

# OFFICE OF EDUCATION PERFORMANCE AUDITS



## FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MASON COUNTY SCHOOLS

MAY 2005

WEST VIRGINIA BOARD OF EDUCATION

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## **INTRODUCTION**

### **Education Performance Audit**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of the Mason County School District November 4 – 6, 2003.

A follow-up Review of Mason County was conducted April 11 – 13, 2005. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets the performance and progress standards but has other deficiencies shall remain on full accreditation status and the county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

## **SECTION I**

### **School Performance**

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

#### **Elementary Schools**

49-201 Beale Elementary  
49-206 Leon Elementary  
49-208 Mason Elementary  
49-216 Ashton Elementary  
49-217 Point Pleasant Primary  
49-218 Point Pleasant Intermediate

#### **Middle School**

49-401 Point Pleasant Middle

#### **High Schools**

49-501 Hannan High  
49-502 Point Pleasant High  
49-503 Wahama High

#### **Vocational/Technical School**

49-701 Mason County Vocational-  
Technical Center

49-201 BEALE ELEMENTARY SCHOOL

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	166	177	176	99.44	58.78	Yes	Confidence Interval	✓
White	166	177	176	99.44	58.78	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	102	108	107	99.07	46.53	Yes	No	✗
Spec. Ed.	38	38	37	97.37	18.91	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	166	177	176	99.44	64.24	Yes	Confidence Interval	✓
White	166	177	176	99.44	64.24	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	102	108	108	100.00	52.94	Yes	No	✗
Spec. Ed.	38	38	38	100.00	15.78	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

Passed  
Attendance Rate = 97.2%

**BEALE ELEMENTARY SCHOOL**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	42	37	42	37	100.00	5.41	21.62	51.35	16.22	5.41	72.97
04	49	48	48	47	97.96	10.64	31.91	38.30	19.15	0.00	57.45
05	47	42	47	42	100.00	4.76	42.86	38.10	11.90	2.38	52.38
06	39	39	39	39	100.00	17.95	28.21	35.90	17.95	0.00	53.85

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	42	37	42	37	100.00	5.41	10.81	45.95	32.43	5.41	83.78
04	49	48	49	48	100.00	12.50	27.08	37.50	20.83	2.08	60.42
05	47	42	47	42	100.00	2.38	57.14	23.81	14.29	2.38	40.48
06	39	39	38	38	97.44	13.16	10.53	44.74	26.32	5.26	76.32

**Other Relevant Performance Data**

**Statewide Writing Assessment  
Student Frequency and Percentage by Score**

**Grade 4**

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	1	2%	3	6%	2	4%	27	55%	9	18%	7	14%	0	0%	49

**Note: Sixty-seven percent (67%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

**Physical Assessment – Presidential Physical Fitness Test  
Passage Rate**

<b>Percentage of Students</b>	<b>School Year</b>
58.00%	2003-04
57.43%	2002-03
42.333%	2001-02

## BEALE ELEMENTARY SCHOOL

### Below Standard

#### 5.1.1. Achievement.

#### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** Beale Elementary School failed to attain adequate yearly progress (AYP) for 5.1.1 Achievement for the economically disadvantaged (SES) subgroup. Consequently, the West Virginia Board of Education issued the school Temporary Accreditation status at its September 10, 2004 meeting. The school revised its Unified School Improvement Plan to improve performance and progress on the standards and the West Virginia Board of Education upgraded Beale Elementary School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

### EDUCATION PERFORMANCE AUDIT

#### NONCOMPLIANCES

#### 6.1. Annual Performance Measure Goals

- 6.1.1. **Writing Assessment.** A minimum of sixty percent (60%) of the school's students score at or above 2.0 on the Writing Assessment for the 2002-2003 school year or show an increasing trend in two (2) of the most recent three (3) years; seventy percent (70%) score at or above 2.0 for the 2003-2004 school year or show an increasing trend in two (2) of the most recent three (3) years; and eighty percent (80%) score at or above 2.0 for the 2004-2005 school year or show an increasing trend in two (2) of the most recent three (3) years.

A minimum of sixty percent (60%) of the school's students did not score at 2.0 on the Statewide Writing Assessment for the 2002-2003 school year or show an increasing trend in two of the most recent three years. The percentage of students decreased from 91 percent in 2001-02 to 57 percent in 2002-03.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The percentage of students scoring a 2.0 or better on the writing assessment for the 2003-2004 school year was 77.3 percent.

**Note:** This area is no longer reviewed per House Bill 308, passed November 16, 2004.

## BEALE ELEMENTARY SCHOOL

### 7.1. Curriculum

- 7.1.14. Multicultural education. Multicultural education is taught 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)**

The Team observed evidence that some multicultural activities were conducted; however, a schoolwide multicultural program or curriculum had not been developed and implemented as required by Policy 2421.

