



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

JEFFERSON COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced (five days in advance) Education Performance Audit of the Jefferson County School District was conducted on April 5-7, 2011. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate reasons the county had not achieved adequate yearly progress (AYP) during the past five years and to examine the increase in the number of schools that did not achieve AYP. The Team also reviewed district level high-quality standards in accordance with appropriate procedures to make recommendations to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the high-quality standards as required by W.Va. Code and West Virginia Board of Education policies.

The Education Performance Audit Team interviewed the Jefferson County Board of Education President and three board members, school district personnel including the Superintendent, the Director of Personnel, Finance official, Director of Secondary Education, Director of Elementary Education, and other county office personnel. The Team examined documents including the Jefferson County Five-Year Strategic Improvement Plan; minutes of meetings of the Jefferson County Board of Education; personnel documents; personnel evaluations; the school system policy manual; regulatory agency reviews, i.e., financial audit, the Comprehensive Educational Facilities Plan (CEFP), etc.; and letters, faxes, and materials of interest to the Education Performance Audit.

This report presents the Education Performance Audit Team's findings regarding the Jefferson County School District.

EDUCATION PERFORMANCE AUDIT TEAM

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

NAME	TITLE	COUNTY	CATEGORY
Monica Beane	Assistant Director	Office of Instruction West Virginia Department of Education	AYP/Strategic Plan HQS - Curriculum
Delores Ranson	Retired Assistant Superintendent	Jackson County Schools	Personnel/Mentors/ Hiring
Shawn Hawkins	Teacher Quality Coordinator	Office of Professional Preparation West Virginia Department of Education	Certification
Carroll Staats	Member - County Board of Education	Jackson County Schools	Administrative Practices/Evaluations/ Policies
Pat Mason	Retired Assistant Superintendent	Mineral County Schools	Leadership
Denise Hott	Treasurer	Hampshire County Schools	Finance
Madelaine Shultz	Mechanical Engineer	Office of School Facilities West Virginia Department of Education	Facilities
David Bailey	HVAC Technician	Office of School Facilities West Virginia Department of Education	Facilities
Michael Pickens	Executive Director	Office of School Facilities West Virginia Department of Education	Facilities

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

7.1.7. Library/educational technology access and technology application.

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

7.1.10. Approved elective offerings.

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

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

7.1.12. Multicultural activities.

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

7.6.4. Teacher and principal internship.

The Team commended Jefferson County Schools for its beginning teacher program. The curriculum coordinators (Pre-K-2; Grades 3-5, Middle Schools, and High School) oversee the program's implementation. W.Va. Code §18A-3-2b, Beginning teacher internships, was implemented in an exemplary manner with well-planned orientation and support staff meetings. Additionally, the county extended the program to provide staff development, relevant resources, college classes required for certificate renewal, and tuition reimbursement. The coordinators for their respective schools were also involved in the selection of the mentor and monitored classroom observations and follow-up conferences. Finally, the county contracted retired teachers for additional mentoring with new teachers. The county exceeded statutory expectations to ensure that the new teachers were grounded, successful, and that all students in the county had a highly qualified and successful teacher even during the teacher's first year of teaching.

7.8.1. Leadership.

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

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

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

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

Superintendent

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

8.1.3. Facilities. (Indicator of Efficiency)

The Team commended the Jefferson County Board and Superintendent of Jefferson County Schools for their work with the School Building Authority of West Virginia (SBA) that implemented a building program that had redesigned Jefferson County School facilities through remodeling, reorganization, and new facilities with the primary goal of relieving overcrowding and correcting unsafe conditions. Jefferson County had several projects in the Ten-Year Comprehensive Educational Facilities (CEFP) in process and was vigorous in dealing with the 2010-2020 long-range plan for facilities.

8.1.5. Personnel. (Indicator of Efficiency)

The Team commended the Jefferson County School District for the creative initiatives and incentives to retain, recruit, and prepare teachers and staff to provide instructional and support programs to the schools that establish and support high quality curriculum and instructional services.

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

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

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

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 2009-2010 school year identified that Jefferson County did not make adequate yearly progress (AYP). Jefferson County failed to achieve AYP for the last five consecutive years and six (40 percent) of the 15 schools did not made AYP. 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 these subgroups listed in Chart 1 compared with the 2008-2009 No Child Left Behind (NCLB) data, all special education subgroups identified declined in academic performance.

When asked about why their middle schools did not make AYP, the middle school coordinator explained that the school without a cell of 50 in the special education (SE) subgroup made AYP, but the schools with a cell of 50 in the SE subgroup did not. They were not making an excuse, just an observation. The weaknesses in the special education program had been identified and relayed in the county and schools' strategic plans. One solution was to offer a common planning for special educators. Additionally, one special educator was placed on each middle school "team" to participate in a daily profession learning community (PLC) with core academic teachers. Central office administrators reported they intend to purchase READ 180 for special education students in a Tier 3 intervention scheduled for spring 2011.

Chart 1

WESTEST			
GRADE SPAN/ASSESSMENT	SUBGROUP	2009-10 PERCENT PROFICIENT	2008-09 PERCENT PROFICIENT
Mathematics – Elementary	Special Education	26.6%	43.2%
Mathematics – Middle	Special Education	13.4%	26.0%
Mathematics – Secondary	Special Education	12.3%	18.8%
Reading – Elementary	Special Education	19.3%	34.9%
Reading – Middle	Special Education	11.2%	33.6%
Reading – Secondary	Special Education	10.7%	12.3%

Chart 2 shows the number of Jefferson County’s schools identified for not achieving AYP in the last five years. The county consistently had 3 of the 13 schools not making AYP until 2009. One additional school did not make AYP in 2009 and two new schools did not make AYP in 2010. The county increased from three schools not making AYP in 2008 to six schools not making AYP in 2010.

Chart 2

NUMBER OF SCHOOLS NOT ACHIEVING AYP		
Year	Number of Schools Assessment/Total Schools	Percentage Achieving AYP
2006	3/13	76.9%
2007	3/13	76.9%
2008	3/13	76.9%
2009	4/15	73.3%
2010	6/15	60.0%

An examination of the achievement gap between subgroups for the 2009-2010 assessment school year revealed a measurable achievement gap between the racial/ethnicity black (B), special education (SE), and economically disadvantaged (SES) subgroups when compared to the academic performance of the all students (AS) and racial/ethnicity white (W) subgroups (Charts 3-8).

Chart 3 indicated that the 2009-2010 Jefferson County School District student percent proficient in mathematics was higher than the State percent proficient in all elementary level subgroups except the SES subgroup which was slightly lower than the State. The middle level mathematics AS and W subgroups scored higher than the State while the B, SE, and SES subgroups performed lower than the State (Chart 4). All subgroups at the high school level performed higher than the State except the SES subgroup (Chart 5). The SES subgroup percent proficient in mathematics was lower than the State at all levels (elementary, middle, and high school).

Student assessment in reading/language arts at the elementary level was higher than the State in the AS, W, and B subgroups and lower than the State in the SE and SES subgroups (Chart 6). Reading/language arts at the middle grades was higher than the State in the AS, W, and SES subgroups and lower than the State in the B and SE subgroups (Chart 7). Reading/language arts at the high school level was higher than the State in the AS, W, and SE subgroups and lower than the State in the B and the SES subgroups.

Chart 3

ELEMENTARY MATHEMATICS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	49.1%	45.4%
White (W)	50.3%	46.0%
Black (B)	37.4%	33.9%
Special Education (SE)	26.6%	25.9%
Economically Disadvantaged (SES)	34.7%	35.3%

Chart 4

MIDDLE MATHEMATICS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	46.7%	42.8%
White (W)	49.2%	43.3%
Black (B)	28.6%	30.3%
Special Education (SE)	13.4%	16.2%
Economically Disadvantaged (SES)	30.8%	32.5%

Chart 5

HIGH SCHOOL MATHEMATICS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	40.6%	40.4%
White (W)	42.1%	40.9%
Black (B)	33.3%	25.7%
Special Education (SE)	12.3%	11.5%
Economically Disadvantaged (SES)	23.0%	29.1%

Chart 6

ELEMENTARY READING/LANGUAGE ARTS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	45.3%	44.0%
White (W)	46.1%	44.5%
Black (B)	35.3%	33.9%
Special Education (SE)	19.3%	20.2%
Economically Disadvantaged (SES)	30.3%	33.1%

Chart 7

MIDDLE READING/LANGUAGE ARTS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	49.4%	43.2%
White (W)	51.8%	43.5%
Black (B)	29.8%	34.1%
Special Education (SE)	11.2%	13.1%
Economically Disadvantaged (SES)	32.9%	32.2%

Chart 8

HIGH SCHOOL READING/LANGUAGE ARTS 2009-2010		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	40.3%	35.5%
White (W)	43.5%	35.9%
Black (B)	21.1%	23.3%
Special Education (SE)	10.7%	9.5%
Economically Disadvantaged (SES)	19.4%	24.7%

SAT/ACT Assessment Results

Chart 9 shows the Jefferson County School District's Scholastic Aptitude Test (SAT) and American College Testing (ACT) results. The SAT math mean score declined from 502 in 2006-2007 to 479 in 2009-2010. The SAT reading mean score declined from 531 in 2006-2007 to 514 in 2009-2010 and the SAT writing score declined from 508 in 2006-2007 to 491 in 2009-2010. The percent of test takers increased from 32.4 percent in 2006-2007 to 39.4 percent in 2009-2010.

ACT trend data increased from 20.8 in 2005-2006 to 21.4 in 2007-2008 and remained at that level for the next two years. The percentage of students taking the ACT increased from 37.9 percent in 2005-2006 to 44.8 percent in 2009-2010.

Chart 9

SCHOLASTIC APTITUDE TEST (SAT) - Jefferson County Schools					
County	2005-06	2006-07	2007-08	2008-09	2009-10
SAT Takers (%)	30.5%	32.4%	39.2%	37.4%	39.4%
SAT Math Mean Score	499	502	491	486	479
SAT Reading Score		531	509	506	514
SAT Writing Score		508	490	493	491
AMERICAN COLLEGE TESTING (ACT) - Jefferson County Schools					
ACT Takers (%)	37.9%	48.2%	43.3%	41.1%	44.8%
ACT Composite	20.8	21.3	21.4	21.4	21.4

Source: State, County and School Data, 2009-2010 West Virginia Report Cards, West Virginia Department of Education.

ACT EXPLORE Assessment Results

According to the 2010-2011 Grade 8 ACT EXPLORE results in Chart 10, Jefferson County students showed a slight increase in the composite score as compared to the 2009 results. ACT EXPLORE results increased in all academic areas: English, math, reading, and science from 2006-2007 to 2010-2011.

Jefferson County has taken measures to improve the rigor of instruction in their middle schools to ensure mastery of the content areas. This is evidenced in their increased and steady maintaining of content and composite scores on the ACT EXPLORE.

Chart 10

ACT EXPLORE RESULTS					
Grade 8					
	2006-07	2007-08	2008-09	2009-10	2010-11
English WV	14.2	14.3	13.9	14.1	14.1
English Jefferson	14.9	15.1	14.6	15.3	15.1
Mathematics WV	14.5	14.7	14.3	14.6	14.8
Mathematics Jefferson	14.8	15.1	14.7	14.9	15.6
Reading WV	13.9	13.9	13.6	14.0	14.1
Reading Jefferson	14.4	14.3	14.1	14.3	15.1
Science WV	15.9	16.0	15.6	15.8	15.9
Science Jefferson	16.3	16.4	16.1	16.4	16.9
Composite WV	14.8	14.9	14.5	14.8	14.8
Composite Jefferson	15.2	15.4	15.0	15.3	15.8

ACT PLAN Assessment Results

Based on the 2010-2011 Grade 10 ACT PLAN results in Chart 11, Jefferson County test takers showed an increase in the composite score from 2006-2007 to 2010-2011. ACT PLAN results increased in English, reading, math, and science scores from 2006-2007 to 2010-2011. Jefferson County continues to focus on quality, research-based instructional practices.

Chart 11

ACT PLAN RESULTS					
Grade 10					
	2006-07	2007-08	2008-09	2009-10	2010-11
English WV	16.7	16.3	16.3	16.3	16.3
English Jefferson	16.3	16.2	17.4	16.6	16.7
Mathematics WV	16.6	16.3	16.3	16.2	16.2
Mathematics Jefferson	16.4	16.5	17.1	16.3	17.1
Reading WV	16.5	16.5	15.7	16.1	16.1
Reading Jefferson	16.4	16.4	16.9	16.6	17.1
Science WV	17.7	17.5	17.1	17.3	17.3
Science Jefferson	17.4	17.3	17.8	17.5	18.0
Composite WV	17.0	16.8	16.5	16.6	16.6
Composite Jefferson	16.8	16.7	17.4	16.9	17.3

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)

Jefferson County School District met the participation rate requirement.

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 12 indicated the Jefferson County School District attendance rate had remained above the State requirement of 90 percent for the last five reporting years. The Team noted that the attendance rate had steadily increased over the past three years. Jefferson County continues to place a strong emphasis on educating the whole child and to provide engaging opportunities for students. This high attendance rate was a reflection of the level of engagement of students in Jefferson County.

Chart 12

ATTENDANCE RATE	
Year	Attendance Rate
2005-2006	98.47%
2006-2007	98.47%
2007-2008	97.93%
2008-2009	98.18%
2009-2010	98.53%

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.

