education Policy Commission.

Grant County's percent of students enrolled in developmental courses was measurably higher than the State's percentage of students taking both mathematics and English developmental courses (Chart 17).

Twelve (12) of Grant County's 46 first-time freshmen or 26.10 percent were enrolled in Developmental English during fall 2011 compared to the State enrollment (16.70 percent). Eighteen (18) graduates or 39.10 percent were enrolled in Developmental Mathematics compared to the State (28.20 percent).

Chart 17

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2011					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,457	1,247	16.70%	2,104	28.20%
Union Educational Complex	5	3	60.00%	4	80.00%
Petersburg High	41	9	22.00%	14	34.10%
Grant County	46	12	26.10%	18	39.10%

HIGH QUALITY STANDARDS

7.1. CURRICULUM.

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Findings

1. Grant County School District utilized the West Virginia content standards and objectives (CSOs) as the adopted curriculum. Grant County School District was implementing the Math 1 course at both Petersburg High School and Union Educational Complex. Grant County Schools sent two teams to the West Virginia Department of Education (WVDE) Teacher Leadership Institute (TLI) and to the training on the implementation of the new Next Generation (Common Core) State Standards.
2. Grant County School District offered the minimum course requirements defined in West Virginia Board of Education Policy 2510 and Policy 2520. However, Union Educational Complex must utilize the West Virginia Virtual Schools program to provide advanced placement and higher level mathematics and science courses.
3. Maysville Elementary School and Dorcas Elementary School were not meeting the minimum physical education instructional minutes required in West Virginia Board of Education Policy 2510.

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)

Findings

1. One Team member observed the media technology center at Petersburg High School being used as a study hall. Four male special education students were playing a card game during their Earth Science class. One female student was sitting on the couch watching the television screen while another female student was on the opposite end of the couch reading a library book. One male student was utilizing a computer to participate in a Virtual School course. Additionally, a student Individualized Education Program (IEP) meeting occurred in another portion of the room with one parent, a special education teacher, and a central office employee participating in the IEP process.

2. Grant County School District utilized the West Virginia Virtual Schools program to offer students advanced courses at both Petersburg High School and Union Educational Complex.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Findings

1. Dorcas Elementary School received an Innovation Zone grant for the 2010-2011 academic year to implement a departmentalized concept for the split-grade classes in reading and mathematics instruction.
2. While both Petersburg High School and Union Educational Complex met the minimum requirements of West Virginia Board of Education Policy 2510, student enrollment in advanced level courses (Honors, AP®, College, and Dual-Credit) was low. Enrollment was particularly low at Union Educational Complex.
3. Maysville Elementary School and Dorcas Elementary School did not meet the minimum physical education instructional requirements of West Virginia Board of Education Policy 2510.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Findings

Grant County School District provided professional development to educators and administrators to improve student achievement. The Grant County School District also scheduled Instructional Practices Inventory (IPI) training for the 2012-2013 school year for all administrators.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Findings

Grant County School District implemented writing across the curriculum in all grades.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Findings

The Team reviewed library usage logs and determined that utilization of the libraries at both Petersburg High School and Union Educational Complex was limited. Most log entries included virtual courses or Spanish I and II. Team observations revealed the book choices available to students at Petersburg High School were very limited. Additionally, the library was not utilizing an electronic check out system. Books were not organized in a manner that was easily accessible to students.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

Findings

Grant County School District provided training to teachers utilizing the new social studies content standards and objectives (CSOs) and to math teachers teaching the Math I course this year. Additionally, Grant County School District utilized technology to offer courses to students virtually. One science course requires a laboratory kit. The central office staff submitted a purchase order to the vendor, but the vendor will not sell directly to the school system. Communication has occurred between the school system and the company, but not with the West Virginia Department of Education Virtual School contact.

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)

Findings

According to the West Virginia Department of Education Course Information for Policy 2510, physical education was not being taught, per policy, at Maysville Elementary School and Dorcas Elementary School.

Maysville Elementary School and Dorcas Elementary School were not meeting the minimum physical education instructional time and content standards and objectives required in West Virginia Board of Education Policy 2510.

7.1.10. Approved elective offerings. An elective offering must be based on approved West Virginia Board of Education content standards and objectives, if available, or have written content standards and objectives that are approved by the county board. (Policy 2510)

Findings

Petersburg High School offered 38 approved electives. Union Educational Complex offered 54 approved electives. Grant County Schools followed West Virginia Board of Education Policy 2510 and all elective courses were approved before being offered.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Findings

The Team previously reported issues with a particular school not receiving counseling services on a regular basis. The central office staff worked with the counselor and the school administrators to determine the cause of the limited services and worked to revise the schedule to permit the counselor to visit the school that had not received services regularly. For example, the counselor had scheduled personal appointments on days that services were to be provided to that school. After an analysis of the problem, the principal rearranged the schedule to ensure that the school received counseling services on a regular basis.

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

Findings

Grant County School District had a Multicultural Plan and required each school to have a Multicultural Plan.

7.1.14. Alignment with job market opportunities. The technical and adult programs in the school are aligned with first local, and then state, then national job market opportunities. (Policy 2510)

Findings

The South Branch Career-Technical Center serves Grant County students. The 2012-2013 Work Based Learning Job Sites included nearly 100 businesses. The opportunities involved job shadowing in a variety of fields that included the following: Electrical, forestry, medical, transportation, legal, education, architecture, media, insurance, real estate, marketing, auto industry, food service, natural resources, and law enforcement.

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.

Findings

The Team interviewed central office staff members and conducted an extensive review of the county Five-Year Strategic Plan and established that the Grant County School District Core Strategic Planning Committee met three times to build the updated (2012-2013) District Strategic Plan. The plan included the Grant County School District Core Beliefs and Mission Statement as well as the following goals/strategic priorities set forth by the West Virginia Department of Education.

