

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MINGO COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Mingo County was conducted on January 10 – 14, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to examine compliance with Board policy and West Virginia Code and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Lorraine Ciambotti, Coordinator, Office of Special Education

West Virginia Department of Education Team Leader – Gene Coulson, Executive Director, Office of Program Services

West Virginia Department of Education Team Leader – Karen Davies, Coordinator, Office of Instructional Services

West Virginia Department of Education Team Leader – Bill Elswick, Executive Director, Office of Facilities

West Virginia Department of Education Team Leader – Nathan Estel, Assistant Director, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader – Ralph Green, Coordinator, Office of Program Services

West Virginia Department of Education Team Leader – Laura Kiser, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education Team Leader – Joe Panetta, Executive Director, Office of School Finance (On-site January 14, 2005)

West Virginia Department of Education Team Leader – John Riddle, Executive Director, Office of Technical & Secondary Program Improvement

West Virginia Department of Education Team Leader – Jan Stanley, Coordinator, Office of Instructional Services

TEAM MEMBERS

Name	Title	Location
Dr. Stephen Akers	Middle School Principal	Bluefield Middle School Mercer County
Larry Barton	High School Principal	Williamstown High School Wood County
Kara Brewer	Coordinator	Office of School Finance West Virginia Department of Education (On-site January 14, 2005)
Allen Brock	Coordinator	Office of Education Performance Audits
Dr. Richard Butler	Superintendent	Ritchie County Schools
Richard Clendenin	Retired High School Principal	Kanawha County Schools
Marian Covey	Coordinator	Office of Technical & Secondary Program Improvement West Virginia Department of Education
Barbara Cox	Director of Instruction	Braxton County Schools
Dr. Penny Fisher	Director of Middle/Adolescent/Adult Programs	Putnam County Schools
Lois Greene	Middle School Teacher	John Adams Middle School Kanawha County
Bob Harris	Assistant Superintendent	Wood County Schools
Ken Hughart	Coordinator	Office of Facilities West Virginia Department of Education
Nancy Keffer-Griffith	Assistant Superintendent	Fayette County Schools
Don Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Betty Jo Jordan	Assistant Director	Office of Technical & Secondary Program Improvement West Virginia Department of Education

Name	Title	Location
Bruce Kolsun	Elementary School Principal	Midland Elementary School Randolph County
Cynthia Kolsun	Coordinator	Office of Technical & Secondary Program Improvement
Deborah Lamp	Coordinator of Media and Technology	Wood County Schools
Jane Lynch	Director of Instruction	Calhoun County Schools
Dr. Jorea Marple	Assistant Superintendent	Division of School Improvement Services West Virginia Department of Education (On-site January 10, 2005)
Dr. Jack McClanahan	Assistant Superintendent	Division of Administrative Services West Virginia Department of Education (On-site January 10, 2005)
David Nuzum	Assistant Principal Elementary/Middle School	Rivesville Elementary/Middle School Marion County
Mike Pickens	Coordinator	Office of Facilities West Virginia Department of Education
Susan Smith	Coordinator	Office of School Finance West Virginia Department of Education (On-site January 14, 2005)
Ernestine Sutherland	Middle School Principal	Logan Middle School Logan County

SECTION I

SCHOOL PERFORMANCE

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

54-101 LENORE K-8 SCHOOL – Needs Improvement

MINGO COUNTY

Don Spence, Principal

Grades PK - 08

Enrollment 589

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
Mathematics								
All	428	437	435	99.54	62.20	Yes	Yes	✓
White	427	436	434	99.54	62.11	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	313	321	319	99.38	59.48	Yes	Confidence Interval	✓
Spec. Ed.	73	76	74	97.37	40.84	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	428	437	434	99.31	73.88	Yes	Yes	✓
White	427	436	433	99.31	73.82	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	313	321	318	99.07	69.03	Yes	Confidence Interval	✓
Spec. Ed.	73	76	74	97.37	36.61	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.4%

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	%	
1	2%	0	0%	9	20%	6	13%	19	41%	4	9%	6	13%	1	2%	46

Note: Seventy-six percent (76%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

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	%	
2	2%	0	0%	2	2%	13	13%	62	61%	11	11%	8	8%	4	4%	102

Note: Seventy-seven percent (77%) 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
44.63%	2003-04
43.06%	2002-03
	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

This is the 1st year that Lenore K-8 School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included special education (SE) students in mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Lenore K-8 School and Mingo County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

Lenore K-8 School achieved adequate yearly progress ; however, in addition to the 1st year proficiency issue with the special education (SE) subgroup, application of the confidence interval allowed the school to meet AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. Mingo County and the school must aggressively implement strategies to improve achievement in the SES and SE subgroups.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Lenore K-8 School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.2. High expectations. Encouragement for student achievement was visible throughout the school. One example was Accelerated Reader performance encouraged by recognition on walls around the hallways.

6.1.3. Learning environment. Staff at Lenore K-8 School demonstrated a warm, friendly, caring, and nurturing environment. The students were friendly, polite, and well behaved.

The school's hallway floors were extremely clean and shiny which indicated excellent custodian care to high traffic areas.

The special education teacher for middle school students efficiently and effectively implemented the READ 180 program with students in Grades 5-8. It was evident that all students in this class were actively engaged in the learning process. The students demonstrated a genuine motivation for learning. The majority of students had increased their reading fluency, comprehension, and vocabulary skills and their

progress had been verified through data collection. The teacher also implemented a variety of instructional strategies throughout the instructional session to ensure student learning.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SE)

6.1. Curriculum

6.1.4. **Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)**

The social studies curriculum was not offered daily for every grade. The social studies instruction had been replaced with WESTEST Practice for at least the last two to three weeks. Lesson plans indicated that the same instruction would be implemented into February.

Several teachers could not articulate the use of varied instructional strategies for reteach and intervention. It was evident that the use of one-to-one, peer tutoring, and small group instruction were a repetition of the same instruction.

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

While the media center was available, books accessed by students were primarily directed toward the Accelerated Reader selections. In addition, the Title I computer laboratory logs did not show use by the teachers for technology integration, they were utilized for basic skills program instruction. Teachers indicated that the school needed to obtain additional site licenses and training. The middle school computer laboratory had a total of 28 computers; however, once students had completed the class rotation the laboratory was unavailable to them.