Chart 13 showed that the Jefferson County School District graduation rate met the State requirement of 80 percent for the last three reporting years. The Team noted that the county was below the standard in 2005-2006 and 2006-2007.

Jefferson County continued to exceed the State required graduation rate of 80 percent. Programs in place served as a catalyst for students to explore post-graduation opportunities. The counseling services enabled students to plan their pathway to graduation and then make informed decisions about their college and career options.

Chart 13

GRADUATION RATE	
Year	Graduation Rate
2005-2006	77.72%
2006-2007	77.72%
2007-2008	84.98%
2008-2009	84.99%
2009-2010	85.20%

DATA ANALYSIS

Chart 14 demonstrated the high number of advanced placement (AP), honors courses, and college credit courses offered in Jefferson County's high schools.

Chart 14

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2010-2011			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Jefferson High School	12	11	Early Release*
Washington High School	11	11	Early Release*

- Jefferson County Schools was proactive and had the advanced placement (AP) program at Jefferson High School evaluated by an outside consultant (chair of the West Virginia AP Advisory Council). The audit conducted in the fall 2008 provided feedback that enabled Jefferson County Schools to restructure the AP program.
- Honors courses were offered at both Jefferson and Washington high schools. Honors courses offered included: English (9-12), Algebra II (for students who took Algebra I in the 7th grade), Biology, Chemistry, Earth Science, Physical Science, World History, US to 1900, and 20/21st Century.
- Jefferson County uses an *Early Release system that allows students to leave school early to participate in college courses located at Shepherd University and Blue Ridge Community and Technical College. Articulation agreements existed with both high schools that allowed students to earn up to 18 credit hours upon graduation from high school. Five students at Jefferson High School were attending Shepherd University and two students were attending Blue Ridge Community and Technical College. Four students at Washington High School were attending Shepherd University and two were attending Blue Ridge Community and Technical College.

Chart 15 depicts the AP courses offered, number of AP exams taken, and average score by course. Students must receive a three or higher on the exam to receive college credit for the course. The data in the charts included the number of tests taken by course for 2009 and 2010 for each high school in Jefferson County.

Chart 15 – AP Test Takers

Jefferson High School				
Courses Offered	2009 Tests Taken	2009 Scores Average	2010 Tests Taken	2010 Scores Average
Biology				
Calculus AB	10	2.200	3	2.0
Chemistry	0*	0	6	2.5
English Language/Composition	32	3.125	28	3.1
English Literature/Composition	24	3.375	28	3.4
European History	9	3.375	4	3.8
Government & Political US	12	3.583	10	4.0
Physics B	13	2.846	0	0
Psychology	0*	0	13	2.3
Spanish Language	3	3.667	4	1.8
Statistics	1	3.00	4	1.5
Studio Art – Design and Drawing	1	3.00	5/2	3.2/3.5
US History	14	4.0	31	4.1
World History	35	2.686	24	2.7
Total exam taken	154		162	
Washington High School				
Courses Offered	2009 Tests Taken	2009 Scores Average	2010 Tests Taken	2010 Scores Average
Biology				
Calculus AB	7	3.286	8	2.65
Chemistry				
English Language/Composition	11	2.636	19	3.00
English Literature/Composition	11	2.636	23	2.652
European History	0*	0	7	2.143
Government & Political US	12	4.0	20	2.350
Psychology	0*	0	16	3.25
Statistics	7	3.286	10	2.5
Studio Art – Design and Drawing	0*	0	5	2.80
US History	6	3.167	36	1.667
World History	7	2.609	7	2.286
Total Exams taken	67		151	

Chart 16 provides college entrance testing information for the American College Test (ACT) and the advanced placement test (APT) Fall 2009. Data are listed for each Jefferson County high school, the county, and the State.

The percentage of students in Jefferson County taking the ACT at 41.1 percent (Chart 16) was lower than the State's percentage (60.3 percent), but the overall composite score of Jefferson County (21.4) was higher than the State composite (20.7). The composite score at both high schools was higher than the State.

Jefferson County requires AP teachers complete professional development during the summer if the teacher's total number of students earning a score of three or higher is not what the county deems acceptable. This practice ensures that AP courses are rigorous and that students were prepared for the AP examinations.

Chart 16

COLLEGE-ENTRANCE TESTING INFORMATION – ACT & APT Fall 2009					
ACT(American College Test)			APT (Advanced Placement Test) Test Takers		
Schools	Test Takers	Composite Score	Tenth Grade	Eleventh Grade	Twelfth Grade
Jefferson High	42.3%	21.5	8.2%	10.9%	18.3%
Washington High	38.0%	21.0	6.2%	6.7%	13.8%
Jefferson County Schools	41.1%	21.4	7.3%	9.4%	17.0%
STATE	60.3%	20.7	2.3%	17.0%	20.0%

Jefferson County's estimated college going rate (Chart 17) of 53.5 percent (Fall 2009), was lower than the State average of 61.5 percent.

Chart 17

ESTIMATED COLLEGE GOING RATE FALL 2009		
	Number of High School Graduates 2008-09	Overall College Going Rate Percentage
State	18,418	61.5%
Jefferson County	555	53.5%

Source: West Virginia College Going Rates By County and High School Fall 2009, West Virginia Higher Education Policy Commission.

Jefferson County's percent of students enrolled in developmental courses (Fall 2009) was substantially lower than the State's percentage of students taking mathematics and was slightly higher than the State's percentage of students taking English developmental courses (Chart 18).

Thirty-five (35) of Jefferson County's 224 first-time freshmen or 15.63 percent were enrolled in Developmental English during fall 2009 compared to the State (15.53

percent). Forty graduates, or 17.86 percent, were enrolled in Developmental Mathematics compared to the State (24.31 percent).

Graduates of Jefferson County schools appeared to be prepared for college courses as shown by the data in Chart 18. The low percentage of students in developmental courses in college indicated a high quality of instructional practice at Jefferson High School. Data showed that Washington High School had a higher percentage of students enrolled in developmental courses in college. The Jefferson County School District curriculum team had a plan in place to address this weakness at Washington High School.

Chart 18

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Jefferson High	166	23	13.86%	27	16.27%
Washington High	58	12	20.69%	13	22.41%
Jefferson County	224	35	15.63%	40	17.86%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

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)

Jefferson County utilized a content standards and objectives (CSO) checklist and made sure the county checklist matched the plan book for teachers. Central office staff members used the APL process in classroom walkthroughs. Additionally, they shared the data with principals at meetings and developed a strength and weakness profile for each school. When a consistent thread was shown in the findings, principals addressed how to improve the issue. For example, if time on task was persistently a weakness, the principal focused on this at the building level.

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

The following central office level administrative practices were examples of programs and practices implemented countywide that showed high expectations for student learning.

1. P1 was a method to create an intervention environment for students rather than retaining them in Kindergarten and students were not retained, but were partially advanced. The identified student was placed in a P1 environment with a teacher (not a specialized certification) that included about eight P1 students. The teacher used the Kindergarten objectives until the students were ready for the Grade 1 objectives, then the teacher used the first grade objectives.
2. Jefferson County Schools integrated science and social studies within the reading block. The teachers used the social studies and science content standards and objectives (CSOs) in their binders (checklist containing objectives). Administrators ensured teachers met the 50 percent active inquiry, experimentation, and hands-on science required in West Virginia Board of Education Policy 2520.14.
3. Data Analysis. Grade 2 teachers analyzed the Grade 3 WESTEST2 CSOs and developed adequate yearly progress (AYP) Individual Prescriptions for the CSOs that were below 50 percent across the county. The teachers used the prescriptions as they were teaching the Grade 2 CSOs. For example, teachers examined the Grades 2 and 3 corresponding CSOs and developed strategies for teaching geometry strand objectives.

Grades 3-5, 6-8 and 9-12 teachers used a spreadsheet analysis (Testmate Clarity) of grade level CSOs to develop prescriptions for strategies to make sure they applied different methods to target student learning that ensure mastery of the CSOs. For example, geometry was a weakness in all grade levels and indicated a need to emphasize this area.

4. The Instructional Practices Inventory Process (IPI) was being used at the Title I school choice school. Central office staff provided weekly support at the school and monitored progress.

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)

Jefferson County Schools followed Policy 2510. Additionally, Jefferson County Schools provided each teacher a manual that contained the expectations of West Virginia Board of Education and Jefferson County School policies regarding programs of study.

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)

According to central office curriculum staff, Jefferson County Central office staff required teachers to develop and follow curriculum maps for the CSOs for all grade levels. Additionally, teachers analyzed weak performance on WESTEST2 assessments to find common strands and develop Differentiated Instructional strategies for teaching the identified objectives for student mastery.

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)

The grading policy included writing requirements for all grades/content areas each grading period. This was included in the county policy requirements and the handbook provided to all teachers.

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)

Central office staff stated that Jefferson County had sufficient instructional materials. Jefferson County also purchased books for educators to use in book studies in their Professional Learning Communities (PLCs). Since the West Virginia Department of Education issued a delay in purchasing social studies textbooks, Jefferson County was using the STEP 7 funds to expand their technology infrastructure.

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)

1. According to the West Virginia Department of Education Course Information for Policy 2510, all programs of study were being offered in all schools.
2. Jefferson County provided opportunities for students to participate in courses that allowed them to earn college credit through the Earn a Degree Graduate Early (EDGE) program.

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)

1. The central office curriculum staff conducted a programs of study analysis to assure equity in the two high schools and presented the analysis to the county board of education. The central office administrators additionally provided detailed reports to the county board of education regarding equity of offerings, AP enrollment/scores, justification for the employment of "P1" (Intervention for students not mastering Kindergarten CSOs, but not retained in Kindergarten) classrooms in elementary schools, and the number and achievement of minority students taking honors and AP courses.
2. Jefferson County employed an itinerant band instructor for elementary students.
3. The ProStart concentration was a very strong component for Jefferson High School, as opportunities abound for students to gain employment in Jefferson County and surrounding resort areas.
4. Advanced placement (AP) courses offered and taught exceeded the minimum requirements of West Virginia Board of Education Policy 2510.

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)

All middle schools and high schools in Jefferson County had a full time counselor and county staff ensured the counseling programs met the 75 percent counseling time by requiring counselor logs to be submitted to school and county administrators. Regular counselor meetings also took place at the central office. All students were provided career major counseling in middle and high school.

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)

Multicultural or Cultural Diversity programs existed in Jefferson County at all grade levels. One program was an after school session from 2:45-6:00 p.m. that included the following activities: Spanish, Arts, Book Club, Board Games, Crocheting, Pottery, Cooking, Keyboarding, Piano, Geography and the Young Minds Club. Students were given the opportunity to be tutored and mentored to improve their skills in core academic areas. This included enrichment opportunities for students who demonstrated Mastery or beyond in reading and mathematics. Bus transportation was provided for students to attend this program.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Jefferson County Schools adhered to policy regarding the instructional day as verified in master schedules and Team interviews with central office curriculum coordinators.

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)

Jefferson County provided students multiple career concentration opportunities that prepared them for employment post graduation. The programs in Jefferson County Schools afforded multiple job market opportunities for the county's graduates. Shepherd University, as well as other universities and colleges within a small radius of Jefferson County, offered post secondary education. Additionally, with the horse track located in Jefferson County, employment opportunities existed for students in the agriculture concentration. Hospitality was a large employment industry in the eastern panhandle area surrounding Jefferson County. Several government agencies (Border Patrol, National Conservation Training Center [NCTC], and Air Guard) provided occupational opportunities in Jefferson County and surrounding areas. The hotel industry, sports recreation, and marketing were also available resources in the area.

7.2. STUDENT AND SCHOOL PERFORMANCE.

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

The County Five-Year Electric Strategic Plan was reviewed and approved by the West Virginia Board of Education. The strategic plan review committee noted that goals in the Action Steps and Parental Involvement sections needed some revision.

The county did not achieve AYP in the special education subgroups in both mathematics and reading/language arts at all levels. Jefferson County curriculum staff indicated in an attempt to increase the focus on data driven instruction and differentiation that identified best practices were not always consistently implemented or monitored for accountability. Jefferson County's schools and the school system were addressing this identified need in the following ways.

1. Using Test Mate Clarity, teachers identified the content standards and objectives that were below 50 percent mastery. Following review of the identified deficiencies, teachers collaboratively examined the effectiveness of their instructional practices and developed a plan to make changes in their daily instruction. Grade level teachers (K-5) analyzed the prerequisite skills and concepts for each grade level. This data were used to develop instructional vertical alignment to meet the tested standards in Grades 3-5.
2. Data meetings were implemented at the elementary schools and teachers were focusing on individual student strengths and deficiencies.
3. The implementation of walkthroughs at all sites provided specific feedback to teachers about student engagement, classroom management, writing across the curriculum, and higher order thinking skills.
4. Implementation of Enterprise STAR Reading and STAR Math will help teachers better understand data driven instruction and how to target skill gaps/deficiencies.
5. A county curriculum team will adjust curricular pacing guides to address gaps in the curriculum and to assure consistency in teaching the West Virginia 21st Century Content Standards and Objectives (CSOs).