- High Expectations for What Students Should Know.
 - High Standards and Expectations for Student Behavior.
 - Ensuring the District Articulates What We Want Students to Achieve.
 - Support for Personalized Learning.
 - Elevate Respect for Teachers.
 - Give Teachers the Flexibility to Support Personalized Learning.
 - Engage the Entire Community.
1. The strategic plan showed that Grant County School District did not meet adequate yearly progress (AYP) in the listed subgroups.
- Mathematics
 - Elementary – Special Education (SE)
 - Secondary – All Students (AS)
 - Secondary – Racial/Ethnicity White (W)
 - Secondary – Economically Disadvantaged (SES)
 - Secondary – Special Education (SE)
 - Reading/Language Arts
 - Elementary – Special Education (SE)
 - Secondary – All Students (AS)
 - Secondary – Racial/Ethnicity White (W)
 - Secondary – Economically Disadvantaged (SES)
 - Secondary – Special Education (SE)

2. The Strategic Plan showed that Grant County School District provided continuing education opportunities and professional development in the following areas:
- Behavior/Classroom Management.
 - USE of Professional Learning Communities.
 - Accountability.
 - Teacher Leadership Institute Next Generation Content Standards and Objectives Grades 1, 4, 5, 9 CSOs.
 - WV Early Learning Standards (WVELS).
 - Test Analysis.
 - Project SIMPLE.
 - Positive Behavior Supports.
 - LETRS, Foundations, LiPS.
 - Acuity.
 - Co-Teaching.
 - Differentiated Instructional Strategies.
 - Bullying Prevention.
 - Text Complexity.
 - Student Engagement.
 - Instructional Practices Inventory (IPI).
 - CPI.
 - On-line Individual Education Program (IEP) Development.
 - Special Education Academy.
 - Curriculum Pacing Guides (as needed).
 - TechSteps.

Core Beliefs and Mission.

The Strategic Planning Committee reviewed and revised the core beliefs of the county. The county plan did an excellent job of analyzing data and identifying areas of need.

Goals and Objectives.

The county goals were derived from the data analysis and the prioritized strategic issues. The goals were related to student achievement and high expectations through personalized learning.

Action Steps and Professional Development.

The professional development directly related to the targeted areas of weaknesses in student achievement and personalized learning. Grant County School District worked with the West Virginia Department of Education to establish manageable and strategic action steps.

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)

Findings

Counselor logs at the central office revealed that counselors were spending at least 75 percent of the work day in a direct counseling relationship with students. This was also verified by the individual school level audit teams.

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)

Findings

Grant County School District utilized a lesson plan template that teachers may complete and submit electronically or print and submit to the building principal each Monday. The school level principal reviews lesson plans and provides feedback accordingly. This was also verified by the individual school level teams.

7.3. ALTERNATIVE EDUCATION.

7.3.1. Alternative education. Alternative education programs meet the requirements of Policy 2418. (W.Va. Code §18-2-6 and §18-5-19; Policy 2418)

Findings

The Team interviewed county office staff and determined an alternative learning center (ALC) was located near Petersburg High School and the central office building. The center was staffed by one teacher and served seven students. The ALC operated from 8:00 a.m.-11:45 a.m. daily. This schedule permitted students to take classes at the South Branch Career and Technical Center in the afternoon. Students in Grades 9-12 were identified through a school Student Assistance Team (SAT) and then referred to the county SAT before being placed in the alternative learning program. Curriculum options at the ALC included: Nova Net, On Target, Virtual Schools, and direct core instruction based on West Virginia Board of Education Policy 2520.

7.4. REGULATORY AGENCY REVIEWS.

7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Facilities

Union Educational Complex

Union Educational Complex was originally constructed in 1968 with additions in 1975, 1979, 1980, and 1985. The building was not mechanically ventilated and did not meet ventilation code requirements. New entrances were constructed on this facility to accommodate handicap accessibility and provide a secure entrance. Lighting throughout the facility was upgraded to more energy efficient T-8 lighting. All gutters were replaced around the building. The media center was completely renovated during the summer 2011. This area now has new flooring, technology, and furnishings.

The first/second grade classroom, Room 2, remained cluttered with materials that greatly reduced the free area of the classroom. The Art Room did not have mechanical ventilation. The Music Room did not have music chairs with folding arms or acoustical treatment and did not have adequate storage. The elementary physical education facility was not adequate in size. The food service area did not have adequate storage space, teachers' dining area, lockers and dressing rooms. No space was dedicated for a health services unit. The middle school and high school science facility did not have ventilation fume hoods and were not isolated to keep odors from the remainder of the building. The high school gymnasium served as the auditorium for this facility. The locker rooms had been completely renovated, eliminating all deficiencies. The elementary rooms had the original carpeting in place. This carpet should be replaced with tile or other appropriate floor covering. The elementary media center had been renovated with new flooring, technology, and furnishings. The elementary commons area contained multiple bookshelves with little used books. These shelves needed to be dusted and included as part of the regular housekeeping schedule.

Dorcas Elementary

Dorcas Elementary is scheduled to be closed after the 2013-2014 school year according to the current Comprehensive Educational Facilities Plan (CEFP) for Grant County. This closure document was approved by the West Virginia Board of Education at the November 2012 meeting. The public hearing was conducted October 25, 2012, for this closure.

Maysville Elementary

Maysville Elementary was originally constructed in 1950 with additions in 1971, 1976, and 1986. Except for the gymnasium, Pre-K and Kindergarten classrooms, this facility's heating, ventilation, and air conditioning (HVAC) system was upgraded in 2010 to include mechanical ventilation and air conditioning. A project is currently before the West Virginia School Building Authority (SBA) to renovate the gymnasium, Pre-K and Kindergarten classrooms. The lighting throughout the original facility has been upgraded to more efficient T-8 lighting. The media center has been recently renovated to upgrade the flooring and technology, i.e., wireless Internet, new computers and stations, and new tables and chairs. The food service area did not have lockers/dressing rooms. The health service area was not adequate in size and did not have adequate equipment and furnishings. The damaged radiator grills in the halls had been repaired. Two modular units were still on-site, but they were no longer being used.