6.1.12. **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)**

Some teachers stated that a multicultural policy existed, but a consistent, integrated approach was not evidenced. Teachers could not articulate any coordinated activities, only Christmas programs and a multicultural fair.

6.2. Student and School Performance

6.2.3. **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)**

Many teachers' lesson plans identified Content Standards and Objectives (CSOs) taught and were submitted to the principal weekly; however, teachers could only access the feedback by going to the office to check their plans. Some teachers were motivated to obtain feedback on their own or were provided it by the principal in their mailboxes. The Team could not determine how feedback was communicated to those teachers who submitted plans that were consistently insufficient. Several lesson plans were excellent and easy to follow; however, several other lesson plans were vague, difficult to follow, listed "Read and Discuss" which was the method of delivery observed in these classrooms. In these classrooms, the Team observed classroom management issues with students acting out, being bored, and/or not engaged in learning. This coupled with achievement below the State's proficiency level provides a compelling reason for the principal to provide written feedback to those educators.

The Team noted many other classrooms with excellent lesson plans, excellent instruction, and students actively engaged, using a variety of instructional strategies, and excellent classroom management.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Finance Audit

It was noted while reviewing the minutes of the Faculty Senate that a budget had not been prepared for the 2004-05 school year. According to §3-3 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, "Every faculty senate is to prepare an annual budget approved by the membership which reflects how the faculty senate funds are to be expended. The budget is to be made part of the minutes."

Per review of the December 2004 bank reconciliation, the bank balance did not agree to the "balance per bank" figure on the reconciliation (ISSAC system). The school secretary was aware of the problem and was working to resolve the discrepancy. As of the review date, the bank reconciliation for the month of December had not been resolved and signed by the preparer and principal. According to §1-28 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, "Every bank account must be reconciled monthly as soon as possible after the bank statements are received. Any differences noted between the balance reflected in the schools checkbook and the bank statement must be resolved immediately. After the bank reconciliations are completed, the bank statements are to be signed and dated by both the individual who performed the reconciliation and the principal."

6.6. Personnel

- 6.6.3. 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)

Evaluations for service personnel were not significantly different for outstanding performance and one that was average or below average. To be effective, personnel evaluations should reflect performance of employees.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)

The special education classrooms were all inappropriately identified as such with schedules posted outside the door stating, "*Special Education Instructional Schedule.*"

54-207 DINGESS ELEMENTARY SCHOOL - Passed

MINGO COUNTY

Lossie Mahone, Principal
Grades PK - 04
Enrollment 162

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
Mathematics								
All	53	55	55	100.00	75.47	Yes	Yes	✓
White	52	54	54	100.00	75.00	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	48	50	50	100.00	75.00	Yes	NA	✓
Spec. Ed.	20	20	20	100.00	45.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	53	55	55	100.00	67.92	Yes	Confidence Interval	✓
White	52	54	54	100.00	67.30	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	48	50	50	100.00	66.66	Yes	NA	✓
Spec. Ed.	20	20	20	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.9%

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%	0	0%	2	7%	6	22%	14	52%	4	15%	0	0%	1	4%	27

Note: Eighty-one percent (81%) 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
70.19%	2003-04
92.00%	2002-03
95.00%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement

Dingess Elementary School achieved adequate yearly progress (AYP) for the Annual Performance Measures for Accountability. The school and county must be mindful of the special education (SE) subgroup not considered in the AYP because of the number (N) less than 50. This subgroup had a 45 percent proficiency rate for mathematics and 40 percent for reading/language arts which are below the State's benchmark of 63 percent and 69 percent respectively.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.1. Curriculum based on content standards and objectives.** Content Standards and Objectives (CSOs) were effectively incorporated into daily lessons and the teachers utilized a variety of assessments to monitor student mastery of the CSOs.
- 6.1.3. Learning environment.** The staff provided a safe and nurturing environment that was conducive to learning (Responsible Students Program, attendance incentives, character education activities).

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

- 6.1.6. 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)

Zero (0) students scored a perfect 4.0 or at 3.5 (higher levels) on the Statewide Writing Assessment. This was indicative that instruction in writing is essential in every appropriate class. Instruction in the writing process was not a part of every child's weekly educational curriculum throughout the school.

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

Evidence was not available to support that all students have regular access to either the library or classroom libraries. Basic skills computer laboratories were being utilized on a regular basis; however, there was no evidence that computer technology was utilized by students for word processing, Internet research, development of PowerPoint presentations, or even to effectively implement the school's Accelerated Reader Program (ARP) (outdated hardware had made it impossible to install ARP software). Additionally, there was no evidence that teachers utilized technology for instructional purposes.

- 6.1.12. 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)**

There was no evidence to support that the county plan for multicultural activities was being implemented.

6.2. Student and School Performance

- 6.2.3. 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)**

There was no evidence that the principal regularly reviewed lesson plans or that the principal provided written feedback to teachers as necessary in order to improve instruction.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Facilities

The regulatory agency reports could not be found at the facility. It was indicated that the reports were at the Board of Education offices.

6.8. Leadership

6.8.1. 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)

The administrator at the school was a substitute placed at the school in November 2004. Although the individual was experienced, the principal was not a stakeholder in the school.

The following areas were deficient and indicated a need for more effective leadership.

Vision.

1. A school vision reflecting high standards for student learning and the belief that all students can learn.
2. The school driven by an alignment of national, state, and school goals.
3. The vision, goals and expectations, and implementation plan clearly communicated to staff, parents, students, and community members.
4. A consensus regarding vision developed among all stakeholders.
5. Development of a clearly articulated implementation plan, containing objectives and strategies to achieve the vision and goals.
6. Vision, goals and implementation plans regularly monitored, evaluated, and revised.

School culture and instruction.

1. Technology effectively used in promoting student learning and staff professional growth.
2. Curricular programs designed, implemented, evaluated, and refined on a continuing basis.
3. Curriculum decisions based on research, expertise of teachers, and recognized promising practices.

Community

1. Families and other stakeholders involved in school decision making.
2. The school and community serve one another as resources.
3. A comprehensive program of community relations that informs and involves the public in all aspects of the school.