#### FOLLOW-UP REVIEW

#### COMPLIANCE.

### 7.3. Finance

- 7.3.2. Accounting practices. The county board's and individual school's accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)**

Several audit findings for FY 2002 had not been addressed. These findings included the following.

02-2 Original Receipt is Being Retained in School File.

02-3 No Cash Summary Sheet for Monies Collected.

02-4 Deposit Not Handled in a Timely Manner.

#### FOLLOW-UP REVIEW

#### COMPLIANCE.

#### RECOMMENDATIONS

- 7.1.3. High expectations.** Based upon observation and interviews with teachers, instructional practices were not well coordinated between classroom teachers and Title I teachers. Reteaching, intervention, and enrichment strategies were inadequate to address deficiencies reflected by student performance data. Although some lesson plans indicated opportunities for reteaching, opportunities were vague and did not appear to target specific deficiencies. There was no evidence showing that subgroups or individual students who did not meet assessment performance standards received reteaching or enrichment opportunities. The Team recommended that a system to



**BEALE ELEMENTARY SCHOOL**

coordinate and improve communication between classroom teachers and Title I specialists be developed and implemented.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.2.2. Counseling services.** Team interviews with the counselor, principal, and teachers indicated that individual student counseling time requirements were being met; however, the Team could not determine that all components of the developmental guidance program were being delivered. Furthermore, a consistent plan for student referrals was not being implemented. The Team recommended that a comprehensive developmental guidance curriculum be implemented and that the counselor log daily student services to ensure that the guidance program is comprehensive in scope, developmental, and based on identified standards.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**49-206 LEON ELEMENTARY SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**RECOMMENDATION**

**7.2.4. Lesson plans and principal feedback.** The Team recommended that teachers be provided a copy of the lesson plan review checklist. This will promote a more consistent lesson plan format for the school.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**49-208 MASON ELEMENTARY SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCES**

**7.2. Student and School Performance**

- 7.2.4. 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. (Policy 2510; Policy 5310)**

One substitute teacher did not have lesson plans available from the classroom teacher. The Team determined that the principal had not reviewed all teachers' lesson plans or included written feedback.

**FOLLOW-UP REVIEW**

**COMPLIANCE. A review showed the principal was checking teacher lesson plans weekly and providing written feedback on the lesson plans.**

**7.10. Professional Development and Evaluation**

- 7.10.1. 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)**

A random review of teachers' evaluations showed the six (6) evaluation time lines had not been met as required by West Virginia Board of Education Policy 5310.

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE. A review of evaluations for teachers with 0-2 years of experience revealed none of the three teachers in this group received the required evaluation by January 15 of this school year. A first year custodian did not receive an evaluation by the first Monday in November as required by the Mason County policy.**

**49-216 ASHTON ELEMENTARY SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCES**

**7.1. Curriculum**

- 7.1.10. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter 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)**

Through classroom observations, teacher interviews, and documentation review, the Team determined that instruction in science and social studies was not provided to Grades 3 and 4 students on a daily basis. In addition, one Grade 5 teacher indicated that social studies was replaced by another subject every Tuesday and at least one Grade 6 teacher's instruction reflected that science was replaced by DARE one day per week.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

- 7.1.14. Multicultural education. Multicultural education is taught 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)**

Some multicultural activities were conducted; however, a schoolwide multicultural education plan or curriculum had not been developed and implemented as required by Section 9.7 of West Virginia Board of Education Policy 2421.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

**7.2. Student and School Performance**

- 7.2.4. 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. (Policy 2510; Policy 5310)**

The principal had not reviewed teachers' lesson plans or provided written feedback.

**FOLLOW-UP REVIEW**

**COMPLIANCE. A review of teacher lesson plan books showed the principal had reviewed teachers' lesson plans and provided feedback as required.**

## ASHTON ELEMENTARY SCHOOL

### 7.3. Finance

- 7.3.2. Accounting practices.** The county board's and individual school's accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)

Audit finding 02-3 (No Cash Summary Sheet for monies collected) for FY 2002 had not been addressed.

#### **FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** The audit finding (No Cash Summary Sheet for monies collected) had not been addressed. A random review of the receipts showed no Cash Summary Sheets attached to receipts. An example is Receipt #3459 for \$423.00 dated 12/01/04. The secretary indicated they were not using the Cash Summary Sheet.

**Note:** Although this standard is not being reviewed per House Bill 308, passed November 16, 2004, and does not affect the accreditation status of the school, Mason County is urged to follow the requirement of Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*.

### 7.10. Professional Development and Evaluation

- 7.10.1. 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)

Five teachers on performance evaluation had not received the first observation as of November 6, 2003.

#### **FOLLOW-UP REVIEW**

#### **COMPLIANCE.**

- 7.10.4. 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)

The principal returned to Mason County the previous school year after an 18-year absence and was not assigned a mentor.