Petersburg Elementary

Petersburg Elementary was originally constructed in 1974 as an open classroom concept school. Partition walls were added at a later date. An addition was constructed in 2004. The media center was completely upgraded with new technology and furnishings. The health service area was not adequate in size and did not have adequate equipment and furnishings. The science facilities did not have ventilation fume hoods, laboratory work spaces, fire extinguishers, fire blankets and emergency showers. The heating, ventilation, and air conditioning (HVAC) equipment in the original building was near the end of its life-cycle and the county will need to plan for its replacement.

Petersburg High

Petersburg High was originally constructed in 1949 with additions in 1952, 1957, 1968, 1971, and 2001. The facility roof was replaced and the maintenance department was in the process of painting all the halls. The media center was recently renovated with new flooring, technology, and furnishings. Wireless Internet access and comfortable lounge spaces were available for student use. The secondary/practice gymnasium did not have a drinking fountain, provisions for two or more teaching stations, a display case, network connections, or Internet access. There was no auditorium/stage facility at this site. The food service area did not have a teachers' dining area. The health services area did not have a toilet.

Countywide

The county implemented a computer based automated work order system and was starting the State provided preventive maintenance program. The county maintenance staff consisted of two full-time employees and two half-time employees. One of the half-time employees was also responsible for the county's technology and maintained the sewage treatment facilities. The other half-time employee was classified as a bus mechanic half-time. The county maintenance director was also responsible for Safe Schools, overseeing transportation with the assistance of a supervisor, and was paired with the assistant superintendent on technology.

7.5. ADMINISTRATIVE PRACTICES AND SCHOOL-COMMUNITY RELATIONS.

7.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.

Findings

The following describes some of the activities provided by the Grant County School District to communicate understandable information and techniques for helping students, parents, and communities.

1. The county superintendent and school principals distributed monthly newsletters to parents and community members with timely information about the school system.
2. The Grant County School District and schools provided websites with information that afforded all interested persons current school system and school level information.
3. Grant County School District provided a professional development program to all teachers which relayed techniques for working with parents and involving parents and community members in the school system.
4. The school district prepared and distributed numerous brochures, i.e., "Special Education Services" and "Pre-K Building Lifelong Learning" to parents and the community that provided helpful information.
5. The superintendent presented an annual "State of the Schools" address to the community and invited elected officials and others to attend and be informed of how the school system is doing.
6. The county's schools implemented Edline that provides direct electronic contact between teachers and parents.

7.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

Findings

1. An Employee Code of Conduct policy was distributed to all employees through the Employee Handbook and a Student Code of conduct policy was distributed to students and parents through the school handbooks.
2. RESA 8 provided school administrators training on the Student Code of Conduct and the school administrators trained all teachers. Teachers then

reviewed the code of conduct with students during the student handbook review at the beginning of the school year.

3. Procedures were in place to address violations of West Virginia Board of Education Policy 4373, *Expected Behavior in Safe and Supportive Schools*, and the Employee Code of Conduct. Records were kept of all violations.
4. The Team verified that the codes of conduct were being implemented and the implementation was being monitored by members of the administration.

7.5.3. Statewide assessment. Test security measures are in place for the WESTEST. All students in the school participate in the statewide assessment program that includes state content assessments on the WESTEST or West Virginia Alternate Performance Task Assessment (APTA) at grades 3-8 and 10 and the Writing Assessment at grades 4, 7, and 10. Students with disabilities who have an IEP or a Section 504 Plan may be assessed on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the standardized assessment under these conditions and who meet the alternate assessment criteria will participate in the West Virginia Alternate Performance Task Assessment (APTA). Education Performance Audit teams will verify the eligibility of any student tested under standard conditions, standard conditions with accommodations, alternate assessment, or medical emergency student exemptions. Students who are continuously enrolled in the public school from the fifth instructional day of school to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

Findings

The Team reviewed the county policy on test security, procedures used by the county and schools to maintain test security, the storage procedures and locations for test data at the county level and school level, copies of the WVS.326 Forms (forms for students with accommodations), and other applicable forms and procedures relating to the State testing program. The Team verified that the county complied with West Virginia State Board policies 2340, 2419 and 2510 and the Grant County Board of Education Testing Policy.

7.5.4. Physical Assessment. The school participates in the appropriate statewide physical assessment program.

Findings

1. The Team reviewed the Fitnessgram results for the 2011-2012 school year and found that all schools had participated in the Fitnessgram program with all students in grades 4 thru 8 and the physical education classes in the high schools.
2. The high schools provided a sufficient number of credit courses in physical education (required and elective) to meet the requirements of West Virginia Code §18-2-7a.
3. Dorcas Elementary School had one 40 minute physical education class per week taught by the physical education teacher and two 25 minute physical education classes per week taught by the grade level teachers. This did not meet the requirement that elementary school students have not less than 30 minutes of physical education for not less than three days a week.
4. Maysville Elementary School had one 40 minute physical education class per week taught by the physical education teacher and no other physical education classes listed on the master schedule. The principal reported teachers had physical education activities for students at times like recess during the day, but the school did not have a policy waiver to allow this. Therefore, this did not meet the requirement that elementary school students have not less than 30 minutes of physical education for not less than three days a week.