Professionalism

1. Dedication displayed.
2. Recognition of the legitimate authority of others.
3. Recognition of legal and contractual obligations.
4. Laws and procedures applied fairly, wisely, and consistently.

RECOMMENDATIONS

- 6.2.1. Unified County and School Improvement Plan.** The staff was unable to produce a copy of the school's most current Unified School Improvement Plan (USIP). Therefore, the Team did not have access to information such as mission/vision, needs data, goals/objectives/activities, professional development, etc., in order to improve student achievement (The Team did see a copy of the original Title I plan – prior to amendments - and there was a real concern for a lack of sustained, research-based professional development directed toward student needs). The county needed to provide technical assistance to the current administrator to ensure continued development of the five-year strategic plan (to include a school planning team representative of the school, appropriate data analysis, goals/objectives based on needs assessment, professional development, and parent involvement/training). If professional development has been provided the central office curriculum staff need to guide and monitor the school toward implementation.
- 6.2.4. Data analysis.** Individual teachers were analyzing and utilizing student performance data to assist students who were not at grade level. However, there was no evidence at the school that the county or school had a system for analyzing, interpreting, and utilizing student data to identify and assist students who were not at grade level in mastering Content Standards and Objectives (CSOs). As stated above, the county needed to provide technical assistance to the current administrator to ensure that there is a system for schoolwide analysis and interpretation of student data.

NEW SCHOOL
54-208 GILBERT PRE K-6 SCHOOL

MINGO COUNTY
Delmer Blankenship, Principal
Grades PK - 06
Enrollment 499

Reconfigured
54-208 GILBERT ELEMENTARY SCHOOL – Needs Improvement

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
Mathematics								
All	85	90	90	100.00	55.29	Yes	Confidence Interval	✓
White	85	90	90	100.00	55.29	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	60	60	100.00	36.84	Yes	No	✗
Spec. Ed.	18	18	18	100.00	38.88	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	85	90	90	100.00	72.94	Yes	Yes	✓
White	85	90	90	100.00	72.94	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	60	60	100.00	61.40	Yes	Confidence Interval	✓
Spec. Ed.	18	18	18	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.1%

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	%	
4	11%	3	8%	6	17%	5	14%	15	42%	2	6%	1	3%	0	0%	36

Note: Ninety-two percent (92%) 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
47.96%	2003-04
48.33%	2002-03
71.759%	2001-02

Reconfigured

CLINE ELEMENTARY SCHOOL - Passed

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
Mathematics								
All	46	48	48	100.00	56.52	Yes	NA	✓
White	46	46	46	100.00	56.52	NA	NA	NA
Black	0	2	2	100.00	0.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	35	35	100.00	45.71	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	46	48	48	100.00	60.86	Yes	NA	✓
White	46	46	46	100.00	60.86	NA	NA	NA
Black	0	2	2	100.00	0.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	35	35	35	100.00	51.42	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Attendance Rate = 94.3%

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	%	
1	4%	1	4%	6	25%	5	21%	9	38%	1	4%	1	4%	0	0%	24

Note: Ninety-two percent (92%) 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
54.35%	2003-04
55.24%	2002-03
58.904%	2001-02

**Reconfigured
54-401 GILBERT MIDDLE SCHOOL – Passed**

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
Mathematics								
All	294	299	298	99.67	62.79	Yes	Yes	✓
White	293	298	297	99.66	63.01	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	184	186	186	100.00	56.52	Yes	Confidence Interval	✓
Spec. Ed.	31	34	33	97.06	10.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	294	299	298	99.67	79.18	Yes	Yes	✓
White	293	298	297	99.66	79.45	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	184	186	186	100.00	73.36	Yes	Confidence Interval	✓
Spec. Ed.	31	34	33	97.06	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.1%**

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%	0	0%	5	6%	4	5%	61	76%	5	6%	0	0%	5	6%	80

Note: Eighty-eight percent (88%) 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
58.22%	2003-04
61.59%	2002-03
55.862%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Since this school was considered a new school, accountability was not applied relative to adequate yearly progress (AYP). However, the results would have clearly placed the school as not meeting AYP had the school not been combined from three schools.

Gilbert PreK-6 School is a reconfigured school by combining Cline Elementary, Gilbert Elementary, and Gilbert Middle schools; therefore, a new school as defined by No Child Left Behind (NCLB). An analysis of achievement data from the former Gilbert Elementary School showed that the economically disadvantaged (SES) failed to achieve adequate yearly progress (AYP) for mathematics. Additionally, the following subgroups met the proficiency level by application of the confidence interval: All students (AS), racial/ethnic white students (W) in mathematics, and SES students in reading/language arts.

Former Cline Elementary School would not have achieved AYP had the minimum number (N) of 50 been met. Likewise, Gilbert Middle School's special education (SE) subgroup had a number (N) below 50 and the SES subgroup met AYP by confidence interval.

Gilbert PreK-6 School must be attentive to these subgroups and aggressively address student achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Gilbert Pre K-6 School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.3. Learning environment. Students and teachers created a positive learning environment. In nearly all classrooms students were on task, worked independently, and were well behaved.

Gilbert PreK-6 School staff used an effective process that created a smooth transition in merging the three schools (Cline Elementary School, Gilbert Elementary School, and Gilbert Middle School). There was a concerted effort to involve administrators and staff from all schools in developing of the Title I plan, Unified School Improvement Plan (USIP), and merging programs from the three schools.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

6.1.12. 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)

Gilbert PreK-6 School did not have the county multicultural plan nor were multicultural activities included at all programmatic levels as intended by West Virginia Board of Education Policy 2421.

RECOMMENDATIONS

6.1.5. Instructional strategies. Classroom observations indicated that much of the curriculum was textbook driven with an over-reliance on worksheets, lecture, and rote written assignments.

6.1.7. Library/educational technology access and technology application.

The use of technology appeared to be program-oriented rather than integrated with Content Standards and Objectives (CSOs). Therefore, the Team recommended that the staff and administration research and identify instructional strategies that provide differentiated instruction to meet the varied needs of students. It is imperative that all staff members and administrators participate in professional development to ensure proper implementation and monitoring of the identified strategies and the application of technologies.