#### **FOLLOW-UP REVIEW**

#### **COMPLIANCE.**

**ASHTON ELEMENTARY SCHOOL**

**RECOMMENDATION**

**7.1.15. Instructional day.** The Team recommended that the principal and teachers develop a uniform schedule format to ensure that the required number of instructional minutes is provided.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**49-217 POINT PLEASANT PRIMARY SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCES**

**7.1. Curriculum**

- 7.1.14. Multicultural education. Multicultural education is taught 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)**

Some multicultural activities were conducted; however, a schoolwide multicultural education plan or curriculum had not been developed and implemented. A lack of awareness was indicated by teachers in relation to prevention and zero tolerance for racial, sexual, and religious/ethnic harassment or violence.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

**7.2. Student and School Performance**

- 7.2.4. 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. (Policy 2510; Policy 5310)**

The principal had not reviewed all teachers' lesson plans and provided written feedback.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

**49-218 POINT PLEASANT INTERMEDIATE SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCES**

**7.1. Curriculum**

- 7.1.10. Programs of study.** Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter 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)

When asked during an interview, the principal indicated that science and social studies were not being taught daily to Grades 3 and 4 students. This was also reflected in teachers' classroom schedules. In addition, the Team determined that Grades 5 and 6 students were being removed from core classes for instrumental and choral music.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

- 7.1.14. Multicultural education.** Multicultural education is taught 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)

A schoolwide multicultural education plan or curriculum had not been developed and implemented.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

**RECOMMENDATIONS**

- 7.1.7. Instruction in writing.** The Team recommended that professional development be provided to all staff to ensure that weekly writing instruction is part of curricular areas.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.15. Instructional day.** The Team recommended that the principal and teachers develop a uniform schedule format to ensure that the required instructional time is provided.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**



**POINT PLEASANT INTERMEDIATE SCHOOL**

- 7.2.2. Counseling services.** Based on an interview with the counselor and a review of the schedule, 75 percent of the counselor's time is spent in a direct relationship with students. However, this percentage of time was spent with only 50-60 students in the school, and was not consistent with the recommended distribution of total school counselor time suggested by Policy 2315. The principal needed to review the school counselor's time distribution recommended for elementary counseling. The county comprehensive developmental counseling policy should also be revised, submitted to the West Virginia Department of Education for approval, and used to assist the principal and the counselor in implementing a counseling program that is an integral part of the total education program.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**49-401 POINT PLEASANT MIDDLE**

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	392	410	407	99.27	58.35	Yes	Confidence Interval	✓
White	383	400	397	99.25	58.42	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	196	209	206	98.56	44.55	Yes	No	✗
Spec. Ed.	90	94	92	97.87	14.77	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	392	410	408	99.51	71.53	Yes	Confidence Interval	✓
White	383	400	398	99.50	71.65	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	196	209	207	99.04	59.79	Yes	No	✗
Spec. Ed.	90	94	93	98.94	26.96	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.2%**

POINT PLEASANT MIDDLE SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	225	215	224	214	99.56	14.49	33.18	41.12	9.81	1.40	52.34
08	185	177	183	175	98.92	7.43	26.86	44.57	19.43	1.71	65.71

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	225	215	224	214	99.56	9.81	23.36	39.72	20.09	7.01	66.82
08	185	177	184	176	99.46	2.84	19.89	42.05	25.57	9.66	77.27

Enr. - Enrollment  
 FAY - Full Academic Year  
 Part. - Participation

**POINT PLEASANT MIDDLE SCHOOL**

**Other Relevant Performance Data**

**Statewide Writing Assessment  
Student Frequency And Percentage By Score**

**Grade 7**

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
0	0%	2	1%	9	4%	29	13%	130	60%	17	8%	17	8%	12	6%	216

**Note: Seventy-nine (79%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Freq. - Frequency - Number of students  
% - Percentage of students

**Physical Assessment – Presidential Physical Fitness Test  
Passage Rate**

Percentage of Students	School Year
41.40%	2003-04
34.72%	2002-03
36.111%	2001-02

**Below Standard**

**5.1.1. Achievement.**

**FOLLOW-UP REVIEW**

**NONCOMPLIANCE.** Point Pleasant Middle School failed to attain adequate yearly progress (AYP) for 5.1.1 Achievement for the economically disadvantaged (SES) and special education (SE) subgroups. Consequently, the West Virginia Board of Education issued the school Temporary Accreditation at its September 10, 2004 meeting. The school revised its Unified School Improvement Plan to improve performance and progress on the standards and the West Virginia Board of Education upgraded Point Pleasant Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

## POINT PLEASANT MIDDLE SCHOOL

### EDUCATION PERFORMANCE AUDIT

#### NONCOMPLIANCES

##### 6.1. Annual Performance Measure Goals

- 6.1.4. Presidential Physical Fitness Test. The percentage of students in grades K-9 passing the Presidential Physical Fitness Test at one of the following levels: Presidential, National, or Fitness is forty percent (40%) or above or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)**

Forty percent (40%) of the school's students did not pass the Presidential Physical Fitness Test (PPFT) and data did not show an increasing trend during the most recent three years. The school staff needed to review the physical education curriculum to ensure that all of the Content Standards and Objectives (CSOs) are being delivered to improve student fitness and increase the percentage of students passing the Presidential Physical Fitness Test (PPFT).