7.6. PERSONNEL.

7.6.1. Hiring. County boards follow hiring practices set forth in W.Va. Code. (W.Va. Code §§18A-4-7a, 18A-4-8, and 18-2E-3a)

Findings

The initial introduction to Grant County Schools for the review of hiring practices was provided by a well-prepared, highly-organized, and well-versed director of personnel/ assistant superintendent. Verification documents and information relevant to hiring practices, such as, application forms, bid sheets, board minutes, lists of teachers on permit and/or out of field authorizations, etc., were available for team members to review prior to beginning the initial examination of hiring practices in the personnel office.

The Team randomly selected job postings for 35 jobs posted for the 2012-2013 school year in the various categories of teachers, student support personnel, administrators, service personnel, coaches and other extra-curricular assignments to review to determine if the county board followed hiring practices set forth in W.Va. Codes §§18A-4-7a and 18A-4-8b.

The assistant superintendent, who was the personnel director, has been in his position for one year. During that time, he has worked to learn personnel law and to implement the law in the county's hiring practices. Posting files for all postings the Team randomly selected to review were readily available and complete. Files included the posting; job description; applications for the specific posting; interview data where appropriate; and a completed matrix for professional personnel that showed the comparisons of qualifications of applicants. Service personnel posting files also included a copy of letters sent to individuals not selected for the position as to the status of their application as required in W. Va. Code §18A-4-8b.

Applications for the initial employment (professional and service) were available on the county website. Application bid sheets for a specific position for professional, service, coaches, and/or extracurricular were also available on line. The professional applicant bid sheet included an opportunity for applicants to list their qualification criteria as required in W. Va. Code §18A-4-7a.

Vacant positions were posted in the county board office, in all schools, and on the State and county websites. Positions were posted as soon as they became vacant, or if new when approved by the State Department of Education. Each posting included a nondiscrimination statement.

No professional employee was transferred after 5 days prior to the beginning of the instructional term. Seven personnel transfers after this date will be effective with the 2013-2014 school year. Those vacant positions are filled with long-term substitutes for

the 2012-2013 school year. One vacant position (Spanish, Petersburg High School) was filled with a long-term substitute teacher and was being continuously posted.

A matrix was developed for each set of factors listed in WV Code §18A-4-7a to compare the qualifications of applicants. Each matrix showed the appropriate criteria listed in W.Va.Code §18A-4-7a used to evaluate each applicant. It was evident that the county used the proper matrix in every professional posting the Team reviewed. The county used a point system to determine the most qualified applicant when evaluated with the first set of factors in W.Va.Code §18A-4-7a. When using the second set of factors in §18A-4-7a, equal weight was given to each criterion. Written directions were established to follow in processing the comparisons of applicants. As per the directions, when there is a tie of the criteria (2nd set of factors), the applicant with the greatest amount of experience in the subject/grade area is determined the most qualified. Using this set of factors, there has never been a situation where the most senior regularly employed applicant was not selected for the posted position.

Interview questions were held when the first set of factors was used. Questions were prepared in advance by the personnel director and were asked to all candidates. The interview committee included the principal, an appropriate director or supervisor, and the personnel director. For a principal vacancy, the superintendent is a member. Additionally, a member of the faculty senate, most senior service personnel, and Local School Improvement Council (LSIC) member of the respective school are invited to be members of the interview team. The interview questions, written responses, and interviewer notes are retained. When the second set of factors is used, principals are given an opportunity, W.Va.Code §18A-2-1, to interview the most qualified candidate. The interview results are not used in the selection process, but are for the purpose of sharing with the applicant the school's mission and goals as well as teacher expectations. Additionally, the interview gives the applicant an opportunity to ask questions important to him/her regarding his/her assignment at the school prior to transferring into the new position.

Prior to employment, certification of teachers is reviewed and approved by the West Virginia Department of Education. Individuals recommended for employment, pending out-of-field authorizations, were identified on the board agendas. The county has eight teachers employed on out-of-field authorizations, three on permit, and one on a waiver. The assistant superintendent was working to recruit fully certified teachers. He attended three teacher recruiting fairs (West Virginia University, Fairmont, and Shepherd) last spring. From the fairs, the county hired four teachers, including two speech language specialists and a math teacher. He also works with neighboring county personnel directors to get names of applicants when those counties have more applicants than they can hire.

The recommendation for employment is made by the principal and personnel director to the superintendent.

Coaches. All non-paid (paid \$1) coaches met the required certification. All coaches held a professional teacher license, substitute permit or coaching authorization. Individuals holding a professional license were given priority in hiring. Once certification ranking was determined, the county used the first set of factors in W.Va.Code §18A-4-7a to determine the most qualified in the specific group.

The majority of posting files the Team reviewed were in total compliance with hiring practices; however, the Team noted a few findings in some individual posting files. These findings appeared to be the result of a new personnel director who was still learning the complicated school laws of personnel hiring. The majority of the findings can be corrected immediately.

Findings

- 1. Professional Personnel.** The county works to fill all vacant positions with certified applicants who also meet the No Child Left Behind (NCLB) definition of a highly qualified teacher. References were checked thoroughly for all out-of-county and out-of-state applicants and an interview was held. When the county finds that an applicant, although certified for the position, has been dismissed from another school system, has unsatisfactory performance in and/or out of the classroom, or cannot successfully complete an interview, that person is not considered for employment and the position is reposted. This appeared to be a noncompliance as per W.Va.Code §18A-4-7a(o)(3). Reference Posting 13-004, Math, Petersburg High School, hired on an out of field authorization (OOF); 13-001, Principal, Petersburg High School.

Recommendation. W.Va.Code §18A-4-7a(o)(1)(c) states, “Any special criteria or skills that are required by the position shall be specifically stated in the job description and directly related to the performance of the job.” List special criteria as “completion of successful interview” and place this requirement as special criteria in the job description (and posting) under required qualifications. When this special criterion is not met and documented, it appears that the county could repost the position. The Team recommended that this be reviewed with legal counsel.