6.2.3. Lesson plans and principal feedback. It was evident that weekly lesson plans were required to be submitted to the administrator and teachers could articulate the process for submitting and review of lesson plans. However, the Team reviewed several plans and noted the need for greater detail and explanation of instructional activities. It would be difficult for a substitute to implement plans according to the teacher's intention. The Team recommended that the principal review lessons plans and initiate a written feedback process for all teachers a minimum of once each quarter or as necessary to improve instruction as required by West Virginia Board of Education Policies 2510 and 5310.

6.4.1. Regulatory agency reviews.

Facilities

1. Electrical buss bars were exposed in the electrical panels by Rooms A107 and A215.
2. Cleaning chemicals were improperly stored in the hallway cabinet by the cafeteria.
3. A smoke detector had not been uncovered since the completion of the renovations.
4. Fire and stairwell doors were propped open throughout the facility.

5. The fire alarm system indicated a ground in the system.
6. Electrical and control access doors on the classroom unit ventilators were not secured.

54-221 RIVERSIDE ELEMENTARY SCHOOL- Passed

MINGO COUNTY
Deborah Harris, Principal
Grades PK - 04
Enrollment 323

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
Mathematics								
All	105	113	113	100.00	86.66	Yes	Yes	✓
White	94	102	102	100.00	86.17	Yes	Yes	✓
Black	10	10	10	100.00	90.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	70	77	77	100.00	81.42	Yes	Yes	✓
Spec. Ed.	20	21	21	100.00	55.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	105	113	113	100.00	87.61	Yes	Yes	✓
White	94	102	102	100.00	87.23	Yes	Yes	✓
Black	10	10	10	100.00	90.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	70	77	77	100.00	82.85	Yes	Yes	✓
Spec. Ed.	20	21	21	100.00	75.00	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.4 %

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	%	
12	19%	8	13%	16	25%	9	14%	15	24%	0	0%	3	5%	0	0%	63

Note: Ninety-five percent (95%) 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
55.59%	2003-04
48.20%	2002-03
62.105%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations. and 6.1.4. Instruction.** Consistency was prevalent within the school regarding instructional initiatives in mathematics, reading, and writing and monitoring mastery, reteaching, and assessment of students to meet students' academic needs.
- 6.1.5. Instructional strategies.** The school implemented Blue Ribbon News which is a part of their MicroSociety program. Students in Grades 3 and 4 were hired as newscasters to make announcements and present information before school. The newscast included the Pledge of Allegiance, a focus on spotlighting students, announcements/menu, birthdays, weather, character education messages, holiday information, field trip coverage, etc.
- 6.1.6. Instruction in writing.** The school staff emphasized instruction in writing to improve student writing as evidenced by student achievement on the West Virginia Writing Assessment.
- 6.1.9. Programs of study.** The music program was outstanding regarding high expectations for students (particularly in Grades 3 and 4). Examples included: Students taught to play recorders and the harp (a master harpist from West Virginia University taught this). These students in turn mentor the next group of Grade 4 students.
- 6.7.1. School rules, procedures, and expectations.** Extensive evidence was prevalent indicating that the school staff provided a safe and nurturing environment conducive to learning. Some examples included: Consistent teaching schoolwide rules that encouraged positive behavior; character education program (classroom activities and positive banners in the hallway), student of the week recognition program (students' pictures displayed in hallways and on school newsletter), schoolwide recognitions displayed in hallways (West Virginia Board of Education Exemplary School, 2000-2001 West Virginia School of Excellence; 2002-2003 West Virginia Blue Ribbon School, and 2003-2004 No Child Left Behind Blue Ribbon School), strong attendance program, etc. Each day a video is shown throughout the building that emphasizes school pride and parents and visitors may also view the video.

- 6.8.1. Leadership.** The principal had a professional manner with a clear vision and high expectations for both teachers and students. The principal visited classrooms regularly and provided instructional improvement feedback to teachers. Additionally, the principal ensured that student data were analyzed and a plan developed and implemented for addressing deficiencies. As a result of this leadership and the hard work of teachers and staff, Riverside Elementary School has been awarded several academic recognitions, including the prestigious Exemplary School recognition.

RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** Teachers had received professional development in increasing instructional technology (as grade level appropriate - utilizing computers beyond COMPASS software programs such as for word processing purposes, developing PowerPoint presentations, Internet research, and overall integration of technology). The Team recommended that the principal ensure that continued, and sustained professional development support teachers in implementing instructional technology.

6.4.1. Regulatory agency reviews.

Facilities

1. The hot water tank was leaking glycol in the Mechanical Room.
2. There was excessive clutter in the Boiler Room and around the domestic water heater.

The Team recommended that the facility recommendations be corrected.

EXEMPLARY PROGRAMS & PRACTICES

6.1.5. Instructional strategies.

Title: Blue Ribbon News

Description of Program

Students from Grades 3 and 4 were hired through MicroSociety as newscasters for the Blue Ribbon News. Before classroom instruction begins each morning, students interviewed a Spotlight Student and made school announcements, discussed character education and reported birthdays, weather, and lunches during a live broadcast to the entire student body. Special education and general education students participate in the program. In order to telecast the news, students learned to operate a video camera and computer to switch from one camera to the other. This program has improved student technological skills, fluency, speaking, and self-esteem. Students were trained to use different types of technology, were introduced to different careers in the communication industry, and became more fluent readers.

Summary of Results

This program was recognized by a West Virginia Public Broadcasting Service developed video at the 2003 Recognition Ceremony for West Virginia Board of Education Exemplary Schools.

Contact: Diane Lamanca Phone: (304) 235-2520 Email: blamanca@access.k12.wv.us

EXEMPLARY PROGRAMS & PRACTICES

6.1.6. Instruction in writing.

Title: Writer's Workshop

Description of Program

In order to improve scores on the West Virginia Writing Assessment, a Writer's Workshop was developed for Grades 3 and 4 students. Title I, Special Education, and Grades 3 and 4 teachers worked collaboratively to teach the students the writing process. One day each week, teachers meet with the students to develop writing skills. The Grade 3 students were given a prompt and learned to write a paragraph. Grade 4 students were taught how to write expository narratives using the writing process.

Summary of Results

Since the Writing Workshop began in the 2003-04 school year, the Writing Assessment average scores improved from 2.39 to 2.85. Also Riverside Elementary School had twelve (12) students who scored a four (4) on the assessment compared to one (1) student the previous school year.