6. Jefferson County utilized the critical skills grant to provide summer learning opportunities for intermediate students that had not mastered the grade level content/skills.
7. Extended day opportunities were funded and provided for Grades 1 and 2 students to revisit grade level content and skills.
8. K-5 classrooms were required print rich instructional materials to promote active participation and provided manipulatives for hands-on learning in mathematics and science. Teachers must utilize a variety of teaching strategies, including technology integration.
9. Technology resource facilitators provided sustained support for classroom teachers to enhance the use of technology in the classroom (TechSteps, Whiteboards, document cameras, presentation stations, etc.).
10. All schools were required to actively pursue parents to become more involved in the education of their child.
11. Jefferson County reviewed school strategic plans quarterly and provided feedback. Jefferson County Schools considered and used the Five-Year Strategic Plan as a working document and an ongoing action plan.
12. Jefferson County Schools will continue to develop teacher leaders and classroom models of best practice.
13. Through data team meetings and active learning communities, Jefferson County Schools created additional opportunities for professionals to collaborate and focus on instructional goals and the success of individual students.
14. Jefferson County Schools provided instructional interventionists to support Tiered instruction in all elementary schools.

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)

1. Each elementary school had at least a half-time guidance counselor and two elementary schools had a full time counselor and an additional half-time counselor. The Coordinator of Pupil Services and the two additional counselors were provided because of the extremely high percentage of economically disadvantaged (SES) students attending those schools. The full time counselor provided approximately

100 percent of the time in direct student counseling and the half-time counselor provided direct student counseling services and performed other student-related counseling duties.

2. All middle schools and high schools in Jefferson County had a full time counselor and county staff ensured the counseling programs met the 75 percent direct student counseling time by requiring counselor logs to be submitted to school and county administrators. Additionally, counselor meetings were held regularly at the central office.

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)

Jefferson County School District required that lesson plans be submitted to the principals. Central office administrators checked lesson plan books with the curriculum guides and the instructional strategies (developed by the teachers before school) when they conduct walkthroughs. Central office administrators then shared data with administrators at the weekly administrator meetings.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

1. Jefferson County administrators collaborated to develop a unified system for student data collection and distribution. As students exit K-2 schools, 3-5 schools, and 6-8 schools, a unified system of data was sent to the incoming school. All Rtl data are consistent from primary to elementary to middle to high school.
2. Data Profile Standards required that a certain percent of career technical education (CTE) students pass the assessments for CTE. This was addressed in the Jefferson County Five-Year Strategic Plan. As a result, Jefferson County will be reducing the number of business concentrations.

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)

Finance County Level Audit

The annual audit of Jefferson County Schools for fiscal year ending June 30, 2010 was completed by Tetrick & Bartlett, PLLC. The overall audit report was unqualified.

The auditor's report on Internal Control and Compliance noted that there were no deficiencies in internal control over financial reporting that were considered to be material weaknesses. There were also no instances of noncompliance or other matters that were required to be reported under *Government Auditing Standards*.

The auditor's report on Internal Control and Compliance with OMB Circular A-133 noted one finding on compliance; however, there were no deficiencies in internal control over compliance that were considered to be material weaknesses in regards to the OMB Circular A-133. The finding on compliance was on the reporting of time and effort documentation. Time and effort reports were not obtained for the service personnel charged to the Special Education funds. Jefferson County had obtained the appropriate time and effort documentation for the service personnel staff. Procedures were put in place to make sure all staff coded to the Special Education funds have appropriate time and effort documentation each semester.

A report from the auditors regarding certain matters that were an opportunity for strengthening internal controls and operating efficiency noted that during the test of the Child Nutrition Department's monthly federal reimbursements for the month of March 2010, Harpers Ferry Middle School management submitted a claim which overstated the reimbursement by \$99. At the time, the school had just received a new cafeteria manager and the new cafeteria manager inadvertently put the amount of extra milks in the line for snacks. Corrections were made at the county level to correct the overstatement. The Child Nutrition office was reviewing the monthly reports from the schools for accuracy prior to submission for

reimbursement. Jefferson County finance personnel were working closely with the schools to correct any errors found prior to the submission.

The finance office provided the schedule of checks written, a listing of purchase orders, and budget journal entries at each board meeting. On a quarterly basis the board received a revenue report, an expenditure report by object code and by program function code. The finance office also worked closely with the superintendent and the program directors on the budget and financial reports.

The schools were required to send in their monthly financial statements by the 15th of each month. An email is sent to each principal on the 20th of the month indicating the status of the monthly financial statements for the school.

Jefferson County School District funds the positions over the State aid formula with its excess levy, which was recently renewed for another five years. Funding for 2011-2012 indicated that Jefferson County employed 37.17 professional staff and 100.629 service personnel over the funding formula. The board and senior staff had been proactively reviewing the positions over the formula. Each position that had been vacated through retirement or resignation was being evaluated before it was reposted. Senior staff had also been asked to have a plan in place should funding be cut. Senior staff and the board also had several meetings regarding a plan of action for aligning positions with the OPEB requirements.

Individual School Audits

The individual schools were audited each year by an external auditor, Tetrick & Bartlett, PLLC. Any support organizations that were outside of the individual school's account were also audited annually by the external auditors. The finance office visits each school and goes over their audit reports and any findings. The school then created a corrective action plan and submits it to the Finance Office. At the time of the OEPA visit, Jefferson County Board of Education had just received the individual school audit reports from the external auditors. Therefore, corrective action plans had not been finalized by the schools at that time. The Team discussed the findings with each of the schools visited to determine what procedures and actions had been done to correct the findings.

The OEPA Team reviewed each school's audit report and the findings for fiscal year ending June 30, 2010, and found many of the audit findings occurred at several of the schools. As a result, the Team presented the following recommendations.

Recommendations (Finance)

1. Faculty Senate funds in several of the schools were in a separate checking account outside of the school's account. Generally, the officers of the Faculty Senate change annually. As a result, the teacher designated as the treasurer had a learning curve each year on the accounting procedures. Several of the audit findings were on the Faculty Senate funds not having proper purchase orders in place, not completing the cash summary reports, and not putting the name of the individual on the receipt(s).

Corrective Action. All Faculty Senate accounts should be pulled into the school's account. The accounting software for the individual schools allows for a subaccount to be set up for Faculty Senate with a line item for each of the teachers. Including the Faculty Senate fund in the school's account would provide consistency in maintaining the school's accounting records.

2. Another common audit finding was that staffs were not securing purchase orders prior to making the purchase. With the exception of \$50 of Faculty Senate funds, an approved purchase order must be in place prior to placing the order.

Corrective Action. School administrators must remind staffs of the requirement of having an approved purchase order in place and enforce the ramifications for failure to obtain an approved purchase order, for example, holding the staffs personally responsible for the unapproved purchase.

3. Cash summary reports were not always completed when staff turned money in to the office.

Corrective Action. Any staff person collecting money should complete the cash summary report in which each student's name and amount remitted are listed. In an effort to save time (especially for Book Fairs), the school may consider printing a student roster for the teacher to use as the cash summary report and the teacher list the amount remitted beside the student's name.

4. Deposits must be made in a timely manner. In most schools one person was responsible for taking the deposit to the bank. When he/she was absent, the funds were not deposited.

Corrective Action. Schools have a backup person that can prepare the deposit.

The Team reviewed the following schools: Jefferson High School, Harpers Ferry Middle School, Wright Denny Intermediate School and South Jefferson Elementary School. The findings from the selected schools and the corrective actions that had been taken are listed below.

Jefferson High School

Finding #10-01 – Lack of Segregation of Duties.

The school had put procedures in place to improve the internal control system, given their limited staffing. The principal and secretary were working closely to segregate as many duties as possible. The principal also opened the bank statements and reviews them prior to giving it to the secretary/faculty senate to reconcile.

Finding #10-02 – Outstanding Deposit for June 30, 2010 was missing and could not be located.

The past procedure for depositing funds was: The finance secretary would prepare the deposit, place it in an unlocked bag, and give it to another secretary to take the funds to the bank. In this situation, the funds were misplaced. The missing deposit was recreated by having the individuals that wrote checks do a stop payment and reissue a check to the school and the principal personally covered the remaining amount of the deposit. Since then, the finance secretary prepares the deposit and places the funds in a locked money bag. The locked money bag is given to the principal to make the deposit. A log sheet is maintained with the date, the money bag number, the amount of the bag deposit, the signature of the finance secretary (person preparing the deposit), and the signature of the principal (person making the deposit). The principal picks the money bags and deposit slips up the following day from the bank.

Finding #10-03 – School Did Not Always Make Bank Deposits in a Timely Manner.

Another person had been trained to prepare the deposits in case the finance secretary was out. This eliminated the need to hold cash until the finance secretary returned to prepare the deposit.

Finding #10-04 – Dual Signatures were not found on four checks.

The school ran out of checks during the conversion of the school accounting software from ISAC to School Funds Online. Several checks were obtained from the bank while the school waited on the arrival of the new checks. The finance secretary inadvertently mailed four checks prior to obtaining the second signature. The finance secretary had been double checking the checks for the dual signatures prior to mailing them.

Finding #10-05 – Faculty Senate Did Not Always Make Bank Deposits in a Timely Manner.

The Faculty Senate had been preparing the deposit as soon as the funds were received as opposed to holding them for awhile.

Finding #10-06 – Faculty Senate Did Not Always Require that Purchase Orders be Approved in Writing Before the Purchase was Made.

The Faculty Senate had been verifying that purchase orders were in place prior to placing the orders.

Harpers Ferry Middle School

Finding #10-01 – Lack of Segregation of Duties.

The school had put procedures in place to improve the internal control system. The principal and secretary were working closely to segregate as many duties as possible. The principal also opened the bank statements and reviewed them prior to giving them to the secretary/faculty senate to reconcile.

Finding #10-02 – Did Not Always Require that Purchase Orders be Approved in Writing Before the Purchase was Made.

The principal had talked to staff regarding the importance of getting an approved purchase order in place. The secretary had also started using some blanket purchase orders when needed.

Finding #10-03 – Faculty Senate – Cash Receipts Did Not Always Include the “Name of the Individual From Whom Received” on the Receipt.

The Faculty Senate had starting making sure the individual names were indicated on each receipt.

Finding #10-04 – Did Not Always Make Deposits in a Timely Manner.

Due to the limited number of staff, the deposits may not be made timely when the secretary was absent. Every effort was being made to prepare the deposit daily. The school will continue to work to make sure that all of the deposits are made timely.

Finding #10-05 – Did Not Always Prepare Cash Summary Reports or Issue a Receipt to Each Student Individually.

The principal had reminded the staff to complete the cash summary reports which they were completing.

Wright Denny Intermediate School

Finding #10-01 – Lack of Segregation of Duties.

The school had put procedures in place to improve the internal control system. The principal and secretary were working closely to segregate as many duties as possible. They actually shared many of the duties. The principal also opened the bank statements and reviewed them prior to giving them to the secretary/faculty senate to reconcile.

Finding #10-02 – Did Not Always Prepare Cash Summary Reports or Issue a Receipt to Each Student Individually.

Historically, the school used a receipt book when cash was received, but did not actually complete the cash summary report. The principal had since started having the staff complete the cash summary reports.

South Jefferson Elementary School

Finding #10-01 – Lack of Segregation of Duties.

The school had put procedures in place to improve the internal control system. The school had three or four people that handled cash (one to count the money, one to confirm the deposit, and one to check the receipt and prepare the deposit). The principal and secretary were working closely to segregate as many duties as possible. The principal also opened the bank statements and reviews them prior to giving them to the secretary/faculty senate to reconcile.

Finding #10-02 – Did Not Always Require that Purchase Orders be Approved in Writing Before the Purchase was Made

In this instance, the purchase occurred over the summer months when the secretary was not working. The school will begin putting blanket purchase orders in place for these purchases to make sure the purchase orders are in place prior to making the purchase. The principal and secretary were verifying that purchase orders were in place prior to placing the orders.

Finding #10-03 – Faculty Senate – Cash Receipts Did Not Always Include the “Name of the Individual From Whom Received” on the Receipt.

The Faculty Senate had starting making sure the individual names were indicated on each receipt.

Finding #10-04 – Faculty Senate – Did Not Always Prepare Cash Summary Reports or Issue a Receipt to Each Student Individually.

The Faculty Senate was responsible for the school book fairs. In the past, they were not using the cash summary reports. They will begin using the cash summary with the book fair this year.

The Faculty Senate had already voted that, as of July 1, 2011, the Faculty Senate funds will be part of the school's account.

Strategic Plans and School Allocations

Jefferson County Board of Education provided the schools allocations based on the schools' enrollment for instruction, staff development, transportation and extended day programs. The funds were maintained at the county level. These funds, in addition to technology funding, were being used to support the schools' strategic plans.

2. Facilities

The Education Performance Audit Team reviewed the Jefferson County Comprehensive Educational Plan (CEFP), interviewed the Director of School Facilities, and visited the schools.