- 2. Professional and Service Personnel. Job Descriptions.** Job descriptions for postings were attached to postings placed in the county office and in schools. Job descriptions were not available on the county or State websites, but upon request to the personnel office a job description will be sent to applicants via e-mail, fax or U.S. mail. Job descriptions were currently being reviewed by the personnel director who was in the process of revising (updating) service personnel job descriptions. Several job descriptions the Team observed had been revised during the summer. Of the service personnel job descriptions reviewed, it appeared that they complied with West Virginia Board of Education Policy 5314 (effective date 1985) with duties and responsibilities; however, there were no qualifications listed or the qualifications

listed did not include such requirements as passing the State competency test for the specific classification on the job description. Reference postings for aide (13-062), general maintenance (13-016), cook (13-029), and custodian (13-014). There was no job description for autism mentor (13-020). Additionally, no qualification was listed on the job description for coach. However, qualifications were listed on all job postings.

Corrective Action

- Make job descriptions available on the county website.
 - Continue the process of reviewing job descriptions prior to posting a vacant position and updating or creating, where necessary, including adding required qualifications for the specific job to the job description.
3. Individuals whose names have been placed on the preferred list are contacted by the assistant superintendent of any openings for which they are eligible. If no contact is made, the individual's name will be entered as an applicant for the vacant position. W.Va.Codes §§18A-4-7a(n) and 18A-4-8b require that the notification of openings be sent by certified mail to the last known address of the employee on the preferred list.

Corrective Action

- Comply with W.Va.Codes §§18A-4-7a (n) and 18A-4-8b.
4. **Service Personnel.** W. Va. Code §18A-4-8b(g)(2), requires that the notice of job vacancy include the starting and ending time of the daily shift and the amount of pay and any benefits. Postings for aides (13-018) and bus operators (13-011) did not list the time of the daily shift. Under salary on the posting it states, "WV State Service Personnel Salary." A salary amount was not listed. Additionally, benefits were not listed.

Corrective Action

- List the starting and ending time of the daily shift on all service personnel postings.
 - List a salary range (from lowest to highest) on the posting for the pay grade of the classification.
 - Under benefits, for regularly employed positions, list benefits such as health and life insurance available.
5. Where there was more than one classification title within a classification category the posting was listed without the specific class title (Example, posting for Custodian - 13-014 and Cook - 13-029. Each classification title of service personnel is listed in W. Va. Code §18A-4-8a and considered a separate classification title of employment with a separate Pay Grade. For example,

custodian titles are listed as: Custodian I, Custodian II, Custodian III, and Custodian IV. There is no classification title of just Custodian or Cook.

Corrective Action

- All vacant positions must be posted by the proper classification title, if known. For example: If the vacancy is for a Custodian IV, the position should be posted, "Custodian IV," not just "Custodian," as Custodian IV also identifies the Pay Grade of that position. Note: Some classification titles such as Custodian I, II, III, and IV are included in the same classification category for competency testing and seniority and are not treated as separate class titles (W. Va. Codes §§18A-4-8e and 18A-4-8g).
6. Once applicants meet the criteria of qualifications and evaluation of past service, seniority becomes the deciding factor for transfer or employment of service personnel. With the exception of one posting reviewed, W.Va.Code §18A-4-8b was followed in the selection of service personnel. Posting 13-016, "Mechanic, General Maintenance, Bus Operator," posted March 8, 2012, did not appear that the individual selected for the job and transferred into the position met the qualifications of the posting.

There were two applicants for the posted position. Applicant A was a regular employee previously employed in the classifications of mechanic and general maintenance. He did not hold bus operator certification. Applicant B was a new applicant who, according to the application, held bus certification. He was not given an opportunity to take the State competence test for mechanic or general maintenance, which according to W.Va.Code §18A-4-8e(h), is used to determine the qualification of new applicants seeking initial employment. Applicant A was transferred into the posted position pending bus operator certification. As per the personnel director, the employee has up to one year to obtain the certification and will not drive a bus until certification is obtained.

Corrective Action

- Review this situation with legal advisors and comply. It appeared that Applicant B should have been given the competency test for mechanic and general maintenance. If Applicant B successfully passed both tests, he would have been the most qualified applicant for the position. Also, determine through West Virginia Department of Education approval, that hiring a bus operator can be done pending certification, the length of time for obtaining required certification, etc.

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The Team conducted a detailed review of the certified list, WVEIS Master Course Schedule, and the West Virginia Department of Education (WVDE) Certification Database and verified that Grant County did not have licensure findings.

The Team also examined educators authorized to teach by West Virginia Code and State Board policy, but did not meet the highly qualified federal definition and educators credentialed to teach based upon permits. This information may connect to other issues in this report affecting student achievement.

Chart 20

Highly Qualified Findings and Number/Type on Permit

County-School	Educator Name	Courses/ Content Teaching	Certification/ Status	Findings
024-201 Dorcas Elem	Educator	3636-INSTR MUSC 6 0 Grades:	90 Long Term Substitute Permit 2000 -Music Grds: PK-AD Exp: 06/30/2013	Not HQ due to permit for long term substitute
024-202 Maysville Elem	Educator	3636-INSTR MUSC 6 0 Grades:	90 Long Term Substitute Permit 2000 -Music Grds: PK-AD Exp: 06/30/2013	Not HQ due to permit for long term substitute
	Educator	8017-COLTCH- SPED 0 B- BEHAVIOR DISORDERS Grades: 8017-COLTCH- SPED 0 R- SPECIFIC LEARNING DISA Grades:	21 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2015 Pending Permit Form 01 Full Time Permit/OOF 08/15/2012	Not HQ due to permit for special education
024-203 Petersburg Elem	Educator	3636-INSTR MUSC 6 0 Grades:	90 Long Term Substitute Permit 2000 -Music Grds: PK-AD Exp: 06/30/2013	Not HQ due to permit for long term substitute