#### FOLLOW-UP REVIEW

**COMPLIANCE. During the 2003-2004 school year the percentage of students passing the Presidential Physical Fitness Test (PPFT) was 41.397 percent.**

**Note: This area is no longer reviewed per House Bill 308, passed November 16, 2004.**

##### 7.1. Curriculum

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

Interruptions from public address announcements occurred at least three times in 20 minutes. The Team observed that students were off-task and noise levels were excessive in at least seven classrooms.

#### FOLLOW-UP REVIEW

**COMPLIANCE. The intercom was used only at the end of the second block for announcements. A walk through of all the classrooms showed that all classrooms were orderly and students were on task.**

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

## POINT PLEASANT MIDDLE SCHOOL

Computer laboratory logs showed minimal student computer usage. While students were scheduled for 12-week rotations, evidence was not available to verify the use of technology throughout all programs of study. The COMPASS laboratory schedule showed fewer than ten classes scheduled during October. The second floor computer laboratory was locked during the day of the visit. The principal was unaware if any log existed and none could be found. The TRL Computer Lab had students scheduled three blocks per day on a 12-week rotation for the entire year. TRL Computer Lab classroom observation confirmed the usage of this lab. Of 20 classrooms visited, only one student was observed using a classroom computer.

### FOLLOW-UP REVIEW

#### COMPLIANCE.

- 7.1.12. 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)**

The Team observed that students enrolled in band class were not provided instruction in developmental guidance. The Team recommended that the schedule be revised to ensure that all students receive instruction in developmental guidance.

### FOLLOW-UP REVIEW

#### COMPLIANCE.

- 7.1.14. Multicultural education. Multicultural education is taught 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)**

The Team saw evidence of some multicultural activities; however, a schoolwide multicultural education plan or curriculum had not been developed and implemented.

### FOLLOW-UP REVIEW

#### COMPLIANCE.

## 7.2. Student and School Performance

- 7.2.4. 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. (Policy 2510; Policy 5310)**

Observations of teachers' lesson plans reflected no principal feedback in some cases. In other cases some feedback was evident on the school website. Some lesson plans were not developed in such a manner that a substitute could deliver the curriculum if the teacher was absent.

## POINT PLEASANT MIDDLE SCHOOL

### FOLLOW-UP REVIEW

#### COMPLIANCE.

- 7.2.5. 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)

When interviewed, the principal indicated that the data analysis of the statewide assessment results was not performed prior to the start of the school year.

### FOLLOW-UP REVIEW

#### COMPLIANCE.

##### **7.10. Professional Development and Evaluation**

- 7.10.1. 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).

Some personnel evaluations had not been completed as required by West Virginia Board of Education Policy 5310.

1. Outdated observation forms were used in three evaluations and did not include technology standards.
2. Annual goals had not been developed for employees in the Professional Growth and Development plan in two records the Team reviewed.
3. One service personnel employee had not signed the final evaluation for the 2002-03 school year.

### FOLLOW-UP REVIEW

#### COMPLIANCE.

##### **7.12. Leadership**

- 7.12.1. 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)

The Team determined that the management system, operational procedures, and practices in which laws and West Virginia Board of Education policies were not

## POINT PLEASANT MIDDLE SCHOOL

followed indicated that leadership needed to be developed at all levels of the school to maximize opportunities for successful learning.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The principal met weekly with central office personnel to review progress in meeting the noncompliances.

### RECOMMENDATIONS

**7.1.2. Curriculum based on content standards and objectives.** The Team recommended that strategies be developed to ensure that the Content Standards and Objectives (CSOs) are taught and mastered.

### FOLLOW-UP REVIEW

#### **RECOMMENDATION FOLLOWED.**

**7.1.5. Instruction.** The principal indicated during an interview that all special education students were enrolled in regular education social studies and science classes. The Team recommended that students' schedules be developed to ensure that their special needs are addressed.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.** Special education teachers were scheduled into classrooms to monitor and assist special education students who had been included in the regular classrooms.

**7.1.7. Instruction in writing.** The Team recommended that professional development be provided to clarify the expectations for teaching writing across the curriculum. In addition, the Team recommended that the principal implement appropriate monitoring of instruction in writing.

### FOLLOW-UP REVIEW

#### **RECOMMENDATION FOLLOWED.**



49-501 HANNAN HIGH SCHOOL

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1. Curriculum

- 7.1.3. **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. The content standards and objectives in each grade level and in each subject must all be taught. (Policy 2510)**

Due to the small student enrollment, students lack equal education opportunities of other schools in Mason County such as curriculum selections.