Contact: Marcia New Phone: (304) 235-2520 Email: mnew@access.k12.wv.us

EXEMPLARY PROGRAMS & PRACTICES

6.1.14. Alignment with job market opportunities.

Title: MicroSociety

Description of Program

The MicroSociety was instituted seven (7) years ago at Riverside Elementary School and has been successful in providing students an opportunity to apply their classroom skills in a real-life setting. They had never experienced the intrinsic reward of employment and had no goals for the future. All children earn Riverside Bucks by working (coming to school) but can lose money for not working to their potential or for various discipline problems. Grades 3 and 4 students also earn money by working in various Riverside MicroSociety businesses and government jobs, i.e. bank, post office, Blue Ribbon News, café, crime stoppers, mediators, lawyers, and craftsmen. Through the Heart Strand of MicroSociety, the children learned the value of community service.

Summary of Results

Attendance and test scores have increased and discipline problems had decreased since MicroSociety was instituted. Children began setting future goals for employment and seeing the education-career connection for success.

Contact: Deborah Harris Phone: (304) 235-2520 Email: dtharris@access.k12.wv.us

54-222 MATEWAN ELEMENTARY SCHOOL - Passed

MINGO COUNTY

John Hatfield, Principal
Grades PK - 04
Enrollment 271

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
Mathematics								
All	104	110	110	100.00	78.84	Yes	Yes	✓
White	101	107	107	100.00	79.20	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	76	82	82	100.00	75.00	Yes	Yes	✓
Spec. Ed.	21	22	22	100.00	66.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	104	110	110	100.00	82.69	Yes	Yes	✓
White	101	107	107	100.00	83.16	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	76	82	82	100.00	78.94	Yes	Yes	✓
Spec. Ed.	21	22	22	100.00	61.90	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.5 %

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	%	
17	30%	11	20%	13	23%	10	18%	5	9%	0	0%	0	0%	0	0%	56

Note: One hundred percent (100%) 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
46.86%	2003-04
48.41%	2002-03
50.98%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. Learning environment.** A schoolwide effort was in place that promoted a safe and nurturing environment conducive to teaching and learning. Some examples included: A positive climate with soothing music in the hallways, positive banners displayed in the hallways, a functioning character education program evident throughout the school, visible student recognition programs, and consistent teaching of schoolwide rules. Staff made a conscious effort to ensure that safety procedures were in place, such as allocated areas for bus and parent access, two-way radios assigned to specific personnel for communication, and hallway monitoring.
- 6.1.4. Instruction.** The school was very clean and inviting. An outstanding early childhood initiative was in place which included a preschool collaborative with Head Start to address at-risk students and an impressive collaborative between the preschool teacher and speech teacher.
- 6.1.6. Instruction in writing.** An intensified schoolwide writing program was in place and instruction in writing was applied across the curriculum. Effectiveness of these efforts was demonstrated by the exceptional student results on the Statewide Writing Assessment. Ninety-five percent (95%) of the students scored at or above 2.0. Twelve (12) of the 63 test takers scored a perfect 4.0, eight (8) students scored 3.5, and 16 students scored 3.0.
- 6.1.7. Library/educational technology access and technology application.** The county was unable to provide funding to hire highly qualified librarians. However, a library assistant started during the week of the Education Performance Audit (January 10-14, 2005) and ensured that all classes visit the library two times each week. This individual reads to the preschool and Kindergarten students twice per week.
- 6.8.1. Leadership.** In the short period of time that the principal has been at this school, visionary leadership was evident throughout the school. Examples included a commitment in providing a schoolwide reading initiative, student recognition programs, an initiative to expand technology utilization throughout the school, and developing a cooperative partnership with various community organizations. The principal demonstrated a commitment to implementing a strong early childhood initiative to decrease the number of student retentions and to address student readiness.

RECOMMENDATION

- 6.1.7. Library/educational technology access and technology application.** The principal was aware of technology needs within the school such as the need for infrastructure upgrade and more up-to-date hardware and was working with the central office to correct these challenges. The central office continued to work with the principal to ensure that the school gets the upgrades needed (in a timely fashion) and that the staff receive sustained technology staff development to allow teachers to integrate more advanced technology within the school (i.e., word processing, PowerPoint presentations, Internet research projects, and utilizing instructional technology).

54-223 KERMIT AREA SCHOOL (K-8) - Needs Improvement

MINGO COUNTY

Daniel Dean, Principal
Grades K - 08
Enrollment 348

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
Mathematics								
All	197	206	203	98.54	61.85	Yes	Yes	✓
White	197	206	203	98.54	61.85	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	165	162	98.18	53.54	Yes	Confidence Interval	✓
Spec. Ed.	34	34	34	100.00	38.23	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	197	206	203	98.54	66.49	Yes	Confidence Interval	✓
White	197	206	203	98.54	66.49	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	158	165	162	98.18	58.70	Yes	No	✗
Spec. Ed.	34	34	34	100.00	14.70	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 95.2%**

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%	0	0%	5	15%	6	18%	12	36%	8	24%	2	6%	0	0%	33

Note: Seventy percent (70%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

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%	0	0%	3	9%	3	9%	21	66%	3	9%	2	6%	0	0%	32

Note: Eighty-four percent (84%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
86.67%	2003-04
45.43%	2002-03
43.558%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

This is the 1st year that Kermit Area (K-8) School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included economically disadvantaged (SES) students in reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Kermit Area (K-8) School and Mingo County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

Kermit Area (K-8) School met AYP in the remaining subgroups; however, Mingo County curriculum staff and school staff must be abundantly aware that the economically disadvantaged (SES) subgroup in mathematics, all students (AS), and racial/ethnic white students (W) subgroups in reading/language arts made AYP by application of the confidence interval and may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the State's percent proficient in both mathematics and reading/language arts. Mingo County curriculum staff and school staff are urged to vigorously address these issues.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address achievement.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Kermit Area (K-8) School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.2. **High expectations.** The principal and staff encouraged students to attain their goals by providing a variety of incentive/student recognition programs (i.e., certificates, savings bonds, bicycle giveaways, lunch from community restaurants, award ceremonies, wall of fame, etc.), thus, creating a positive learning environment and high expectations for student achievement.