	Educator	4115-ENG SEC LANG 0 Grades: 4806-DEVL P READ 6 0 Grades: 06 4806-DEVL P READ 6 D Grades: 06 6006-SCIENCE 6 0 Grades: 06 6906-HEALTH 6 0 Grades: 06	21 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2015 81 First-Class/Full-Time Permit 1050 -English as a Second Language Grds: 0K-12 Exp: 06/30/2013	Permit for ESL
	Educator	8031-LIBRARIAN 0 Grades:	22 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: Permanent 22 Professional Teaching Certificate 3603 -Early Education Grds: PK-0K Exp: Permanent 52 Out-of-Field Authorization 3440 - School Librarian/Media Grds: PK-AD Exp: 06/30/2013	Permit for librarian
024-501 Petersburg High	Educator	3045-GEOMETRY 3 I-MENTALLY IMPAIRED:MILD Grades: 09 10 7821-PLANNING 1 Grades: 8017-COLTCH-SPED 3 Grades: 8017-COLTCH-SPED 3 I-MENTALLY IMPAIRED:MILD Grades:	21 Professional Teaching Certificate 3605 -Multi-Subjects Grds: 0K-08 Exp: 06/30/2013 Pending Permit Form 01 Full Time Permit/OOF 07/11/2012	Pending permit for special education; Not HQ
	Educator	3401-DANCE II-FA 3 Grades: 09 10 11 12 3401-DANCE II-FA 3 Grades: 09 10 11 12 3402-DANCE I-FA 3 Grades: 11 12 3403-DANCE III-FA 3 Grades: 12 3607-GEN MUSIC 7 3 Grades: 07	Pending Permit Form 02 Long/Short Term Sub Permit 08/31/2012	Permit for music, Not HQ

		<p>3608-GEN MUSIC 8 3 Grades: 08 3620-CHORUS 3 Grades: 10 11 3621-CHRS I BGN 3 Grades: 09 10 12 3621-CHRS I BGN 3 Grades: 09 10 3622-CHRS II INT 3 Grades: 11 3726-GUITAR I 0 Grades: 09 10 11 12 3801-THEATRE I 3 Grades: 10 11 12 3801-THEATRE I 3 Grades: 09 10 11 12 3802-THEATRE II 3 Grades: 11 12 3802-THEATRE II 3 Grades: 12 3803-THEATRE III 3 Grades: 7821-PLANNING 1 Grades:</p>		
	Educator	<p>7603-AL PRC/WRKPL 0 Grades: 7633-DVLP GUID 3 Grades</p>	<p>21 Professional Teaching Certificate 0600 -Business Education Grds: 05-AD Exp: 06/30/2015</p>	<p>Permit for special education; Not HQ</p>
	Educator	<p>3611-BAND I 1 Grades: 09 3612-BAND II 1 Grades: 10 3637-INSTR MUSC 7 0 Grades: 07 3638-INSTR MUSC 8 0 Grades: 08 3644-INST MUS IV 1 Grades: 12 3671-MSC APPR/HST 2 Grades: 10 11 12 3671-MSC APPR/HST 3 Grades: 10 11 12 3743-INSTR ENSMBL 0 Grades: 09 10 11 12 7821-PLANNING 1 Grades:</p>	<p>90 Long Term Substitute Permit 2000 -Music Grds: PK-AD Exp: 06/30/2013</p>	<p>Permit; Not HQ</p>

	Educator	<p>5661-SPANISH I 0 Grades: 07 5661-SPANISH I 2 Grades: 08 5661-SPANISH I 3 Grades: 09 10 11 5661-SPANISH I 3 Grades: 10 5662-SPANISH II 3 Grades: 09 10 11 12 7821-PLANNING 1 Grades:</p>	<p>90 Long Term Substitute Permit 2000 -Music Grds: PK-AD Exp: 06/30/2013</p>	Permit; Not HQ
	Educator	<p>3012-MATH I - 9 0 I-MENTALLY IMPAIRED:MILD Grades: 09 10 11 3013-MATH I - 9 SUPPORT 0 I- MENTALLY IMPAIRED:MILD Grades: 09 10 11 4007-ENG LA 7 1 I- MENTALLY IMPAIRED:MILD Grades: 07 4008-ENG LA 8 1 I- MENTALLY IMPAIRED:MILD Grades: 08 7007-WRLD GEO- 7 1 I-MENTALLY IMPAIRED:MILD Grades: 07 7008-WV STUDIES-8 1 I- MENTALLY IMPAIRED:MILD Grades: 08 7667-KEYS- INNVIS 0 Grades: 08 7821-PLANNING 1 Grades: 8017-COLTCH- SPED 3 I- MENTALLY IMPAIRED:MILD Grades</p>	<p>21 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2015 52 Out-of-Field Authorization 4115 - Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013</p>	Permit for special education; Not HQ

<p>024-101 Union Ed. Complex</p>	<p>Educator</p>	<p>2610- PRESCHOOL 0 Grades: P3 P4 P5</p>	<p>22 Professional Teaching Certificate 3601 -Early Childhood Grds: 0K-04 Exp: Permanent 22</p> <p>Professional Teaching Certificate 3603 -Early Education Grds: PK-0K Exp: Permanent</p> <p>Permit Pending Form 01 Full Time Permit/OOF 09/19/2012</p>	<p>Permit pending for pre-school special needs</p>
	<p>Educator</p>	<p>4809-TITLE I READ 0 Grades: 7821-PLANNING 0 Grades</p>	<p>22 Professional Teaching Certificate 1900 -Mathematics Grds: 05-09 Exp: 06/30/2016</p> <p>22 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2016</p> <p>81 First-Class/Full-Time Permit 4300 – Reading Specialist Grds: PK-AD Exp: 06/30/2013</p>	<p>Permit for Reading Specialist; Not HQ</p>

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

The Team reviewed new teacher hire logs for 2009-2010, 2010-2011, and 2011-2012 to determine the 0-3 years experience for required observations/evaluations and compiled an alphabetical listing of personnel and matched the list with current personnel files.