School Utilization Rates (per the 2010-2020 CEFP, optimal rate is 85 percent)

Chart 19

Facility Code	School	School Utilization Rate	2 nd Month Enrollment 2010-2011
201	Blue Ridge Elementary	115.25%	433
202	North Jefferson Elementary	108.24%	273
203	Page Jackson Elementary	108.42%	474
204	Ranson Elementary	78.49%	388
205	Shepherdstown Elementary	92.35%	482
206	C. W. Shipley Elementary	73.30%	385
207	South Jefferson Elementary	80.76%	528
208	Wright Denny Intermediate	86.73%	446
209	TA Lowery Elementary	113.04%	583
401	Charles Town Middle	60.00%	592
402	Harpers Ferry Middle	91.98%	395
403	Shepherdstown Middle	53.80%	308
404	Wildwood Middle	72.64%	577
501	Jefferson High	93.53%	1,367
502	Washington High	none listed	1,110

The information in Chart 19 did not include the new Driswood Elementary School. The county redistricted the elementary schools to accommodate the new school and reduced most of the utilizations to capacity. However, the new school opened at capacity. The county was keeping up with current growth, but was not able to get ahead of the increased enrollment.

The county maintenance staff included 17 employees to maintain the 16 facilities. The county maintains contracts for lawn care, shrub and bush pruning, and mulching and preventive maintenance on all heating, ventilation, and air conditioning (HVAC) equipment and filter changes. All asbestos monitoring was done through a contract as well. County staff was responsible for 90 percent of snow removal.

Blue Ridge Elementary School

The original portion of the building was constructed in 1939. Additions were added to the building in 1957, 1969, 1975, and 1991. The facility utilized both electric and fuel oil as energy sources. The HVAC system was a mixture of systems. Some areas did not have adequate ventilation and the exhaust fans were not in operation in the rest rooms and custodian closets. A construction project was in progress at this facility to create a new Pre-K – 2 facility. The current facility will accommodate Grades 3 – 5 located at the school. This will relieve the overcrowding and eliminate the six modular units.

C. W. Shipley Elementary School

The original portion of the building was constructed in 1972. Additions were added to the building in 1976, 1985, and 1990. The facility utilized both electric and fuel oil as energy sources. The HVAC system was a mixture of systems in the facility. The county was currently replacing the existing heat pumps with new VRV units that will improve indoor air quality. Multiple roof leaks in the gymnasium needed to be addressed. This facility was overcrowded and used two portable classroom units.

Charles Town Middle School

The original portion of the building was constructed in 1957. Additions were added to the building in 1962, 1967, 1975, and 1991. The facility utilized both electric and propane as energy sources. The facility had a mixture of HVAC systems that included: DX heat pumps, single zone units, rooftop, and duct heaters. Much of the mechanical system appeared to be 15+ years old. A filter contract was in place at this facility. The return air ducts for the DX systems located in the classrooms closets, were obstructed in several classrooms. A condensation trap was missing from one of the rooftop units and the roof top gas line needed to be painted. The HVAC system did provide some outside ventilation air to portions of the building. The carbon dioxide levels measured in several classrooms indicated that they were not receiving adequate ventilation. Classrooms 32, 31, 13, 14, 29, and Music had CO₂ levels that exceeded 1500 ppm. A few mercury thermostats appeared to be inactive, but were still mounted on the wall

(Room 44 & Storage area). The digital programmable thermostats programming was incorrect and the fans were set to the “auto” position. The roof on the facility appeared to have been recently replaced. A few stained ceiling tiles were prevalent throughout the facility. The rest rooms needed to be cleaned and painted.

A few electrical panels throughout the facility were obstructed. A safety blank was missing from the electrical panel located outside Room 55. The Team reported this to the principal during the walkthrough. The West Virginia Fire Marshal cited this facility for using door wedges to prop open doors. During the walkthrough, the Team found wedges still being used throughout the facility. Two portable classrooms were situated at this facility and were not currently being utilized as classrooms. One was used as a book depository and the other was used as a conference room/storage. Some conduit with communication cabling terminated was protruding from the ground near the portables. This posed a tripping hazard and needed to be removed. Two large semitrailer type containers had been left on site for storage. A security camera at the school entrance had been knocked off the wall and was hanging by the cable. Some soffit that had decayed had fallen at the rear of the building. Some of the downspouts were terminating at the base of the building and were not channeling the water away from the building. This facility would benefit from a more aggressive housekeeping schedule.

Driswood Elementary School

This facility was constructed new and opened in the fall of 2010. This facility was in good condition and was well maintained.

Harpers Ferry Middle School

The original structure was built in 1930. Additions were added in 1957, 1975, 1986, and 1991. The HVAC system consisted of a fuel oil boiler, rooftop equipment, and unit heaters. There had been some issues with the underground fuel storage tanks that serve the boiler. Two temporary fuel tanks were in place behind the school. The rooftop equipment, excluding the two newer units on the gymnasium, was at the end of its expected life. Several of the classrooms shared thermostats. Occupants reported frequent temperature control issues. Nearly every classroom had elevated CO₂ levels that indicated inadequate ventilation. A few mercury thermostats were in use. Seven portable units were located at this facility. Six of the portable units were utilized as classrooms (12 classrooms) and the seventh portable was a rest room facility. The walkway to the portables was uncovered. The CO₂ levels in the portable classrooms were also elevated. The interior and exterior of this facility were clean. The county received funding from the School Building Authority (SBA) at its last needs meeting for a grade level addition of 12 classrooms. The proposed classrooms will meet the needs of the current enrollment, but did not provide for increased enrollment.

Jefferson High School

The original structure was built in 1970 with additions in 1975, 1983, 1986, 1991, and 2006. This facility utilized electric and propane for the roof top units. Portable classroom units located at the school were being used for the ROTC and a mixture of storage and office space. The county was adding a new walk-in freezer unit to the facility that will be accessible from both inside and outside. This addition will help relieve storage issues in the kitchen.

North Jefferson Elementary School

The original structure was built in 1971 with additions in 1975 and 1990. The HVAC system consisted of a boiler, chiller, rooftop equipment, and mixture of wall mounted unit ventilators. The chiller and rooftop equipment appeared to be at the end of the equipment life. The chiller condenser coil had some damage. The original boiler had been replaced. It was a two-pipe chiller/boiler design. The classrooms had elevated CO₂ levels. Tile issues in the staff rest room, older carpet throughout the facility, and water infiltration issues needed to be addressed. The staff reported the bus loop and parent drop off area presented some safety challenges for students during the morning. Some staining/efflorescence was present on the rear of the building. Four portables were located on site. Three of the units were out of service and one was utilized for storage. A cover was missing from the electrical box in the electrical room and needed to be reinstalled. The housekeeping at this facility was average.

Page Jackson Elementary School

The original structure was built in 1976 with additions in 1985 and 1989. The facility used a combination of electric, fuel oil, and propane. A mixture of HVAC systems were in the facility, including some pneumatic controls. Several roof leaks in the gymnasium caused stained ceiling tiles that needed to be repaired. Four of the eight Pre-K classrooms did not have rest rooms as required by West Virginia Department of Education Policy 6200. This facility would benefit from a long term construction plan to address the HVAC, Pre-K rest rooms, and overcrowding.

Ranson Elementary School

The original structure was built in 1957 with additions in 1969, 1975, 1984, and 1990. Renovation of the HVAC system occurred approximately three years ago. Parking at this facility was inadequate; however, the county purchased land to expand the parking area. The windows along the courtyard were old and needed to be replaced. They were not replaced during the renovation due to a lack of funding. Four portable units at this facility were used for reading and Title I programs. Some of the classrooms had elevated CO₂ levels. The multipurpose room was undersized and the school did not have a band room. A few downspouts needed to be channeled away from the building. Some older carpet needed to be replaced. A long wall crack in the library needed to be monitored. Overall, housekeeping at this facility was adequate.

Shepherdstown Elementary School

The original structure was built in 1956 with additions in 1969, 1975, and 1990. The HVAC system was a mixture of roof top units, p-tacs, and dykin units. Wall thermostats containing mercury were located in several areas of the facility that allowed occupant access to the fan controls. All mercury containing devices should be removed from the facility. The facility would benefit from a building automation system. A camera and secure access system were in place; however, there was no man trap so access through the secured doors allowed access to the entire facility. The kitchen was undersized and did not have adequate storage.

Shepherdstown Middle School

The original structure was built in 1928 with additions in 1956, 1960, 1975, 1991, and 1993. The HVAC system consisted of roof top units with a mixture of controls that included some mercury wall thermostats. Mercury containing devices should be removed from the facility. Some of the HVAC controls had the fan set to “auto” instead of “on”, resulting in elevated CO₂ levels. Signs of roof leaks were prevalent in the gymnasium, halls, and band storage rooms. The kitchen was inadequate for the needs of the facility and some routine maintenance work was needed.

South Jefferson Elementary School

The original structure was built in 1971 with additions in 1975, 1985, and 1990. The HVAC system was a mixture of units and control devices. Several p-tac units had been placed out of service, but had not been removed from the classrooms. Several thermostats allowed occupant fan control, which when left in “auto” position, increased the CO₂ levels. They should be upgraded to programmable thermostats. The kitchen was inadequate and needed additional freezer space to meet the facility’s needs.

T. A. Lowery Elementary School

The facility was constructed in 1991. The HVAC system consisted of a boiler/chiller combination. The ventilation for this facility was inadequate and the facility would benefit from an HVAC upgrade. Carpet in several classrooms needed to be replaced. Several classrooms used air purifiers and dehumidifiers with custodians responsible for emptying the dehumidifiers. No one was designated to maintain the air purifiers. The freezer space for this facility was inadequate to meet the meal needs. The front door access was not working during the visit and had been reported to the county.

Washington High School

This facility was constructed in 2006 as a new school. This facility was in good condition and well maintained.

Wildwood Middle School

This facility was constructed in 2000 as a new school. Overall, this facility was in good condition and well maintained.

Wright Denny Intermediate School

The original structure was built in 1929 with additions in 1975, 1978, and 1992. The kitchen in this facility did not meet the current needs for meal preparation. There was not enough dry storage, freezer space, or refrigerator space. The kitchen prep area was not suited for the number of meals served daily. The lower level of the school, including the cafeteria, was not Americans with Disabilities Act (ADA) accessible. The electrical demands currently placed on the building frequently overloaded the system. The HVAC system included a fuel oil boiler and electric heat. Parts of the building did not have forced ventilation. The county needed to evaluate the viability of the facility moving forward.

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.

Jefferson County Board of Education provided information to parents and the community. The following illustrates some methods the county used to provide information to the community and parents to enhance student learning.

1. Each of the four instructional coordinators maintained a website for the grade levels they serve. The websites provided numerous information items, such as, policies on promotion and retention, after-school programs that were available, curriculum maps that showed what was being taught in each subject and grade, upcoming activities in the schools, etc. Information was distributed to parents to make them aware of the websites and how to access them. The Jefferson County Board of Education also maintained a website that contained volumes of information available to the community.
2. The Jefferson County Board of Education had a television channel on the cable network and information concerning the Jefferson County School System operations was broadcast.
3. Brochures provided parents tips and information on ways parents may provide educational support to their children.
4. A telephone communication system was being used to contact various groups of citizens concerning important information, such as, school cancellation, report card issued dates, upcoming activities at schools, etc.

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)

1. The Jefferson County Board of Education had policies which provided guidance in implementing the Student Code of Conduct and the Employee Code of Conduct.
2. The Team reviewed records and interviewed staff and verified that procedures were in place and were being implemented to report, investigate complaints, and monitor activities required by State Board of Education Policies and W.Va. Code.

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)

Jefferson County followed policy requirements.

1. The county administered the WESTEST2, ACT EXPLORE, ACT PLAN, NAEP, and WRITING ASSESSMENTS.
2. The *West Virginia Test Security Procedures* were in place for the WESTEST2 and were being implemented.
3. The Team reviewed the security agreements for each school and lists of students who were tested through alternate assessment and found everything in order.

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

Jefferson County participated in the Fitnessgram according to the West Virginia Board of Education policy guidelines; however, one school did not have all documentation submitted to support this.

1. Physical education in all schools was taught by teachers who held physical education certification.
2. Instruction in physical education was guided by the State content standards and objectives (CSOs).
3. All schools were meeting the State minimum time requirements for teaching physical education. Physical education was being taught three days a week in the elementary schools by physical education certified teachers and classroom teachers implemented planned physical activities for students the other two days.
4. All schools submitted the physical assessment results through WVEIS. Results were complete except for Blue Ridge Elementary School and the results for "Body Composition" had not been submitted.

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)

The Team reviewed the personnel program and found that Jefferson County Schools worked toward following hiring practices set forth in W.Va. Codes §§18A-4-7a and 18A-4-8b. However, it appeared that individuals working in the program had specific assignments and worked independently of others. No one person oversaw or monitored the entire personnel process/program. Subsequently, several findings in this report supported that no overall monitoring of the program occurred. When specific questions were asked of the human resource coordinator, the Team was often referred to the “person responsible” for the area. For example, principals were basically responsible for screening and selecting classroom teachers for their respective schools. The certification coordinator was responsible for certification of regular employees, but not contracted individuals, such as, athletic trainers. That responsibility was assigned to the individuals who process the contract, such as, an athletic director for athletic trainers. Most individuals interviewed were knowledgeable of their respective responsibilities, but the Team noted some noncompliances and a need to update documents consistent with W. Va. Code.

Postings

The hiring process and final applicant selection begins in the human resources department and basically ends at the school. The human resource secretary posts vacancies and receives bid applications for posted positions. Applicants may apply for posted positions on-line or at the personnel office. For classroom teacher vacancies, following the closing period, copies of all bid applications for a posted position are forwarded to the specific school principal who determines the most qualified applicant.