FOLLOW-UP REVIEW

**COMPLIANCE. The school had gone to an alternate year schedule for selected classes allowing additional subject offerings. This resulted in nine more elective classes available to students.**

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

The Team observed that students were not fully engaged in the instruction being provided. The Team also observed student behavior that hindered the teachers' capability to provide challenging instruction and overall effective instructional practices. While instructional strategies were generally varied and lesson plans indicated high expectations, students were observed throwing items, catapulting manipulatives and equipment, carrying on conversations during instruction, yelling out to other students across the room, and engaging in disrespectful banter with adult authority figures.

FOLLOW-UP REVIEW

**COMPLIANCE. The school had training in Protect and Respect for the entire staff. Students had also been involved in the training. Planning was underway to include all parents in the training. This established an expectation of behavior that students followed and staff implemented across all classrooms.**

## HANNAN HIGH SCHOOL

### RECOMMENDATION

**7.1.15. Instructional day.** The school had been granted a waiver by the West Virginia Department of Education for the 8100 minutes instructional period requirement. Students were missing 30 minutes of instructional time everyday in a core curriculum class. Team recommended that the master schedule be revised to ensure that all classes receive 90 minutes of daily instruction.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.**

**49-502 POINT PLEASANT HIGH SCHOOL**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCES**

**6.1. Annual Performance Measure Goals**

- 6.1.4. Presidential Physical Fitness Test.** The percentage of students in grades K-9 passing the Presidential Physical Fitness Test at one of the following levels: Presidential, National, or Fitness is forty percent (40%) or above or shows an increasing trend during the most recent three (3) years. (W.Va. Code §18-2-7a)

Forty percent of the students did not pass the Presidential Physical Fitness Test (PPFT) and data did not show an increasing trend during the most recent three years.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** During the 2003-2004 school year, 56.9 percent of the students successfully passed the Presidential Fitness Test (PPFT).

**Note:** This area is no longer reviewed per House Bill 308, passed November 16, 2004.

**7.11 Safe, Drug Free, Violence Free & Disciplined Schools**

- 7.11.1. 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)

The Team observed evidence of widespread tobacco use on the campus. Cigarette smoke permeated the rest rooms and the hallways near the rest rooms.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Visits to the school rest rooms revealed no evidence of smoking. The school had installed an electronic surveillance system that eliminated students smoking in the rest rooms.

**RECOMMENDATION**

- 7.1.5. Instruction.** The Team recommended that channels of communication and collaboration be established between the school and the Mason County Vocational-Technical Center. The Team recommended joint Faculty Senate meetings, common staff development activities throughout the year, collaborative projects integrating academic and technical content throughout the curriculum. The proximity of the school to the Mason County Vocational-Technical Center provides students an opportunity to make use of a variety of career choices.

**POINT PLEASANT HIGH SCHOOL**

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The administrators of the schools and the schools' staffs have jointly planned activities to provide many opportunities for the schools' staffs to work together.**

49-503 WAHAMA HIGH SCHOOL

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

7.6. Facilities

- 7.6.2. **Safe, healthy, and accessible facilities.** Buildings, grounds, furnishings, and equipment meet accepted safety and health standards as measured by other agencies, the requirements of W.Va. 126CSR172, West Virginia Board of Education Policy 6200, *Handbook on Planning School Facilities*, (hereinafter Policy 6200), and program accessibility requirements of Section 504, Rehabilitation Act of 1973 §104.22 and §104.23. (W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23)

Several citations on the Fire Marshal's report had not been corrected in the gymnasium area.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The county had passed a school bond issue and received a West Virginia School Building Authority (SBA) grant. Funds from these sources will be used to completely remodel the gymnasium. The renovation is scheduled to be complete by August 2005.

RECOMMENDATIONS

- 7.1.5. **Instruction.** The Team recommended that channels of communication and collaboration be established with the Mason County Vocational-Technical Center to ensure that all students are exposed to a variety of career opportunities.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The administrators have jointly planned activities to provide many opportunities for the schools' staffs to work together.

- 7.1.10. **Programs of study.** In reviewing the master schedule and speaking with students, the Team found that course offerings were limited in the fourth block. The Team recommended that the administrators review and revise the schedule to provide more opportunities in the fourth block.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**49-701 MASON COUNTY VOCATIONAL-TECHNICAL CENTER**

**EDUCATION PERFORMANCE AUDIT**

**NONCOMPLIANCE**

**7.3. Finance**

- 7.3.2. Accounting practices. The county board's and individual school's accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)**

Audit finding 02-5 (No Cash Summary Sheet for monies collected) for FY 2002 had not been addressed.

**FOLLOW-UP REVIEW**

**COMPLIANCE.**

**7.11. Safe, Drug Free, Violence Free & Disciplined Schools**

- 7.11.1. 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)**

The Team observed evidence of widespread tobacco use on the campus. Cigarette smoke permeated the rest rooms and the hallways near the rest rooms.