- 6.8.1. Leadership.** The Team commended staff members reported that Mr. Dean has had a positive impact on the overall school climate (high visibility, respect of staff and students, commitment to high expectations, and student achievement is evident). A morning greeter was posted at each of the school entrances communicating a welcoming and positive learning environment to students and the community.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES)

6.1. Curriculum

- 6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)**

At the time of the Education Performance Audit, strategies were not in place for specifically addressing subgroups economically disadvantaged (SES) and special education (SE) deficiencies. Teachers described programs that were merely continuations of existing programs.

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

The majority of teachers could not articulate specific and/or varied instructional strategies that were being consistently implemented at the school nor did the Team observe varied strategies being used in instruction or evidence of such. Instructional strategies consisted of whole group, bell ringers, computer laboratory, and Project Merit. With the potential for not meeting AYP in the Spring 2005 WESTEST, the school needed to consider and apply engaging instructional strategies.

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

A limited use of technology was evidenced throughout the school. In addition, there were conflicting reports from teachers regarding the scheduling of the computer laboratory. Consequently, the Team determined that all teachers must be aware of utilizing the computer laboratory and consistent schedule be developed and followed for use of the laboratory.

- 6.1.10. 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)**

County approved Content Standards and Objectives (CSOs) were not in place for an Academic Enrichment class for Grades 5-8 students.

- 6.1.12. 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 activities were limited and did not reflect the county plan.

- 6.1.13. 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)

In many middle school classes, priority was not given to uninterrupted instruction and student engaged time on task.

6.2. Student and School Performance

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

The guidance program was not an integral part of the overall educational program at the school. There was no consistent plan or schedule for providing developmental guidance.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)

The Team observed plaques at every special education classroom inappropriately labeling the rooms “Special Education.” Special education students were identified as such in the presence of other students and Team members.

RECOMMENDATION

- 6.1.6. Instruction in writing.** The Statewide Writing Assessment results indicated that at both Grades 4 and 7, zero (0) students scored a perfect 4.0 and zero (0) students scored 3.5. This data needed to be used along with the writing rubrics to increase students’ writing achievement scores.

54-402 WILLIAMSON MIDDLE SCHOOL - Passed

MINGO COUNTY

Jim Saunders, Principal
Grades 05 - 08
Enrollment 204

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
Mathematics								
All	189	199	197	98.99	64.17	Yes	Yes	✓
White	162	169	167	98.82	65.00	Yes	Yes	✓
Black	26	29	29	100.00	57.69	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	141	140	99.29	58.64	Yes	Confidence Interval	✓
Spec. Ed.	35	37	36	97.30	32.35	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	189	199	197	98.99	83.95	Yes	Yes	✓
White	162	169	167	98.82	83.75	Yes	Yes	✓
Black	26	29	29	100.00	84.61	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	134	141	140	99.29	79.69	Yes	Yes	✓
Spec. Ed.	35	37	36	97.30	44.11	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.1%

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%	0	0%	4	7%	4	7%	33	59%	8	14%	5	9%	2	4%	56

Note: Seventy-three percent (73%) 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
45.55%	2003-04
42.19%	2002-03
41.125%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Williamson Middle School achieved adequate yearly progress (AYP) only by application of the confidence interval for the economically disadvantaged (SES) subgroup in mathematics. Additionally, students in racial/ethnic black (B) subgroup in mathematics and the special education (SE) subgroup in mathematics and reading/language arts were not considered in AYP because of the number (N) less than 50 in the subgroups.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.5. **Instructional strategies.** Teachers of Grades 5 and 6 incorporated a variety of instructional strategies such as guiding students to see relationships of past and present learning, providing individual feedback, and actively engaging students in learning. It was evident that researched-based instructional strategies were used in those grades.
- 6.1.7. **Library/educational technology access and technology application.** Technology, such as handheld computers, digital cameras in mathematics classes, and the COMPASS laboratory was utilized in the teaching and learning process.
- 6.4.1. **Regulatory agency reviews.** The school was very clean.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

- 6.1.2. **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 Education Performance Audit Team reported a void in high expectations for student achievement in the following areas.

1. A review of class lists for Grades 7 and 8, revealed that students were being scheduled by ability group.
2. Special education classrooms located on the first floor were grouped away from other classrooms. Signs were in place that clearly identified special education classrooms.

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

In most Grades 7 and 8 classes (except in mathematics), instructional strategies did not challenge students. A teacher stated to students who were sleeping in class, “I can’t make you stay awake.” There was no evidence of the use of a variety of instructional strategies that actively engaged students. Minimal Grades 7 and 8 student work was displayed that indicated students were exposed to engaging and active learning. The Team recommended that differentiated learning activities be used and monitored for effectiveness.

6.1.6. 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)

Statewide Writing Assessment data showed that zero (0) students achieved the higher scores (4.0 and 3.5) on the Statewide Writing Assessment. This clearly indicated that instruction in writing needed to be emphasized in all areas of the curriculum where appropriate.

6.1.11. 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)

Planning and staff interviews indicated that no programmatic content or Content Standards and Objectives (CSOs) were being used for developmental guidance and learning skills. Lesson plans merely said, “developmental guidance” with no other information or concepts to be presented. CSOs needed to be developed and approved by the local board for these courses as per Policies 2510 and 2315.

6.2. Student and School Performance

6.2.3. 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)

1. There was no record that the principal had reviewed lesson plans or provided feedback as necessary to improve instruction. WESTEST results for the racial/ethnic black (B), economically disadvantaged (SES), and the special education (SE) subgroups indicate a need for the principal to review lesson plans and provide written feedback to improve instruction. Furthermore, Statewide Writing Assessment scores needed to be applied in all appropriate classes.

2. According to the self-contained special education teacher, Individualized Education Programs (IEPs) were not used to plan instruction. In consideration of the potential for the economically disadvantaged (SES) students to not achieve adequate yearly progress (AYP) in the 2005 assessment cycle and the low performance of special education (SE) students and racial/ethnic black (B) students even though the subgroup is below the number (N) 50 in a subgroup, the principal needed to provide written feedback to improve instruction in specific areas and carefully review lesson plans.
3. Lesson plans in Grades 7 and 8 lacked an expectation of academic rigor. Many plans consisted of reading, study guide work, worksheets, and discussion. The Team determined that teachers need to incorporate research-based instructional strategies into lesson plans and instructional delivery.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Facilities

1. The Board of Risk Management (BRIM) and Fire Marshal reports were not available.
2. Numerous exit lights were out. (Safety issue - in process of being corrected)
3. The sidewalk at the front of the building needed to be repaired. (Safety issue)

6.5. Administrative Practices and School Community Relations

- 6.5.2. 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)**

A confidential Student Assistance Team (SAT) document was left in a public area where it could be read by anyone. Signs outside special education classroom doors clearly indicated them as such. These issues violated student confidentiality in the Teacher Code of Conduct.