Vacancies are posted in all schools and on the Jefferson County School District’s webpage. Job descriptions are attached to postings sent to schools and other working places. Positions which are identified as critical needs area may be posted on the West Virginia Department of Education K-12 Job website. Postings may be viewed at the central office on computers made available outside the Human Resource Office. For persons reviewing job postings on-line, job descriptions may be obtained in the county office and upon request. Postings were posted timely. Vacant positions (Interventionist, School Counselor, and PMI Teacher) filled with long-term substitutes continued to be posted.

Job Descriptions

One generic job description was used for all classroom teachers and no specific certification was listed on the job description. Minimum qualifications state, “Must meet state certification requirements and must provide the following at the time of the interview (does not apply to transfers): Copy of official transcript, copy of evaluations for

the past two years and three letters of recommendation.” No specialized training was listed on postings and specialized training was not used as a criterion in the selection of the most qualified applicant for either the first or second set of factors in W.Va. Code §18A-4-7a.

Several of the job descriptions for service personnel did not require the State competency test as a qualification for the position. Accountant III, cafeteria manager, cafeteria manager/cook III, carpenter, custodian III, groundsman, supervisor aide/computer operator, and courier truck/driver. However, it was evident that the State competency test is a requirement for county service personnel as stated in a service personnel application cover sheet.

One service personnel class title (courier) was not listed as an approved class title in W.Va. Code §18A-4-8. It was an “old” class title used in Jefferson County. Also, “enrolled in an approved GED program working toward successful completion of a GED” was not listed as an option to meet the requirement of high school diploma.

Corrective Action

1. Since W. Va. Codes §§18A-4-7a and 18A-4-8b require that job descriptions be included with the job posting, job descriptions will need to be up-to-date and available online.
2. Professional. Specific certification required for a classroom teacher vacancy will need to be listed on the job posting or job description. To meet the requirements of W.Va. Code §18A-4-7a (o) (D) (“written to ensure that the largest pool of qualified applicants may apply.”), all certifications which meet the requirements for the specific subject area will need to be listed. The county will also need to update language concerning past performance evaluations to reflect W. Va. Code §18A-4-7a.
3. Service Personnel Postings. 1. Job descriptions will need to be reviewed and revised to ensure that all job descriptions are up-to-date as per W. Va. Code. As a minimum qualification, the following statement will need to be included in the posting. Successful completion of the State competency test for the specific classification or holds or has held the classification of the job title. 2. Use job titles/classifications only as listed in W.Va. Code §18A-4-8 and 3. Add to high school diploma and high school equivalency certificate “. . . or enrolled and successfully completing an approved GED program.” (§18A-2-5).

Evaluation and Selection of Most Qualified Applicant

The coordinator of human resources was not directly involved in the selection of classroom teachers. For professional personnel, principals used the criteria in W.Va. Code §18A-4-7a to select the most qualified applicant. Using the information received in the job bid-form or employment application, if available, the principal evaluates

applicants and/or selects classroom teachers for interviews. The information requested and provided on the job bid-forms and the employee application did not include all the information which must be used to screen for interviews and/or evaluate the applicants' qualifications as per W.Va. Code §18A-4-7a. Interviews held may include an assistant principal and/or teacher. For service personnel, W.Va. Code §18A-4-8b is followed. Following the selection of the most qualified candidate, the principal makes a recommendation to the human resource coordinator or facilitator for the transfer or hiring into the posted position. The matrix and other documentation used to identify the most qualified candidate remains in the office of the school principal.

For principal vacancies, an interviewing committee was made up of the coordinator of human resources and other staff members such as, middle school and/or high school coordinator, representatives from the teacher and service personnel organizations, etc. The committee submits a name/names to the superintendent who makes the final selection. For county administrator positions, the interview committee included selected persons from the county office.

Once the principal's recommendation is received by the appropriate coordinator or facilitator of human resources, the recommendation is shared with the superintendent and placed on the board agenda for board approval.

For vacancies at the central office, the hiring process is the same as above using the first set of factors in W.Va. Code §18A-4-7a for professionals and W.Va. Code §18A-4-8b for service personnel. The coordinator or facilitator of human resources is responsible for the selection process.

At the county office, the Team randomly selected 22 postings for review that included: Classroom teachers, administrators, extracurricular (coaching and non-coaching), and service. At schools (Jefferson High School and Washington High School), the Team selected three postings from each of the above groups to review. For classroom teachers, the Team reviewed postings for which the different criteria factors were used. Principals were aware of their responsibility in the hiring process. Positions were filled as per the criteria listed in W. Va. Codes §§18A-4-7a and 18A-4-8b. One principal, Jefferson High School, was aware of what factors to use in determining the most qualified candidate; however, in explaining the hiring process used in his selection of classroom teachers he stated that when there was one regularly employed person from Jefferson County Schools to apply for a classroom teacher position and met the standards of the posting, applicants from outside the system could not be considered. This is inaccurate. However, a review of the selected postings reviewed concluded that this misunderstanding of the Code did not impact the decision made of the most qualified applicant.

The coordinator of human resources said that 1. No applicant was selected for a position with less seniority than the selected applicant, and 2. No teacher was transferred after the fifth day prior to the beginning of the instructional term.

Priority was given to applicants for coaching position who held professional license. Positions held by individuals with coaching authorizations were posted each year.

Corrective Action

The Team recommended that Jefferson County personnel officials institute the following:

1. Revise job bid-forms to include all criteria listed in W.Va. Code §18A-4-7a.
2. Using W.Va. Code §18A-4-7a, the selection of the most qualified teacher can be a very complicated process for a well-trained personnel director who attends staff development regularly and is highly knowledgeable of school law. If principals are assigned this responsibility, principals will need to be trained and retrained at least annually by the human resource coordinator and the county's legal counsel or other legal counsel knowledgeable of school law.
3. Specialized training should be considered when using the first set of factors of W.Va. Code §18A-4-7a as there is no requirement that the specialized training be stated in the job description, but only that it be relevant to the posted position.
4. Along with the principal's recommendation of the most qualified applicant, documentation (matrix or rating sheet) showing the score and/or rankings of the applicants needed to be forwarded to the county's human resource coordinator or facilitator for final review before the recommendation is sent to the superintendent.

Out-of-field authorizations

There was no evidence found in board minutes that out-of-field authorizations were approved by the local board of education, as required by West Virginia Board of Education Policy 5202. 126-136.11.7.3 (A) (b).

Corrective Action. Include in the hiring recommendation (agenda item) a request for an out-of-field authorization approval from the local board of education.

Recruitment

The county used extensive recruiting efforts to reach and attract applicants. The county participated in Teacher Recruiting Fairs at colleges and universities within West Virginia and in several states outside West Virginia that included: Pennsylvania, Maryland, Virginia, and as far as Minnesota. School retirees from Virginia often seek employment in the county. Vacancies were posted on-line and have been posted on Monster.com. Incentives were provided to school personnel, such as payment toward child care, personnel attendance, tuition reimbursement, and summer college class offerings in technology which meet the license renewal requirement of State Board Policy.

Classification Titles of Currently Employed Service Personnel.

W. Va. Code §18A-4-8 (l) requires county boards to review each service personnel job classification annually and reclassify service personnel as required by the job classification. As per the human resource facilitator, service personnel are reclassified throughout the year when there is a need to do so. There was no evidence that each service personnel's job classification was or has been reviewed by the board annually.

For example, custodians are initially hired as custodian II. If the custodian is required to secure the building, upon the recommendation of the principal, he/she is classified as custodian III; the county job description lists as a duty for both Custodian II and III, "Assumes responsibility for the opening and closing of the building each school day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons, are turned off."

W.Va. Code §18A-4-8 for Custodian II "means a person employed as a watchman or groundsman; Custodian III "means a person employed to keep buildings clean and free of refuse to operate the heating and cooling systems and make minor repairs." There are three Custodian IVs in the county. Two of the three are responsible for training and administering the custodian competency test to persons applying for custodian vacancies.

Corrective Action

Review the job classification of each service personnel employee annually and reclassify as required by the job classification (W.Va. Code §18A-4-8 (l)).

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 found numerous violations of (W.Va. Code §18A-3-2 and West Virginia Board of Education Policy 5202). Because showing the certification issues is extensive, the chart appears in Appendix A of this report. Appendix A explains the certification issues the Team observed through a detailed review of the certified list, WVEIS Master Course Schedule, and the West Virginia Department of Education Certification Database. Many of these licensure issues may be data-entry errors; however, the original list was reduced during the timeframe following the audit in which the Team worked with the county on these issues.

Coaches' Database. The human resource coordinator, county certification coordinator and principals stated that they were not knowledgeable of the West Virginia Department of Education Coaches' Database; therefore, data were not reported. The Team obtained a list of coaches and nine were not appropriately certified for 2010-2011.

Directions for the coaches' database and the user names and passwords for each school were provided in May 2010 to all personnel directors at their annual meeting. Personnel directors who were not in attendance were mailed the usernames and passwords their information.

Athletic Trainer. As per State Board Policy 5202: 126-136.20.4, Athletic Trainers must hold certification issued through the West Virginia Department of Education. Athletic trainers at each county high school were contracted through Winchester Sports and Physical Therapy. Both athletic trainers were certified as an Athletic Trainer through the National Athletic Trainers Association Board of Certification (NATABOC); however, neither trainer held West Virginia State certification. As per the human resource coordinator, the high school principals and he were not aware of this requirement. As per the certification officer, she did not handle certification for individuals who are contracted employees.

An Athletic Trainer Authorization may be issued upon application to the West Virginia Department of Education with documentation of valid NATABOC certification and the recommendation of the superintendent. As per West Virginia Board of Education Policy 5202: 126-136. 20.5.1, the position of Athletic Trainer must be posted with a closing date of May 1 or earlier. As per the human resource coordinator and the high school principals, the positions of athletic trainer had not been posted in the past

As of July 1, 2011, athletic trainers must also register with the West Virginia Board of Physical Therapy.

Contracted Services

The county contracts with multiple individuals: school nurse, speech therapist, athletic trainers, instructional coaches, county office administrator, e.g. There was no list of these individuals. These individuals do not appear on the WVEIS listing. There was no verification of these individuals holding the appropriate State license. Several of the individuals contracted as instructional coaches were retired personnel.

Each specific department or school (pupil services, curriculum coordinators, athletic directors) are responsible for contracting services. Individuals interviewed from the office of student service, curriculum, business official, school principals, etc., believed individuals contracted were certified for the position for which they were contracted, but documentation for verification was not available. For example, principals stated that their athletic trainers were certified as they held national certification; however, they did not hold West Virginia certification, as required. The county certification coordinator stated that she was not responsible for the certification of individuals hired through contracted services. These positions are not posted.

CONCERN

Many special educators on the report were certified to deliver services or manage IEPs; however, the county indicated collaborative/contracted services. This appeared to indicate that multiple teachers were being paid to deliver services to the same students. Other teachers, also identified on the report, were NOT certified and again collaborative/contacted services were noted. The problem is that no teacher was specifically identified as the collaborator; therefore, the Team could not determine if the special education student had an appropriately certified educator delivering services or managing IEPs.

Scheduling

The master schedule in multiple schools had many classes indicated on the schedule that had no students enrolled in those classes. This discrepancy complicated the process of determining whether a teacher held the appropriate certification and could also lead to issues with the Highly Qualified Teacher data collection and reporting. The master schedule should accurately reflect the courses being taught during the school year by the respective teachers and staff.

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 2007-2008, 2008-2009, and 2009-2010, 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. The Team reported several instances in which the evaluation policies had not been followed.

A random review of professional evaluations disclosed the following:

1. One teacher (Jefferson High School) with less than three years experience had only one evaluation with two observations for the 2009-2010 year. The signature of the teacher on the forms was not dated and the signature of the evaluator was initials. This did not meet the requirements of West Virginia Board of Education Policy 5310 of two evaluations per year each with three observations and the signing and dating of all evaluation forms.
2. One teacher (North Jefferson Elementary School) with 4-5 years of experience did not receive an observation on or before November 1, 2009, for her evaluation dated June 9, 2010, and the first observation she did receive was dated March 17, 2010, and was signed by the teacher with a conference held on May 13, 2010. This did not meet the requirements of State Board Policy 5310.

A random review of support personnel evaluations disclosed the following:

All evaluations for school support personnel reviewed by the Team met all requirements of State Board Policy 5310.

A random review of coaches' evaluations disclosed the following:

1. The Team was told the required observations of coaches were retained in the schools. The Team interviewed the principal of Jefferson High School and found observations for evaluations of coaches had not been completed at Jefferson High School. The Team could not locate evaluation observations for randomly selected coaches from Harpers Ferry Middle School. Wildwood Middle School - the Volleyball (Head Coach) three observations had not been completed according to West Virginia Board of Education Policy 5310.
2. Personnel employed in extra-curricular assignments (such as Guard/Majorette Sponsor, etc.) other than coaching had not been evaluated.
3. One assistant football coach (Charles Town Middle School) did not have an evaluation for 2010.
4. One head volleyball coach (Wildwood Middle School) had not been evaluated since November 2008.

5. A boys' track coach (Shepherdstown Middle School) did not have an evaluation for 2010.

A random review of service personnel evaluations disclosed the following:

All service personnel evaluations reviewed by the Team met all requirements of West Virginia Board of Education Policy 5314 and Jefferson County Schools Service Personnel Policy SOP 6.1a.