**FOLLOW-UP REVIEW**

**COMPLIANCE. Visits to the student rest rooms showed no evidence of smoking. The school had installed electronic surveillance equipment that has almost eliminated smoking in the rest rooms.**

**RECOMMENDATIONS**

- 7.1.4. Learning environment. The Team recommended that procedures be developed to minimize interruptions to the learning environment, i.e., limit intercom announcements to the first or last minutes of a class instead of sporadically throughout the day.**

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.5. Instruction. The Team recommended that the center explore methods of building relationships between the center staff and feeder staffs, i.e., joint Faculty Senate meetings, common staff development throughout the year, collaborative projects, and integrating and interrelating academic and technical content throughout the curriculum. This would provide all students the opportunity to make informed career choices.**

## MASON COUNTY VOCATIONAL-TECHNICAL CENTER

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.** The center's staff and feeder school staff and administrators have worked together to provide many opportunities for the school staffs to work together.

**7.1.8. Library/educational technology access and technology application.** The Team recommended that the school explore the feasibility of a technical resource center. The center should provide current print resources and computer stations with Internet access. The center should be accessible throughout the school day for student and faculty use.

### FOLLOW-UP REVIEW

**RECOMMENDATION PARTIALLY FOLLOWED.** Computer stations with Internet access were available to students and staff. Technical resources were available in the individual technical departments and in the home school libraries. No space had been found for a technical resource center in the vocational-technical center.

## SECTION II

### Mason County School District

This section presents the county school district high quality standards identified by the Education Performance Audit Team as being out of compliance with state policies and regulations. It also presents, recommendations, commendations, and building capacity to correct deficiencies.

#### EDUCATION PERFORMANCE AUDIT

##### NONCOMPLIANCES

###### 7.1. Curriculum

- 7.1.14. Multicultural education. Multicultural education is taught 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)**

Three schools did not have a comprehensive multicultural curriculum: Point Pleasant Primary, Point Pleasant Intermediate, and Point Pleasant Middle.

##### FOLLOW-UP REVIEW

**COMPLIANCE. The three schools had a comprehensive multicultural curriculum.**

###### 7.2. Student and School Performance

- 7.2.4. 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. (Policy 2510; Policy 5310)**

Four schools were deficient in lesson plans and in principal feedback on the plans: Mason Elementary, Point Pleasant Primary, Ashton Elementary, and Point Pleasant Middle. Mason County is urged to monitor these schools to ensure that principals and teachers adhere to requirements.

##### FOLLOW-UP REVIEW

**COMPLIANCE.**

###### 7.3. Finance

- 7.3.2. Accounting practices. The county board's and individual school's accounting practices, including faculty senate funds, are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100)**

Six schools had identified accounting irregularities: Beale Elementary, Leon Elementary, Ashton Elementary, Point Pleasant Middle, Hannan High, and Point Pleasant High.



### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Staff development had been provided to the school secretaries in the area of Finance. All schools except one had corrected their violations.

#### **7.10. Professional Development and Evaluation**

**7.10.1. 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)

In 2002-03, the district conducted evaluations of school and county administrators; however, there was no mid-year review conducted for eight administrative evaluations and no final evaluation rating was given for six of the evaluations. The evaluation for one principal had only one goal, no mid-year review was conducted and no final evaluation was completed. Two district administrators had not prepared an evaluation portfolio for the 2002-03 evaluation. The administrative goal setting documents for 2003-04 showed that only one goal had been established for nine school administrators. Of the evaluations reviewed for school level personnel, one counselor had not been evaluated since 1995, no final evaluation rating was given for 12 employees and no evaluation documents were found for two employees.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A review of a sampling of personnel evaluations at the county office revealed no policy violations. One school principal was found to not be following the state and county policies on personnel evaluations.

#### **7.11 Safe, Drug Free, Violence Free & Disciplined Schools**

**7.11.1. 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)

The excessive use of tobacco was observed at two secondary schools: Point Pleasant High School and the Mason County Vocational-Technical Center.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.**

### SECTION III

#### Indicators of Efficiency

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

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

#### Mason County Schools

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

The Curriculum Director met with the high school principals to review course offerings and to determine curriculum needs in each school. Counselors and school principals used course registration requests to determine which courses would be delivered; however, no written report or audit plan was prepared to show the results of the district curriculum audit. A report on the annual curriculum audit should be presented to the central office to guide the Unified County Improvement Plan (UCIP) and determine curriculum and staffing needs.

#### FOLLOW-UP REVIEW

**COMPLIANCE. The county produced several reports and documents that showed the curriculum offerings and needs of the schools. These reports were available to help guide the schools and county as determinations were made about curriculum and staffing needs.**

## SECTION IV

### Building Capacity to Correct Deficiencies

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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.**

Mason County and the schools, with assistance from RESA II and the West Virginia Department of Education, to have the capacity to correct the noncompliances listed in the report.