The Team also reviewed personnel evaluations for professional personnel with 4-5 years experience, other professional personnel, support personnel, service personnel, coaches, etc., to determine that the evaluation process was conducted according to W.Va. Code §18A-2-12, West Virginia Board of Education Policy 5310, and county policy.

A random review of teacher evaluations disclosed the following:

1. One teacher evaluation was not signed by the evaluator.
2. One teacher new to Grant County with six years of experience from another school system was not evaluated in the 2011-2012 year. The Grant County Board of Education evaluation policy requires that teachers entering the county with experience be evaluated the first year the teacher teaches in Grant County.
3. All other teacher evaluations in the sample the Team reviewed met the requirements of West Virginia Board of Education Policy 5310 and Grant County Board of Education policy on personnel evaluations.
4. The teacher observation forms to support specific evaluations were filed in the schools rather than with the evaluations in the personnel files at the central office. Since the observations are an integral part of the evaluation, the Team recommended that the observation forms be filed with the official evaluations.

A random review of professional support personnel evaluations disclosed the following:

1. One counselor established goals with the supervisor on January 13, 2012. Evaluation goals are to be established annually by November 1.
2. One academic coach appeared to have had a goal setting meeting with the supervisor October 28, 2011, but the agreement was not signed by the employee or supervisor. An evaluation conference was held on May 22, 2012.
3. An athletic trainer was evaluated using the coach's evaluation procedure rather than the procedure for professional support personnel.

4. All other professional support personnel in the sample reviewed met the requirement of West Virginia Board of Education Policy 5310 and Grant County Board of Education policy on personnel evaluations.

A random review of coach evaluations disclosed the following:

1. One evaluation for a track coach was not dated and the signatures of the coach and evaluator were not dated.
2. All other coach evaluations in the sample reviewed met all requirements of West Virginia Board of Education Policy 5310 and Grant County Board of Education policy on evaluation of personnel.

A random review of school administrator evaluations disclosed the following:

1. One school administrator met with the supervisor for a goal setting conference on February 9, 2012. West Virginia Board of Education Policy 5310 and Grant County Board of Education policy on personnel evaluations require that the goal setting conference be held annually by October 1.
2. All other school administrator evaluations reviewed met the requirements of West Virginia Board of Education Policy 5310 and Grant County Board of Education policy on evaluation of personnel.

A random review of service personnel evaluations disclosed the following:

The OEPA Team reviewed samplings of evaluations for secretaries, cooks, custodians, teacher aides, bus operators, mechanics, and maintenance personnel for the 2009-2010, 2010-2011 and 2011-2012 school years and found that all evaluations reviewed met the requirements of the Grant County Board of Education policy on the evaluation of school service personnel.

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform to W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

The county followed State Board Policies 5899 and 5900 in implementing the Beginning Teacher and Principal Internship programs. Mentors for the beginning teachers (10) and a principal were posted and in the process of being hired for the 2012-2013 school year. The assistant superintendent oversees the internship programs. The principals, however, are responsible for implementing the program in his/her respective school.

The Team reviewed data provided to the assistant superintendent at the end of the 2011-2012 school year and interviewed two mentors and a beginning teacher and concluded that mentors worked toward meeting the requirements of the program in their observations and meetings with classroom teachers; however, there was no documentation to show total compliance. Both mentors and beginning teachers interviewed spoke highly of the program. No teacher had more than two mentors. Documentation showed the support team meetings were held monthly, although one mentor stated meetings were sometimes difficult to schedule and did not know who was responsible for scheduling. No one could identify something that came out of the support meetings that was believed helpful or beneficial to either the mentor or beginning teacher.

Beginning teachers attended an orientation meeting for new teachers at the county office. The Team reviewed the agenda for the 2011 Orientation Meeting. This year's (2012-2013) orientation meeting was in the process of being planned and scheduled. Beginning teachers also attended the Beginning Teachers Academy provided by the West Virginia Center for Professional Development. No other professional training was planned at this time for new teachers. The assistant superintendent stated that he has a goal of working toward strengthening the program.

Corrective Action

Grant County will need to post for mentors for beginning teachers and principals in a timely manner to have the beginning teacher and principal programs in place when new teachers/principals begin the new year. The county will additionally need to plan and schedule the orientation meeting for beginning teachers and principals during the first few days of their employment and identify persons on the support team responsible for scheduling team meetings. A specific day of the week and time could be determined for the year and adjusted as needed. The assistant superintendent could contact other counties such as Jefferson County or Greenbrier County for ideas in incorporating Grant County's program.

7.7. SAFE, DRUG FREE, VIOLENCE FREE, AND DISCIPLINED SCHOOLS.

7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

W.Va. Code §18A-1-12a (17) states, “All official and enforceable personnel policies of a county board must be written and made available to its employees.”

Findings

1. Grant County Schools was currently reviewing all policies. On advice from legal counsel, the school system placed some 263 policies on public comment for repeal. The school system has contracted with a law firm to review and advise them on some 80 policies to meet statutory and State Board requirements.
2. Grant County Schools had not met the statutory requirement for submission of a policy or policies governing Expected Behaviors in Safe and Supportive Schools (West Virginia Board of Education Policy 4373-Section 4), “Approved county policies shall be submitted to the State Superintendent of Schools by July 1, 2012.” However, the county placed on public comment Grant County Board of Education Policy 4373, “Expected Behavior in Safe and Supportive Schools.” Additionally, the policy states the board’s intent to “adhere to West Virginia Board of Education policies that address social and emotional learning’s that are identified in West Virginia Board of Education Policy 4373.” The Grant County policy further provides information so students and parents can link to the West Virginia Board policy and published in student handbooks or by distribution of this policy.
3. Grant County School District did not have required policies for AIDS Education (West Virginia Board of Education Policy 2422.4) or for the replacement of a grade if a course is retaken, Credit Recovery (West Virginia Board of Education Policy 2510-Section 7.3.h).