A random review of administrator evaluations disclosed the following:

All administrator evaluations reviewed by the Team met all requirements of West Virginia Board of Education Policy 5314.

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 with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Jefferson County School District implements its beginning teacher internship program according to W.Va. Code §18A-3-2b. A generic posting for teacher mentors is posted early in the school year and remains posted for the school year. Coordinators are responsible, along with the principal, in the selection of the mentor. The curriculum coordinator is responsible for the supervision of the beginning teacher program in her respective schools. She works with the beginning teacher and mentor in the implementation of the program by providing orientation; monthly staff meetings, which include specific training (staff development); and instructional materials and resources. Documentation of mentor observation logs, agendas of orientation, support meetings, and staff development trainings along with examples of instructional materials/resources (books for beginning teachers, Flip Chart for Critical Thinking, mentor handbook, etc.) were available for review. Additionally, the county contracts with retired teachers to work directly with new teachers as needed.

The county employed one new principal (middle school assistant) this year. The new principal has been mentored by the instructional coordinator of her school. The selection and employment of a principal mentor is currently in process.

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

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

1. The county provides a *Parent Handbook* to all parents. The handbook contains relevant school/county policies and other information about the county school system to help guide parents in their relationship with the school district.
2. The *Student Rights and Responsibilities Handbook* is distributed to schools according to West Virginia Board of Education Policy 4372.
3. Rules, procedures and expectations are communicated to parents and the community through broadcasts on the local school television channel.
4. The school coordinators serve as hearing officers for parent disputes arising from the enforcement of policies and/or rules.

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."

1. Jefferson County School District's Policy Manual is indexed in a manner that makes it easy to locate policies.
2. A review of the Jefferson County Board of Education Policy Manual showed the required policies, such as, Student Attendance Policy; AIDs Education Policy; Student Code of Conduct and Discipline Policy; Student Grading Policy; High School Graduation Requirements; Policy on Confidentiality of Student Records; Racial, Sexual, Religious/Ethnic Harassment, and Violence Policy; Policy on Substance Abuse; Policy on Students Rights and Responsibilities, Use of Tobacco Policy; and School Board Effectiveness Policy to be in place and up-to-date.
3. The Policy Manual was available in hard copy and on-line. Pertinent policies were distributed to students and parents through school and parent handbooks and discussed and presented to students during assemblies at the beginning of school and other times as needed.

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 harmonious and cooperative relationships between county boards and school personnel.”

1. Communications and collaboration were a focus of the Jefferson County Superintendent of Schools and the Jefferson County Board of Education.
2. Board members interviewed and the superintendent expressed pride in the cooperation and teamwork of the Board and superintendent working toward progress for Jefferson County Schools and expressed enthusiasm for the future of Jefferson County Schools.
3. The superintendent’s evaluation had been completed by the Jefferson County Board of Education.
4. The Board Self-Assessment will be completed later in the school year.
5. The superintendent and board have successfully completed transition to Electronic Board Agendas and utilized electronic communications.
6. The superintendent was proactive in establishing communication links with staff through bi-monthly meetings with principals/county leadership staff (one administrative, one with curriculum) and weekly meetings with county level leadership staff,
7. The board of education has a focus on communicating with the community. Local School Improvement Council (LSIC) meetings with the board had been scheduled and held with a format provided by the Assistant Superintendent. All regular board of education meetings are videotaped and broadcast on cable television four different times a week.
8. The board members and county superintendent were fully aware of the problem with six schools not making AYP. A major commitment to improvement by the board and superintendent has been to hire a testing coordinator to provide training on testing procedures and on test data analysis and interpretation and application of data to improve instruction. The superintendent has reorganized county level administration/leadership to provide four curriculum coordinators. Two Technology Resource Facilitators have been hired to work with teachers to incorporate technology lessons into their curriculum. The curriculum coordinators develop plans with principals and teachers for improvement of instruction that focuses on implementing strategies to meet AYP targets.

9. The Jefferson County Board of Education actively reviews data, i.e., advanced placement (AP) examination results, career concentration assessment results, WESTEST2, etc., and makes decisions based on data.
10. The Jefferson County Board of Education is a highly effective functioning board in which meetings are conducted according to State Code, West Virginia Board of Education policies, and county policies. Board members were knowledgeable of and practiced good board membership. Board meeting agendas and minutes verified that public meeting protocols were followed, meetings were conducted in a professional and respectful manner, and the board was transparent in its actions. This current board would be an excellent model for other boards in the State to emulate.

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.

Jefferson County conducts curriculum audits to ensure equity at both high schools and all middle schools.

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

Jefferson County has undertaken a building program and the county is keeping up with current growth, but is not able to get ahead of the increased enrollment.

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 Jefferson County Board of Education and superintendent have implemented several programs to encourage teacher recruitment and retention that included: Tuition Reimbursement (for all employees), Child Care for teachers, and a \$1000 raise next year (2011-2012) for all employees.

Elementary schools in Jefferson County had “non-teaching lead teaching” positions. This non-teaching lead teacher serves as an assistant administrator by the following: Serving lunch duty, Student Assistance Team (SAT) chair, handling discipline, and filling in when the principal is not in the building. In essence, the lead teacher acts as an assistant principal, but is not paid as such. Each lead teacher is paid a stipend in addition to their teaching salary.

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.

Student enrollment has increased annually. Enrollment trend data for the county indicated an increase of 1781 students in the last ten years and 802 students in the last five years. Last year, enrollment increased 250 over the previous year. The increase impacts a need for additional personnel, both professional and service.

The county operates outside the basic foundation allowance formula for both professional and service personnel; 37 professional and 100 service personnel are funded outside the county formula. As per the business official, funding sources for individuals funded outside the formula are provided through a county excess levy. Contracted services of several individuals (including, but not limited to, instructional coaches, speech therapists, school nurses, athletic trainers, etc.) are not included in the above numbers. These individuals are funded from special education funds (preschool, ARRA, and other federal sources), general funds, and Title II funds.

All required programs of study were offered. According to the coordinator of human resources, German was taught by an itinerant teacher. Art, music, and physical education were offered with comparable instructional staffing services. Band was offered beginning at grade five. An itinerant music teacher provided instruction for band at the elementary levels (Grade 5). Health services were provided at each school with personnel determined based upon the needs of individual students. High school students may also go to Shepherd University for dual credit classes.

Administrative staffing at the county office appeared to be highly adequate to effectively and efficiently operate a school system. Administrative staffing at the school level appeared to be adequate at the middle and high schools. There were no assistant principals at the elementary schools, but based upon the school's enrollment, "head teachers" were employed at the four largest elementary schools to assist the principal with the instructional program.

The county was provided one technology person through RESA 8.

The county appeared to be well-staffed with service personnel being 100 over the State formula. As per the human resource facilitator in charge of service personnel, adequate services were being provided throughout the county. Cooks were staffed at individual schools based upon meals served. Custodians were staff based upon square footage. Aides were staffed per State Board of Education policies and Special Needs Students' IEPs. The reason for having to fund an excessive number of service personnel outside the formula was due, in part, to providing several aides who serve special needs students basically one-on-one and due to the increase in number of facilities (schools) and employment of all custodians on a 261-day contract. A 261-day employee counts as 1.3 persons in the school formula.

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

1. Jefferson County worked collaboratively with RESA 8 in the area of professional development. Each time a professional development was offered, Jefferson County distributed this information via email to all teachers affected by the training. Jefferson County used the RESA 8 PK Director to assist with PK enrollment and

professional learning communities (PLCs). Additionally, the American Association for Curriculum Development (ASCD) Regional meetings were very prominent in RESA 8.

2. Jefferson County utilized the RESA 8 Rtl Specialist on a regular basis in implementing the Rtl process in reading and mathematics. The Rtl specialist was utilized on a weekly basis since the West Virginia Department of Education position was created in 2007.
3. Jefferson County participated in a book study via podcast that RESA 8 led.
4. Administrative Retreat. All central office and school administrators attend an administration retreat annually at the Clarion in Shepherdstown.
5. Global 21 Performance Assessment training was held at RESA 8 for career technical education (CTE) instructors.
6. Multiple services were offered by RESA 8 in which Jefferson County School educators participated, such as, staff development, coordinating the regional ASCD Council, cooperative purchasing, mentor training, co-teacher training, support for schools that not achieve adequate yearly progress (AYP), coordinating Head Start, audiology services, technology repair, Project Metts with Shepherd University for math certification for teachers, etc.
7. The RESA 8 Director reported Jefferson County Schools was participating in all appropriate RESA services.

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.

Jefferson County continuously takes advantage of opportunities to improve the quality of instruction being delivered to students in all grades. Jefferson County regularly sends school/county teams to the Teacher Leadership Institute (TLI) and regularly requests additional spaces for the TLI annually. The central office staff provides regular support to school administrators and educators. Jefferson County recognizes that there are weaknesses in their curriculum and student performance; however, the county was being proactive and progressive in efforts to improve the quality of the education students are receiving in all Jefferson County schools. With the implementation of professional learning communities (PLCs) in all schools and the central office, Jefferson County's has taken a positive initiative to improve education and learning opportunities.

JEFFERSON COUNTY SUMMARY

The Education Performance Audit of the county school district practices in Jefferson County found the system operates to structure the schools in a way to ensure students performing below mastery receive the necessary services and individual attention to achieve mastery. Jefferson County teaches a vast array of advanced courses (advanced placement, honors, and college credit.) The county has a well balanced curriculum that includes the arts and career technical education opportunities.

The Education Performance Audit showed one significant issue of the Jefferson County Board of Education that will require extensive examination and overhaul. Personnel, particularly hiring practices and licensure were problematic.

RECOMMENDATION

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Jefferson County School District and the West Virginia Department of Education, System of School Support, assist Jefferson County in developing a system of school support specifically directed to the personnel issues of hiring practices and licensure.

Appendix A

Jefferson County- April 5, 2010

Professional:

County-School	Educator Name	Courses/Content Teaching	Certification/Status	Findings	Recommendations
037-201	Educator	Assigned an autism student to teach or case manage (IEP)	Elem. K-6 Multi-Cat K-6	In order to teach or case manage, must be certified for exceptionality.	Apply on Form 1 and correct course code. County indicated collaborative services, but did not identify an Autism certified teacher that is currently collaborating.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code. County indicated collaborative services, but did not identify a OHI certified teacher that is currently collaborating. This would mean two special ed. teachers identified serving same student(s) (unnecessary collaboration).
	Educator	Assigned an autism student to teach or case manage (IEP)	Social Studies 5-12 LD K-Adult	In order to teach or case manage, must be certified for exceptionality.	Apply on Form 1 and correct course code. County indicated collaborative services, but did not identify an Autism certified teacher that is currently collaborating.
	Educator	Assigned a BD student to teach or case manage (IEP)	LD K-12 MI K-Adult Multi-Cat K-Adult HI K-12	Teacher is certified; however, course assignments do not reflect	BD students assigned, but not reflected in course codes, please correct.

				an OHI student assigned.	County indicated collaborative services, but did not identify a BD certified teacher that is currently collaborating. This would mean two special education teachers serving same student(s) (unnecessary collaboration).
037-401	Educator	4807-DEVLP READ 7 3 Grades: 07 4807-DEVLP READ 7 4 Grades: 07	Biology 7-12 Social Studies 7-12	Teacher is not certified to teach reading.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Social Studies 5-12 LD K-12	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special education teachers serving same student(s) (unnecessary collaboration).
	Educator	7007-WRLD GEO-7 5 Grades: 07 7007-WRLD GEO-7 6 Grades: 07	English 5-Adult Elem. K-6	Teacher is not certified to teach Social Studies.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This

					would mean two special education teachers serving same student(s) (unnecessary collaboration).
	Educator				Pending Waivers
	Educator				Pending Waivers
	Educator	Assigned an OHI student to teach or case manage (IEP) AND 7681- 1 Z-TEACHER OF ALTERNATIVE ED Grades: 06 07 7681- 2 Z-TEACHER OF ALTERNATIVE ED Grades: 06 07	English 5-9 Gen. Sci. 5-9 Math 5-9 Social Studies 5-9 Er. Childhood K-4 Er. Ed. Pk-K BD K-AD	Teacher is certified; however, course assignments do not reflect an OHI student assigned AND Must hold authorization for ALT. Ed when courses coded Z.	Correct course code and Apply on Form 38. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special education teachers serving same student(s) (unnecessary collaboration) and no application received.
	Educator	7007-WRLD GEO-7 5 Grades: 07 7007-WRLD GEO-7 6 Grades: 07	Math 5-12	Teacher is not certified to teach Social Studies.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	Assigned an MD student to teach or case manage (IEP)	Severe Disabilities PK-Adult	MD students assigned, but not reflected in course codes and Teacher is not certified for MD.	Apply on Form 1 and correct course codes. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	Assigned an OHI student to teach or case manage (IEP)	LD BD	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code. County indicated collaborative services, but did not identify an OHI certified teacher

					that is currently collaborating. This would mean two special education teachers serving student(s) (unnecessary collaboration).
	Educator	7007-WRLD GEO-7 5 Grades: 07 7007- WRLD GEO-7 6 Grades: 07	English 5-Adult	Teacher is not certified to teach Social Studies.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	4807-DEVLP READ 7 3 Grades: 07 4807- DEVLP READ 7 4 Grades: 07	Business 5-Adult Technical Ed. 5- Adult Math 5-9	Teacher is not certified to teach Reading.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
	Educator	Assigned OHI and PH students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI and PH students assigned and Must hold authorization for ALT. Ed when courses coded Z.	Correct course code and Apply on Form 38. County indicated collaborative services, but did not identify an OHI/PH certified teacher that is currently collaborating. This would mean two special education teachers serving same student(s) (unnecessary collaboration) and No Form 38 received.
	Educator	7008-WV STUDIES-8 5 Grades: 08 7008-WV STUDIES-8 6 Grades: 08	General Science 5-12	Teacher is not certified to teach Social Studies.	Apply on Form 1 or correct course code if incorrect. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.