#### **FOLLOW-UP REVIEW**

**The county, with the assistance of RESA II and the West Virginia Department of Education, has worked diligently to correct all noncompliances and implement recommendations from the Education Performance Audit. The majority of the noncompliances were corrected. There were a couple of instances where the capacity existed to correct the noncompliances but they were not corrected.**

### Early Detection and Intervention

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

Mason County must develop and monitor leadership and school practices at the middle school to improve the curriculum and learning environment. Several requirements were not being met at the school that impeded teaching and learning.

#### **FOLLOW-UP REVIEW**

**The county superintendent assigned a staff member to monitor leadership and school practices at the middle school. The staff member and school principal met often and worked together to review the curriculum and learning environment at the school and find ways to improve them. This system has provided a much improved learning environment at the middle school and has enabled the principal and staff to correct all noncompliances found at the middle school.**

## SECTION V

### Identification of Resource Needs

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

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

**According to the items checked in the School Facilities Evaluation Checklist, the schools listed are below standard in the areas identified.**

#### Hannan High

- 18.1.8. Grades 1-12 classrooms.** Classrooms B1 and B2 did not have mechanical ventilation units and Classroom A306 did not have operable windows or mechanical ventilation for outside air supply.
- 18.1.10. Specialized instructional areas.** The music area was not located away from quiet areas of the facility and did not have acoustical treatment. The physical education facilities did not have display cases. The Art Room did not have mechanical ventilation, a ceramic kiln, or blackout areas.
- 18.1.11. Grades 6-12 science facilities.** The science facilities in Room V203 were not of adequate size.
- 18.1.12. Grades 7-12 auditorium/stage facilities.** The auditorium did not have fire resistant curtains, acoustical panels, or film screens.

- 18.1.13. **School vocational site.** Classrooms or laboratory facilities were not available for Marketing, Vocational Health, Diversified Cooperative, Technical or Vocational Industrial and Technical Facilities.
- 18.1.14. **Food service facility.** The food service area did not have locker/dressing rooms, a lavatory, a toilet or a teachers' dining area of adequate size. A teachers' dining area did not exist and the kitchen was not of adequate size (1.91 ft<sup>2</sup>/meal).
- 18.1.15. **Health service unit.** A health service unit did not exist.

#### FOLLOW-UP REVIEW

**The county had passed a school bond issue and received grant funds from the West Virginia School Building Authority (SBA) that will provide funds to renovate the school and provide building additions. This construction is scheduled to begin June 2005 and should resolve all the facility issues.**

#### Point Pleasant Middle

- 18.1.1. **School location.** The facility did not meet Americans with Disabilities Act (ADA) guidelines.
- 18.1.5. **Library/media and technology center.** The library was not adequate in size.
- 18.1.10. **Specialized instructional areas.** The Art Room was not adequate in size or has adequate equipment. The music facility was not adequate in size or has adequate equipment.
- 18.1.11. **Grades 6-12 science facilities.** The science facilities were not adequate.
- 18.1.12. **Grades 7-12 auditorium/stage facilities.** The auditorium did not have adequate equipment.
- 18.1.14. **Food service facility.** The food service area was inadequate.

#### FOLLOW-UP REVIEW

**Mason County had passed a school bond issue and received a grant from the West Virginia School Building Authority (SBA) which, when fully implemented, should resolve all the facilities issues.**

#### Ashton Elementary

- 18.1.5. **Library/media and technology center.** The library did not have pamphlets or newspapers.
- 18.1.7. **K classrooms.** Kindergarten classrooms were not adequate in size (42ft<sup>2</sup> /student).
- 18.1.8. **Grades 1-12 classrooms.** The heating, ventilation, and air conditioning (HVAC) systems were not operated appropriately to provide correct ventilation.

- 18.1.10. **Specialized instructional areas.** The physical education facilities did not have display cases.
- 18.1.14. **Food service facility.** The food service area did not have locker/dressing rooms or a teachers' dining area of adequate size.
- 18.1.15. **Health service unit.** The health area was not of adequate in size or has a refrigerator with locked storage.

#### FOLLOW-UP REVIEW

- 18.1.5. **Pamphlets and newspapers were provided for the library.**
- 18.1.8. **The principal reported no problems with the operations of the heating, ventilation, and air conditioning (HVAC) system.**

#### Wahama High

- 18.1.10. **Specialized instructional areas.** The music area did not have acoustical treatment or adequate storage. The physical education facilities did not have provisions for two or more teaching stations. The Art Room did not have adequate equipment.
- 18.1.12. **Grades 7-12 auditorium/stage facilities.** The auditorium did not have adequate equipment. The stage was not adequate in size and was not conveniently located near language arts and music instructional areas or close to seating. The gymnasium served as the auditorium.
- 18.1.14. **Food service facility.** The food service area did not have locker/dressing rooms or a teachers' dining area of adequate size.
- 18.1.15. **Health service unit.** The health unit was not adequate in size or adequately equipped.