There had been 88 discipline reports during the first semester of this school year, of which 79 resulted in out-of-school suspensions. The Team recommended that the developmental guidance time be used to reteach school rules, the Student Code of Conduct, and reinforce character education activities. In addition, teachers should be provided professional development on classroom management strategies.

RECOMMENDATIONS

- 6.1.3. Learning environment.** Teams noted materials and supplies stacked in instructional space. The Team recommended that unused classrooms be used as storage for instructional materials and supplies.
- 6.1.4. Instruction.** There was no evidence that teachers were working together to align curriculum between and across grade levels. The Team recommended that staff work together to align curriculum according to students' needs and implement research-based instruction to improve student achievement.

54-403 MATEWAN MIDDLE SCHOOL- Passed

MINGO COUNTY

Cindy Calfee, Principal
Grades 05 - 08
Enrollment 216

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
Mathematics								
All	225	237	236	99.58	58.48	Yes	Confidence Interval	✓
White	216	227	226	99.56	59.53	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	174	184	183	99.46	52.02	Yes	Confidence Interval	✓
Spec. Ed.	29	30	30	100.00	24.13	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	225	237	235	99.16	73.66	Yes	Yes	✓
White	216	227	225	99.12	74.88	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	174	184	182	98.91	69.94	Yes	Confidence Interval	✓
Spec. Ed.	29	30	30	100.00	27.58	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 100%

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%	0	0%	7	10%	18	26%	39	56%	3	4%	2	3%	1	1%	70

Note: Ninety-one percent (91%) 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
51.11%	2003-04
49.54%	2002-03
57.421	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Matewan Middle School achieved adequately yearly progress (AYP) only by the application of the confidence interval for the following subgroups: All students (AS), racial/ethnic white students (W), and economically disadvantaged students (SES) in mathematics and SES students in reading/language arts. Additionally, students in the special education (SE) subgroup were not considered in AYP because of the number (N) less than 50 in the subgroup.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** The principal had only been at the school three weeks and has begun to assess the needs of the school, students, and staff, in the short tenure as administrator.
- 6.8.1. **Leadership.** The principal was very organized.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – AS, W, and SES)

6.1. Curriculum

- 6.1.2. **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)

Student interviews and lesson plans revealed limited opportunities for reteaching and interventions. After-school tutoring had been provided in the past, but had been canceled for the last two weeks due to the unavailability of a bus driver. The Team recommended that the school research intervention strategies to differentiate the manner in which reteaching components should be delivered. The principal needed to investigate additional avenues to provide after-school instruction on a continuum for reteaching and enrichment.

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

Classroom observations and student interviews indicated that instructional strategies tended to be limited and textbook driven. The Team recommended that extensive professional development be provided in differentiated instructional strategies for delivering of lessons and the Content Standards and Objectives (CSOs).

6.1.6. 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)

Statewide Writing Assessment results showed that zero (0) students of 70 students tested scored at the 4.0 and 3.5 levels. Writing assessment results indicated that students would be better served if teachers geared their instruction to address identified deficiencies and problems or omissions that prevented students from scoring higher.

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

Teacher interviews and Team observations revealed that technology application appeared to be program oriented (COMPASS, limited usage of READ 180, Accelerated Reader). Little evidence was provided or observed regarding the application of technology in classrooms. Both student and teacher interviews revealed that students were provided an opportunity to visit the shared high school library on an average of only once per month. The school lacked sufficient site licenses to accommodate all the computers in the computer laboratory. The Team recommended that teachers receive extensive professional development for the integration of technology throughout all programs of study and incorporate technology into their programs. Furthermore, the Team recommended the middle school students be provided the opportunity and be encouraged to regularly access the shared high school library. Administrative training should be provided for meaningful applications and monitoring of technology. The school will need to explore the availability of funds to purchase additional site licenses.

6.1.9. 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)

Choral music was not available to Grade 6 students, foreign language was not available to Grade 7 students, and health was not offered as a separate subject in the middle school for Grades 5-8.

6.1.12. 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)

The countywide plan was not being implemented for delivering multicultural activities at all programmatic levels as intended by West Virginia Board of Education Policy 2421.

6.2. Student and School Performance

- 6.2.3. 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)**

Lesson plans reviewed did not have the depth and detail to be implemented by a substitute. No comments were noted from the previous principal. The principal needed to develop a plan or procedure for timely feedback to teachers to improve instruction.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Finance Audit

It was noted that on at least one occasion, a purchase order was issued after the invoice was received. According to §1-18 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, a purchase order is to be issued prior to a purchase being made.

Facilities

1. The boys' locker room exhaust fan did not work.
2. The electrical panel in the boys' locker room was not properly secured.
3. The covers were missing on the thermostats in the boys' and girls' locker rooms.
4. A five gallon pail of cleaning solutions was set against a wall heater in the custodian's closet.

6.6. Personnel

- 6.6.3. 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)**

Football coach evaluations had not been done since 2000. There was a list available to the principal of professional evaluations, but no evidence was presented to verify the development of goals or initial observations for the three performance evaluations this year.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)

The Team observed evidence of tobacco use in the girls' locker room. This violated the Student Code of Conduct policy as well as the policy on tobacco use.

RECOMMENDATIONS

- 6.2.4. Data analysis.** Although data analysis had occurred, the principal was not familiar with the West Virginia Education Information System (WVEIS) reports available and utilizing the information to develop interventions to improve instruction and achievement. The Team recommended that teachers develop instructional plans and make necessary adjustments to instruction to bring about improved student achievement.
- 6.4.1. Regulatory agency reviews.** The storage room in the science room was very dirty. The Team recommended that the floor be cleaned and sanitized daily.