	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-6 & 5-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special education teachers serving same student(s) (unnecessary collaboration).
	Educator	7653-LRN SKILLS 1 Grades: 06 7653-LRN SKILLS 2 Grades: 06 7821-PLANNING 1 7821-PLANNING 2 Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:	Not certified	Teacher's application for permit pending too long and was denied for lack of course work.	Re-submit application Form 1 or terminate for failure to complete coursework to be eligible for licensure and Correct course codes to reflect OHI assigned students.
	Educator	8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades: 0952-NFS 1 K-MENTALLY IMPAIRED:SEVERELY Grades: 07 08 0952-NFS 2 K-MENTALLY IMPAIRED:SEVERELY Grades: 07 08	Multi-Subject K-8 MI K-12 Preschool Handicapped	Teacher is not certified to teach K (severe) or R(LD) coded classes.	Apply on Form 1 or correct course codes. County indicated collaborative services, but did not identify a severe disabilities or LD certified teacher that is currently collaborating.
	Educator	7008-WV STUDIES-8 5 Grades: 08 7008-WV STUDIES-8 6	English	Teacher is not certified to teach Social Studies.	Renewal is pending and Apply on Form 1. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.
037-210	Educator	5 th grade self contained	Social Studies 5-Adult	Teacher is not certified to teach Elementary.	Apply on Form 1. Form 1 pending 4/29/2011. Waiting on application fee and college recommendation.

	Educator	Assigned an OHI student to teach or case manage (IEP)	First-Class/Full-Time Permit Autism K-6	Teacher is not certified to teach or case manage OHI identified students.	Apply on Form 1 and Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an autism certified teacher that is currently collaborating.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Elem. K-6 Multi-Cat K-Adult Autism K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned an OHI student to teach or case manage (IEP)	Out-of-field authorization Autism K-6 AND Elem. K-6	Teacher is not certified to teach or case manage OHI identified students.	Apply on Form 1 and Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating.

037-402	Educator	Assigned a BD student to teach or case manage (IEP)	MI and LD K-12 With restricted English 5-Adult	BD students assigned, course codes do not reflect. and Teacher is not certified to teach or case manage BD	Apply on Form 1 and correct course codes if BD students assigned to classes. County indicated collaborative services, but did not identify a BD certified teacher that is currently collaborating.
	Educator	Assigned an OHI student to teach or case manage (IEP)	LD K-12	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	7007-WRLD GEO-7 1 Grades: 07 7007-WRLD GEO-7 2 Grades: 07	Elem. K-6 Pending App for Additional Endorsement in English	Teacher is not certified for Social Studies.	Apply on Form 1. No pending application to address social studies.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers

					<p>serving same student(s) (unnecessary collaboration).</p>
	Educator	<p>3008-MATH 8 1 Grades: 08 3008-MATH 8 2 Grades: 08 4007-ENG LA 7 A Grades: 07 4007-ENG LA 7 A Grades: 07 4008-ENG LA 8 1 Grades: 08 4008-ENG LA 8 2 Grades: 08</p>	Social Studies 5-12	Teacher is not certified to teach Math or English.	<p>Apply on Form 1. First page of application received 4/29/2011. Waiting on application fee, college recommendation and second page of the application (Form 1) to see what the county is requesting.</p>
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	<p>Correct course code if OHI students also assigned to classes.</p> <p>County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).</p>
	Educator	Assigned an OHI student to teach or case manage (IEP)	LD BD MI Autism	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	<p>Correct course code if OHI students also assigned to classes.</p> <p>County indicated collaborative services, but did not identify an OHI certified teacher currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).</p>

037-501	Educator	2225	7052 Welding	2225 is not a valid course code.	Please correct course code.
	Educator	Prostart	7097 Food Service	Food Service is not identified as a valid endorsement to teach assigned classes.	Please contact the Division of CTE.
	Educator	3043-Math 4011-English 4012-English (8 th period)	Social Studies	Teacher is not certified to teach the identified courses.	Please correct course codes or apply on Form 1.
	Educator	1009 1004 1007 0928	Cannot verify- Should Hold Family and Consumer Science or related endorsement	Need teacher's full legal name to verify certification and Course code 1007 is not a valid course code.	Provide legal name and Correct course code 1007.
	Educator	2437	7212 Computer Technology TIS	2437 is not a valid course code.	Correct course code 2437.
	Educator	1692	7212 Computer Technology TIS	Teacher is not certified to teach course 1692, according to WVEIS Course Code Manual.	Contact Division of CTE regarding obtaining correct endorsement or correct course code.
	Educator	2203 2202 2205	7047 Emergency Medical Tech	Teacher is not certified to deliver the content in courses 2202, 2203 and 2205 (concentration).	Contact Division of CTE regarding obtaining correct endorsement or correct course code.
	Educator	2042 2041	7710 Criminal Justice	2042 and 2042 are not a valid course codes.	Correct course codes.
	Educator	Assigned LD and OHI students to teach or case manage	Business Ed. 5- Adult Social Studies 5- Adult MI K-Adult	Assigned LD and OHI students. OHI not reflected in course codes. and Not certified to teach or case manage LD students.	Apply on Form 1 and correct courses code to reflect exceptionalities in classes. County indicated collaborative services, but did not identify an OHI and or LD certified teacher that is

					currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration for the OHI).
	Educator	3401-DANCE II-FA 1 Grades: 09 10 11 12 3401-DANCE II-FA 2 Grades: 09 10 11 12 3402-DANCE I-FA 1 Grades: 10 11 3402-DANCE I-FA 2 Grades: 09 10 11 3403-DANCE III-FA 1 Grades: 11 3403-DANCE III-FA 2 Grades: 11 3404-DANCE IV-FA 1 Grades: 09 10 11 12 3404-DANCE IV-FA 2	No certification	Certified List position indicates need to apply on Form 38. Courses require a certified teacher.	Apply on Form 38 or identify a certified teacher of record.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Ad Preschool Spec. Needs PK-K	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned an OHI student to teach or case manage (IEP)	LD K-12	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher

					that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned to BD and LD to teach or case manage (IEP) AND 3043-GEOMETRY 1 I-MENTALLY IMPAIRED:MILD Grades: 11 12 3043-GEOMETRY 2 I-MENTALLY IMPAIRED:MILD Grades: 11 12 3044-CNCPTL MATH 1 I-MENTALLY IMPAIRED:MILD Grades: 3044-CNCPTL MATH 2 I-MENTALLY IMPAIRED:MILD Grades:	First-Class/Full-Time Permit for Multi-Cat 5-Adult	Certified; however, course codes do not reflect BD students assigned. and Courses reflect MI students which are not assigned in Special Ed. roster.	Correct course code for exceptionalities teaching. County responded, MI courses have no students assigned to them. Master schedule should reflect what the teacher is assigned to teach.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	1692-NET-TECHPCEH E Grades: 09 10 11 12 1692-NET-TECHPCEH E Grades: 09 10 11 12 1695-NET-TECHSE E Grades: 12 1695-NET-	Business Ed./Business Math	Teacher not certified to teach 1695 and 1692.	Apply for appropriate endorsement identified in WVEIS course code manual.

		TECHSE E			Form 38 received 4/29/2011; however, it will not certify teacher for these courses.
	Educator	Alt. Ed. Coded Z	Alt. Ed. Authorization	Concern regarding number of courses assigned in master schedule (110 classes).	Adjust master schedule to reflect what is actually being taught.
	Educator	Alt. Ed. Coded Z	Alt. Ed. Authorization	Concern regarding number of courses assigned in master schedule (43 classes).	Adjust master schedule to reflect what is actually being taught.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect an OHI student assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	48322I	LD	Teacher is not certified to teach courses coded. I	Apply on Form 1 or correct course codes. County indicated collaborative services, but did not identify a MI certified teacher that is currently collaborating.
	Educator	Assigned an OHI student to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments	Correct course code if OHI students also assigned to classes.

				do not reflect an OHI student assigned.	County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned OHI and BD students to teach or case manage (IEP)	First-Class/Full-Time Permit for Multi-Cat K-Adult	Teacher is certified; however; course assignments do not reflect OHI/BD students assigned.	Correct course code if OHI/BD students also assigned to classes. County indicated collaborative services, but did not identify an OHI /BD certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned OHI and BD students to teach or case manage (IEP)	First-Class/Full-Time Permit for Multi-Cat 5-Adult & Autism 5-Adult	Teacher is certified; however, course assignments do not reflect OHI/BD students assigned.	Correct course code if OHI/BD students also assigned to classes. County indicated collaborative services, but did not identify an OHI/BD certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).

	Educator	Assigned OHI, Autistic, HI and TB students to teach or case manage (IEP)	Elem. K-6 Multi-Cat K-Adult	<p>Teacher is certified; however, course assignments do not reflect OHI, and TB students assigned.</p> <p>Teacher is not certified for, and course assignments do not reflect HI and autism students assigned.</p>	<p>Correct course code if OHI/BD/autistic and TB students also assigned to classes and Apply on Form 1 for Autism and HI.</p> <p>County indicated collaborative services, but did not identify an OHI, Autistic, HI and TB certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (TB and OHI) (unnecessary collaboration).</p>
	Educator	Assigned Severe Disabilities students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is not certified.	<p>Apply on Form 1 or correct course codes.</p> <p>County indicated collaborative services, but did not identify a Severe Disabilities certified teacher currently collaborating. No application received.</p>
	Educator	IEP Coordinator	LD	<p>Assigned to case manage BD students in SE roster.</p> <p>Concern that Certified list identifies as Fund 61-Title I, but not fully certified to case manage those assigned.</p>	<p>Teacher is not certified to case manage BD.</p> <p>County indicated collaborative services, but did not identify a BD certified teacher that is currently collaborating.</p>

	Educator	Assigned OHI/MM and MD students to teach or case manage (IEP)	MR K-Adult	Teacher is certified; however, course assignments do not reflect OHI/ MM and MD students assigned.	Correct course code if OHI /MM and MD students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP) AND 8015	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. Correct 8015 to 8017 with an exceptionality. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration) and Course 8015 not corrected.
	Educator	0711-FND HLTHCARE E Grades: 10 11 12 0711-FND HLTHCARE E Grades: 10 11 12	Health 5-Adult PE PK-Adult	Not certified to teach Fundamentals Of Healthcare.	Apply on Form 38. Form 38 received 4/29/2011: pending verification of training & application fee.
	Educator	1401-ACCT PRIN I E Grades: 11 1411-BUS CMPTR I E Grades:	Marketing Ed. TIS	Not certified for Business Courses.	Apply on Form 1. Form 1 received 4/29/2011: pending

					application fee and college recommendation.
	Educator	Alt. Ed. Coded classes (Z)	Holds Alt. Ed. Authorization	Concern regarding the number of courses scheduled to teach (41 classes scheduled).	Master schedule data should reflect what is actually being taught.
	Educator	Assigned LD students to teach or case manage (IEP)	BD K-Adult	Teacher is not certified to teach or case manage LD students.	Apply on Form 1 Form 1 received 4/29/2011: pending application fee and college recommendation.
037-211	No certification issues				
037-202	Educator	Assigned OHI and TB students to teach or case manage (IEP)	Multi-Cat K-Adult Restricted English 5-Adult	Teacher is certified; however, course assignments do not reflect OHI/TB students assigned.	Correct course code if OHI/TB students also assigned to classes. County indicated collaborative services, but did not identify an OHI/TB certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	MR BD Autism Preschool Handicapped	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).