#### FOLLOW-UP REVIEW

**Mason County citizens had passed a bond issue, and the school system had received a grant from the West Virginia School Building Authority (SBA) that will provide funds to renovate and provide building additions that should eliminate the facilities issues. The construction work will begin June 2005.**

#### New Haven Elementary

- 18.1.3. **Teachers' workroom.** The teachers' work area was not adequate. Copiers were located in the hallways.
- 18.1.5. **Library/media and technology center.** A library did not exist. All materials were in individual classrooms.
- 18.1.10. **Specialized instructional areas.** The physical education facilities did not have a bulletin board or a display case.

- 18.1.14. Food service facility.** The food service area was not adequate in size (1.8 ft<sup>2</sup>/meal). The area did not have a locker/ dressing rooms or a toilet.

### FOLLOW-UP REVIEW

**A local bond issue and a grant from the West Virginia School Building Authority (SBA) will provide funds to renovate this school and should eliminate these building issues. The renovation is scheduled to begin in the summer of 2005.**

### Mason Elementary

- 18.1.1. School location.** The site was not adequate in size compared to the enrollment, was not large enough for future expansion, and was not well drained.
- 18.1.2. Administrative and service facilities.** The administrative areas did not include a waiting/reception area. The administrative area did not provided sufficient workspace or privacy.
- 18.1.3. Teachers' workroom.** The teachers' workroom did not provide access to communications technology.
- 18.1.4. Counselor's office.** The counselor's office did not have easy access to student records.
- 18.1.5. Library/media and technology center.** The library did not provide appropriate space and lacked periodicals, newspapers, and pamphlets.
- 18.1.11. Grades 6-12 science facilities.** The science room was not adequate in size and did not have adequate equipment.
- 18.1.14. Food service facility.** The food service area did not have locker/dressing rooms, toilets, a lavatory, chairs, and did not provide a teachers' dining area of adequate size.
- 18.1.15. Health service unit.** A health service unit was not available.

### FOLLOW-UP REVIEW

**A local bond issue and a grant from the West Virginia School Building Authority (SBA) will provide funds to resolve the building issues. Construction is scheduled to begin in the summer of 2005.**

### Leon Elementary

- 18.1.4. Counselor's office.** The counselor's work area was not adequate (64 sq. ft). The counselor used a vacant classroom if more than two students were present.
- 18.1.5. Library/media and technology center.** The library did not have newspapers or tapes.

- 18.1.8. Grades 1-12 classrooms.** The academic learning area for Grades 3, 4, and 6 classrooms were not adequate in size (27 ft<sup>2</sup>/student).
- 18.1.10. Specialized instructional areas.** The physical education facilities were not adequate in size (34 ft<sup>2</sup>/student), were not located close to lockers and showers, did not have provisions for two or more teaching stations, did not have a display case, and did not have available seating. Cafeteria tables were used for seating.
- 18.1.14. Food service facility.** The teachers' dining area was not adequate in size.

**FOLLOW-UP REVIEW**

**With funds from a local bond issue and a grant from the West Virginia School Building Authority (SBA), these facilities issues should be eliminated with construction scheduled to begin in the summer of 2005.**



## SECTION VI

### School District Approval & School Accreditation Status

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Mason County School District and the schools be issued the accreditation status listed in the chart.

School	Accreditation Status	Education Performance Audit	Annual Performance Measures	Date Certain
49-201 Beale Elementary	Conditional Accreditation		5.1.1. (SES)	May 31, 2007
49-206 Leon Elementary	Full Accreditation			
49-208 Mason Elementary	Temporary Accreditation	7.10.1		October 3, 2005
49-210 New Haven Elementary	Full Accreditation			
49-213 Roosevelt Elementary	Full Accreditation			
49-216 Ashton Elementary	Full Accreditation			
49-217 Point Pleasant Primary	Full Accreditation			
49-218 Point Pleasant Intermediate	Full Accreditation			
49-401 Point Pleasant Middle	Conditional Accreditation		5.1.1. (SES/SE)	May 31, 2007
49-501 Hannan High	Full Accreditation			
49-502 Point Pleasant High	Full Accreditation			
49-503 Wahama High	Full Accreditation			
49-701 Mason County Vocational-Technical Ctr.	Full Accreditation			

## **OFFICE OF EDUCATION PERFORMANCE AUDITS**

### **RECOMMENDATION**

One School in Mason County had not corrected one (1) finding of noncompliance. Therefore, the Office of Education Performance Audits recommends that the West Virginia Board of Education recommends that the West Virginia Board of Education direct the Mason County School System to correct the noncompliance by an October 3, 2005 Date Certain.