7.8. LEADERSHIP.

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

W.Va. Code §18A-2-12a (1) provides “The effective and efficient operation of the public schools depends upon the development of civil and cooperative relationships between county boards and school personnel.”

Findings

The Office of Education Performance Audits (OEPA) Team interviewed the President of the Grant County Board of Education and the four other board members, the county superintendent, and county office staff. The Team reviewed agendas and minutes of the Grant County Board of Education meeting, relevant memoranda, and documents. The findings are the result of the interviews and document reviews.

Grant County Board of Education

1. Minutes of Grant County Board of Education meetings showed that the board meetings were conducted in a respectful and civil manner and according to statutory requirements.
2. Board members generally expressed support of the county superintendent and expressed a readiness to assume control or partial control of the school system.
3. Minutes of the Grant County Board of Education were complete and provided information to the public in a comprehensive and understandable manner.
4. Board members were actively involved in developing the Grant County Five-Year Strategic Plan and were aware of county and school level achievement and the county’s needs.

Leadership Development Indicators

1. The Team observed that while the Grant County Board of Education and the county superintendent had extended opportunities for community support and involvement, the support for the Grant County School District could be further strengthened by the various community entities.
2. The Grant County Board of Education has been receptive to the role of resuming decision making and participating in board leadership development. The Team observed that the board members are learning about board membership, but could benefit from further training.

District Leadership

1. District leadership was exemplified by the collaborative effort of the superintendent, the central office staff, professional staff representatives and community representatives including two school board member representatives to develop the Five-Year Strategic Plan to address the needs of Grant County School District students. The strategic planning process was commendable and provided multiple opportunities for input from the various constituents into the annual plan.
2. The district office staff exhibited professionalism, worked well together, communicated freely with each other, and worked collaboratively to improve student achievement.
3. The Grant County School District Superintendent worked well with the Grant County Board of Education and did an exceptional job of keeping the board informed through an annual State of the Schools report; presentation of the County Strategic Plan; and updates that included: Personnel actions, policy changes, financial reports, and overall student achievement. The superintendent had scheduled trainings for board members in several areas that included: Board leadership, personnel, and finance. It was apparent from interviews with individual board members that the lines of communication between the superintendent and the board were open and effective.
4. A schedule for the schools' local school improvement council (LSIC) presentations to the board for the 2012-2013 school year was established. The board minutes should include documentation that a quorum of the LSIC members were present for the annual LSIC presentations and that the board received and discussed the schools' Five Year Strategic Plans during these presentations.
5. The Grant County School District Superintendent had a thorough knowledge and understanding of West Virginia Code and West Virginia Board of Education policies and guided the board of education in adherence to Code and policies.

8.1. INDICATORS OF EFFICIENCY.

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.

Findings

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

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

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

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

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

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

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

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

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

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

programs, along with the efforts of the attendance director, were named as promoting success for students and keeping the students in school through graduation.

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

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

Findings

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

CAPACITY BUILDING

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.

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

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

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

While Grant County School District has taken tremendous steps to improve the climate and culture of the central office, student achievement has not experienced measurable gains to date. The leadership provided by the superintendent and central office staff has resulted in a more unified and clearer vision for developing a strategic plan to

increase student achievement. The immediate gains in student attendance, graduation rates, and fewer dropouts should demonstrate increases in student achievement in the near future. The elementary reading program should prove successful in the WESTEST2 reading scores for Grade 3 students in 2013.

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.

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

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

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

APPROVAL RECOMMENDATION

Because of the progress the county has made in establishing curriculum and organizational functions, the Office of Education Performance Audits (OEPA) recommends that partial control be returned to the Grant County Board of Education in the following areas:

- 1. Curriculum,**
- 2. Policies,**
- 3. Facilities,**
- 4. Transportation, and**
- 5. The establishment and operation of a school calendar.**

Because of the need for developing capacity for board leadership, it is further recommended that the West Virginia Board of Education continue intervention in the following areas:

- 1. Personnel and**
- 2. Finance.**

The OEPA recommends that the West Virginia Board of Education begin the next phase of the transition for Grant County to regain full local control. The OEPA recommends that the West Virginia Board of Education issue Grant County Conditional Approval status and initiate an Exit Agreement between the West Virginia Board of Education and the Grant County Board of Education.

SCHOOL SUMMARY
EDUCATION PERFORMANCE AUDIT

School	Findings	Recommendations
24-101 Union Educational Complex School	7.1.2.	None Identified
24-201 Dorcas Elementary School	None Identified	None Identified
24-202 Maysville Elementary School	7.1.13	None Identified
24-203 Petersburg Elementary School	7.7.2.	None Identified
24-501 Petersburg High School	7.1.9; 7.1.10; 7.2.1; 7.2.4; 7.4.1; 7.8.1	None Identified

The Education Performance Audit of the individual schools in Grant County was conducted September 11-13, 2012. School audits consisted of an examination of the 2012 WESTEST2 results and the structures in place for delivering curriculum. Audit Teams also took note of indicators of efficiency, capacity building resources, and early detection and intervention concerns.

The chart summarizes the education performance findings and recommendations by school. An accreditation status for each school has not been recommended as the Office of Education Performance Audits and West Virginia Department of Education are reviewing performance data for the Annual Report of School District Approval Status and School Accreditation Status.

Based on the results of the Education Performance Audits, it is recommended that the West Virginia Board of Education approve the individual school reports.