	Educator	Assigned OHI students to teach or case manage (IEP)	Multi-Cat Autism	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
037-203	Educator	Assigned OHI and TB students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI/TB students assigned.	Correct course code if OHI/TB students also assigned to classes. County indicated collaborative services, but did not identify an OHI/TB certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
037-204	Educator	4809 Title I Reading	Health PE Elem. 1-6	Not certified to teach Title I Reading.	Apply for Reading Spec. on Form 1. No application submitted and teacher was completely removed from all classes on school's master schedule.
	Educator	4809 Title I Reading	ESL LD Reading Specialist	Not fully certified or HQT to teach Title I Reading. Must hold elem. and reading.	Apply for Elementary Education on Form 1 or will need to be placed on transfer next year. **Contact Jan Stanley (WVDE

					Title I). No application submitted.
	Educator	Assigned OHI students to teach or case manage (IEP)	Multi-Cat K-6	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	Elem 1-6 MR LD	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
037-205	Educator	Assigned Autism/OHI/PH students to teach or case manage (IEP)	Elem 1-6 MR LD	Teacher is certified; however, course assignments do not reflect Autism/OHI/PH students assigned and Teacher is not certified to teach or case manage	Correct course code if OHI/PH/Autism students also assigned to classes. County indicated collaborative services, but did not identify an Autism certified teacher that is currently collaborating. This

				Autism.	would mean two special ed. teachers serving same students who are identified as OHI/PH (unnecessary collaboration).
	Educator	Assigned Autism students to teach or case manage (IEP)	LD	Teacher is not certified to teach or case manage Autism.	Apply on Form 1 and Correct course code if Autistic students also assigned to classes. County indicated collaborative services, but did not identify an Autism certified teacher that is currently collaborating. collaboration) and No application received.
037-403	Educator	4007-ENG LA 7 1 B-BEHAVIOR DISORDERS Grades: 4007-ENG LA 7 1 I-MENTALLY IMPAIRED:MILD Grades: 07 4007-ENG LA 7 2 B-BEHAVIOR DISORDERS Grades: 4007-ENG LA 7 2 I-MENTALLY IMPAIRED:MILD Grades: 07 4807-DEVLP READ 7 1 B-BEHAVIOR DISORDERS Grades: 4807-DEVLP READ 7 1 I-MENTALLY IMPAIRED:MILD Grades: 07	MR LD	Course codes reflect BD, but none appear to be assigned. OHI is not reflected in codes, but student is assigned.	Correct course code to accurately reflect students enrolled in courses If BD students are enrolled, apply on Form 1. County indicated collaborative services, but did not identify a BD certified teacher that is currently collaborating. collaboration) and No application received.
	Educator	Alt. Ed. Coded Z	Alt. Ed. Authorization	Concern regarding number of courses assigned in master	Adjust master schedule to reflect what is actually being taught.

				schedule (110 classes).	
	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit for Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (unnecessary collaboration).
	Educator	Assigned to no courses	ESL Elem. K-6	Teacher was assigned only to Planning, ask to correct to reflect what was being taught.	Teacher has had all courses removed from schedule.
037-207	Educator	Assigned OHI, BD and autistic students to teach or case manage (IEP)	LD MI	Teacher is certified; however, course assignments do not reflect OHI students assigned. Teacher is not certified to teach or case manage BD and Autism. Is assigned to many classes with no students enrolled, cannot accurately determining what is/is not being taught.	Correct course code if OHI students also assigned to classes and Adjust master schedule to reflect what is actually being taught and Apply on Form 1 for BD and Autism. County indicated collaborative services, but did not identify a BD and Autism certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).

	Educator	Assigned OHI, BD and PH students to teach or case manage (IEP)	LD MI	<p>Teacher is certified; however, course assignments do not reflect OHI/PH students assigned.</p> <p>Teacher is not certified to teach or case manage BD.</p>	<p>Correct course code if OHI/PH and BD students also assigned to classes and Apply on Form 1 for BD.</p> <p>County indicated collaborative services, but did not identify a BD, OHI or PH certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI/PH) (unnecessary collaboration).</p>
037-209	Educator	Assigned OHI and Autistic students to teach or case manage (IEP)	Multi-Cat K-Adult	<p>2630 is coded only for Multi-cat, not Autism and OHI, students assigned and Teacher not certified to teach autism.</p>	<p>Apply on Form 1 and Correct course codes to reflect all exceptionalities assigned</p> <p>County indicated collaborative services, but did not identify an OHI or Autism certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).</p>
	Educator	Assigned OHI and PH students to teach or case manage (IEP)	Multi-Cat K-Adult	<p>Teacher is certified; however, course assignments do not reflect OHI/PH students assigned.</p>	<p>Correct course code if OHI/PH students also assigned to classes.</p> <p>County indicated collaborative services, but did not identify an OHI or PH certified teacher that is currently</p>

					collaborating. This would mean two special ed. teachers serving same student(s) (OHI/PH) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify an OHI certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned MD/MM students to teach or case manage (IEP)	Out-Of-Field Authorization Severe Disabilities Art PK-Adult	Teacher is not certified for MD/MM students assigned.	Correct course code if MD/MM students also assigned to classes and Apply on Form 1. County indicated collaborative services, but did not identify a MD/MM certified teacher that is currently collaborating.
037-502	Educator	2225	7052 Welding	2225 is not a valid course code.	Please correct course code.
	Educator	Prostart	7097 Food Service	Food Service is not identified as a valid endorsement to teach assigned classes.	Please contact Division of CTE.
	Educator	3043-Math 4011-English 4012-English (8 th period)	Social Studies	Teacher is not certified to teach the identified courses.	Please correct course codes or apply on Form 1.

	Educator	1009 1004 1007 0928	Cannot verify- Should Hold Family and Consumer Science or related endorsement	Need teacher's full legal name to verify certification and Course code 1007 is not a valid course code.	Provide legal name and Correct course code 1007.
	Educator	2437	7212 Computer Technology TIS	2437 is not a valid course code.	Correct course code 2437.
	Educator	1692	7212 Computer Technology TIS	Teacher is not certified to teach course 1692, according to WVEIS Course Code Manual.	Contact Division of CTE regarding obtaining correct endorsement or correct course code.
	Educator	2203 2202 2205	7047 Emergency Medical Tech	Teacher is not certified to deliver the content in courses 2202, 2203 and 2205 (concentration).	Contact Division of CTE regarding obtaining correct endorsement or correct course code.
	Educator	2042 2041	7710 Criminal Justice	2042 and 2042 are not a valid course codes.	Correct course codes.
	Educator	Assigned MM and OHI students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI/MM students assigned.	Correct course code if OHI/MM students also assigned to classes. County indicated collaborative services, but did not identify an OHI or MM certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI/MM) (unnecessary collaboration).
	Educator	Assigned to LD/OHI and BD to teach or case manage (IEP)	Multi-Cat K-Adult	OHI assigned but not reflected in course codes. BD reflected in	Correct course code to accurately reflect what exceptionalities are being taught.

				course codes, but none assigned in SE roster.	County indicated collaborative services, but did not identify an OHI or BD certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI/BD) (unnecessary collaboration).
	Educator	Assigned to MM/OHI and BD to teach or case manage (IEP)	Multi-Cat K-Adult	OHI/MM and BD assigned but not reflected in course codes.	Correct course code to accurately reflect what exceptionalities are being taught. County indicated collaborative services, but did not identify an OHI/MM or BD certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI/BD/MM) (unnecessary collaboration).
	Educator	Assigned to LD and OHI to teach or case manage (IEP)	First-Class/Full-Time Multi-Cat K-Adult	Courses reflect BD, but no BD students assigned. Course codes do not reflect OHI.	Correct course code to accurately reflect what exceptionalities are being taught. County indicated collaborative services, but did not identify an OHI/LD certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (LD/OHI) (unnecessary collaboration).

	Educator	Assigned to BD, LD and OHI in SE roster	LD	Not certified to case manage BD.	Apply on Form 1. County indicated collaborative services, but did not identify a BD certified teacher that is currently collaborating. No application received.
	Educator	Assigned OHI students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned BD students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect BD students assigned.	Correct course code if BD students also assigned to classes. County indicated collaborative services, but did not identify a certified BD teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (BD) (unnecessary collaboration).
	Educator	7046-AP US HSTRY 1 Grades: 11 7046-AP US HSTRY 2 Grades:	Social Studies 5-12	Teacher has not been approved by	Should not be offered for AP credit 2010-11.

		11		College Board by course audit.	County states corrective action in place, but no course audit approval as of April 12 th .
	Educator	Alt. Ed. Coded Z	Alt. Ed. Authorization	Concern regarding number of courses assigned in master schedule (110 classes).	Adjust master schedule to reflect what is actually being taught.
	Educator	Assigned BD students to teach or case manage (IEP)	Multi-Cat 5-Adult Autism 5-Adult Restricted endorsement in English and Math 5-Adult	Teacher is certified; however, course assignments do not reflect BD students assigned.	Correct course code if BD students also assigned to classes. County indicated collaborative services, but did not identify a certified BD teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (BD) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified BD teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).

	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned LD students to teach or case manage (IEP)	Hearing Impaired	Teacher is not certified to teach or case manage LD.	Correct course code if HI students also assigned to classes and Apply on Form 1 if assigned to case manage students with LD. County indicated collaborative services, but did not identify a certified LD teacher that is currently collaborating.
	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult And Art PK-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).

	Educator	6121 AP Biology	Biology	Course has not been approved by College Board.	Verify AP Course Audit approval. Should not be offered as AP Credit for 2010-11.
	Educator	6021 Biology	First-Class/Full-Time Permit in General Science 5-Adult	Teacher is not certified to teach biology.	Apply on Form 1. Form 1 received 4/29/2011- pending for application fee and college recommendation.
	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat K-Adult	Assigned OHI students to teach or case manage (IEP).	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	1695 1692	Business Ed./Business Math	Teacher is not certified to teach 1695 and 1692.	Apply for appropriate endorsement identified in WVEIS Course Code Manual. Form 38 received 4/29/2011, pending application fee; however, teacher will still not be properly certified.
	Educator	6021 Biology	Earth/Space Science 5-Adult	Not certified to teach biology.	Apply on Form 1. Form 1 received 4/29/2011: pending application fee and college recommendation.
	Educator	3033 AP Stats	First-Class/Full-Time Permit in Math	Not a best practice to assign a non fully certified teacher to AP.	Assign a fully certified teacher to course in 2011-12.

	Educator	Assigned BD/OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-CatK-6 & 5-Adult And Elem. K-6 Early Ed. PK-K	Teacher is certified; however, course assignments do not reflect BD/OHI students assigned.	Correct course code if BD/OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified BD/OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (BD/OHI) (unnecessary collaboration).
037-404	Educator	Assigned OHI students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat 5-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned BD students to teach or case manage (IEP)	First-Class/Full-Time Permit Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect BD students assigned.	Correct course code if BD students also assigned to classes. County indicated collaborative services, but did not identify a certified BD teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (BD) (unnecessary collaboration).

	Educator	Assigned OHI students to teach or case manage (IEP)	LD K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned OHI, BD, CD and Gifted students to teach or case manage (IEP)	Elem. K-6 Early ed. PK-K LD	Teacher is certified; however, course assignments do not reflect OHI. Teacher is not certified for BD, CD and Gifted students assigned.	Correct course code if OHI, BD, CD and Gifted students also assigned to classes and Apply on Form 1. County indicated collaborative services, but did not identify any certified OHI, BD, CD and Gifted teachers that are currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration) and No application received.
	Educator	Assigned OHI and MM students to teach or case manage (IEP)	LD K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned. Teacher is not certified for	Correct course code if OHI and MM students also assigned to classes and Apply on Form 1. County indicated collaborative services, but did not identify a certified

				MM.	OHI/MM teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Alt. Ed. Coded Z	Alt. Ed. Authorization	Concern regarding number of courses assigned in master schedule (110 classes).	Adjust master schedule to reflect what is actually being taught.
	Educator	Assigned OHI/MM students to teach or case manage (IEP)	MI K-Adult Multi-Subjects K-8	Teacher is certified; however, course assignments do not reflect OHI/MM students assigned. No certified to teach LD.	Correct course code if OHI/MM students also assigned to classes and Apply on Form 1. County indicated collaborative services, but did not identify a certified OHI or MM teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	4007 English 7	Social Studies 7-12 Reading Specialist K-12	Not certified to teach English.	Apply on Form 1. Form 1 received 4/29/2011, pending application fee and college recommendation.
	Educator	Assigned OHI and Gifted students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned. Teacher is not certified, and	Correct course code if OHI/Gifted students also assigned to classes and Apply on Form 1. County indicated collaborative services, but did not

				course assignments do not reflect Gifted students assigned.	identify a certified OHI/Gifted teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	LD K-Adult Autism K-Adult	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	LD K-12 TIS	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).
	Educator	Assigned OHI and PH students to teach or case manage (IEP)	Multi-Cat K-Adult	Teacher is certified; however, course assignments do not reflect OHI and PH students	Correct course code if OHI and PH students also assigned to classes. County indicated collaborative

				assigned. Concern regarding number of courses assigned to teach and accuracy of schedule reflected.	services, but did not identify a certified OHI or PH teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI or PH) (unnecessary collaboration).
	Educator	Assigned OHI students to teach or case manage (IEP)	MR BD	Teacher is certified; however, course assignments do not reflect OHI students assigned.	Correct course code if OHI students also assigned to classes. County indicated collaborative services, but did not identify a certified OHI teacher that is currently collaborating. This would mean two special ed. teachers serving same student(s) (OHI) (unnecessary collaboration).

Coaching

Coach Name	Authorization	Recommendation
Coach	Expired June 30, 2010	Renew authorization and enter into coaches' database.
Coach	Not certified	Apply for authorization and enter into coaches' database.
Coach	Not certified	Apply for authorization and enter into coaches' database.
Coach	Not certified	Apply for Athletic Trainer or Limited Football authorization and enter into coaches' database.
Coach	Not certified	Apply for authorization and enter into coaches' database.
Coach	Not certified	Apply for Athletic Trainer or Limited Football authorization and enter into coaches' database.
Coach	Expired June 30, 2010	Renew authorization and enter into coaches database.

Coach	Expired June 30, 2010	Renew authorization and enter into coaches' database.
Coach	Not certified	Apply for authorization and enter into coaches' database.
Coach	Expired June 30, 2010	Renew authorization and enter into coaches' database.
Coach	Not certified	Apply for authorization and enter into coaches' database.