NEW SCHOOL
54-404 BURCH PRE K-6 SCHOOL

MINGO COUNTY
Margaret Fletcher, Principal
Grades PK - 06
Enrollment 460

Reconfigured

54-218 VARNEY ELEMENTARY SCHOOL - Passed

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
Mathematics								
All	62	64	64	100.00	69.35	Yes	Yes	✓
White	62	64	64	100.00	69.35	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	54	56	56	100.00	68.51	Yes	Yes	✓
Spec. Ed.	15	15	15	100.00	53.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	62	64	63	98.44	80.32	Yes	Yes	✓
White	62	64	63	98.44	80.32	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	54	56	55	98.21	79.24	Yes	Yes	✓
Spec. Ed.	15	15	14	93.33	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.1%

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 4 – (Do Not Have Writing Assessment for Varney Elementary)

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	%	
	%		%		%		%		%		%		%		%	

Note: (%) 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
47.64%	2003-04
51.43%	2002-03
36.29%	2001-02

Reconfigured

54-404 BURCH MIDDLE SCHOOL - Needs Improvement

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
Mathematics								
All	293	318	318	100.00	47.44	Yes	No	X
White	293	318	318	100.00	47.44	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	211	229	229	100.00	38.86	Yes	No	X
Spec. Ed.	72	81	81	100.00	13.88	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	293	318	318	100.00	66.89	Yes	No	X
White	293	318	318	100.00	66.89	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	211	229	229	100.00	63.03	Yes	No	X
Spec. Ed.	72	81	81	100.00	36.11	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.1%

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	%	
1	2%	1	2%	2	4%	4	7%	25	46%	12	22%	5	9%	4	7%	54

Note: Sixty-one percent (61%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

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%	3	4%	7	9%	10	14%	37	50%	5	7%	9	12%	3	4%	74

Note: Seventy-seven percent (77%) 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
78.11%	2003-04
47.12%	2002-03
87.267%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Burch PreK-6 School was combined from two schools (Varney Elementary and Burch Middle School) and is considered a new school according to the No Child Left Behind (NCLB) definition. Both schools exhibited performance issues in certain subgroups. Varney Elementary School had an issue with the special education (SE) subgroup, although the number (N) was less than 50. Burch Middle School performed below the State's proficiency level in both mathematics and reading/language arts in all subgroups: all students (AS), racial/ethnic white students (W), economically disadvantaged (SES), and special education (SE). This is an indication that Mingo County and school staff should aggressively pursue data analysis, improvement strategies, and monitor student achievement through formative assessment.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Burch Pre K-6 School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 6.1.3. Learning environment.** Burch PreK-6 School established a positive learning environment with the inclusion of the community and parents. According to a parent interview, parents were encouraged to participate and be actively involved with the school. An example of community support for Burch PreK-6 School's students included collaboration of four churches, a doctor, and the children's center joining together to provide Christmas for 87 children in a school where 74 percent of the students were on free and reduced lunch. The school gave back to the world community by sponsoring an event and contributing the proceeds to the tsunami relief effort.
- 6.1.7. Library/educational technology access and technology application.** Burch PreK-6 School effectively applied technology in both the library and in the classroom.. Books within the library were bar coded for reading levels and then matched to individual student reading. Classroom observations revealed technology utilization by teachers for instruction, lesson planning, and classroom management.

- 6.2.4. Data analysis.** Data analysis resulted in the school's schedule reconfiguration to extend the amount of time for mathematics and reading instruction - 90 minutes uninterrupted - for both subject areas. Classroom observations indicated smooth transitions between subject areas.
- 6.5.1. Parents and the community are provided information.** Parents were well informed regarding expectations for students through an extensive student handbook. The Head Start program provided parents and staff a calendar of events for the coming year, using student photographs and classroom activities. The Parent Volunteer program, funded by Title I, provided high quality parent involvement in school activities. Volunteers participated in ongoing training provided by parent coordinators.
- 6.8.1. Leadership.** The Education Performance Audit Team members commended the principal's visionary leadership. The Team also commended the staff for their collaborative efforts in creating a rich learning environment.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

- 6.1.9. 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)

Choral and instrumental music classes were not available for Grade 6 students.

RECOMMENDATIONS

- 6.1.8. Instructional materials.** The Team observed limited science equipment. The Team recommended that science equipment be purchased to support the innovative teaching of science.
- 6.4.1. Regulatory agency reviews.** A trip hazard was present at the cafeteria entry doors which needed to be eliminated.
- 6.6.4. Teacher and principal internship.** The principal was a first-year principal and had not yet participated in a beginning principal internship program as outlined in State Board Policies 5899 and 5900. The Team recommended that arrangements be made to provide the principal the opportunity to participate in the program as soon as it is offered.

54-501 BURCH HIGH SCHOOL - Passed

MINGO COUNTY

Jada Hunter, Principal

Grades 07 - 12

Enrollment 430

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
Mathematics								
All	62	64	63	98.44	57.37	Yes	Yes	✓
White	62	64	63	98.44	57.37	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	37	37	37	100.00	51.35	NA	NA	NA
Spec. Ed.	11	11	11	100.00	9.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	62	64	63	98.44	83.60	Yes	Yes	✓
White	62	64	63	98.44	83.60	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	37	37	37	100.00	78.37	NA	NA	NA
Spec. Ed.	11	11	11	100.00	36.36	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 89.9%**

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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%	13	21%	6	10%	37	61%	2	3%	1	2%	1	2%	61

Note: Ninety-three percent (93%) 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
55.56%	2003-04
54.39%	2002-03
55.223%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Burch High School achieved adequately yearly progress (AYP) in all subgroups with an N (Number) of 50 designated in 5.1.1. Achievement. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education granted the school Full Accreditation status at the December 16, 2004 State Board meeting.

Burch High School and Mingo County are urged to be aware of the subgroups with a number (N) of less than 50 that demonstrated performance below the State's proficiency level. These included economically disadvantaged (SES) students in mathematics and special education (SE) students in mathematics and reading/language arts.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.12. **Multicultural activities.** Burch High School offered quality, long-term/ongoing schoolwide multicultural activities that included Project Romania (outreach to foreign orphanages - raised \$10,000 and the business community provided funds to ship materials overseas); HIV awareness; and tsunami victim support. The multicultural events focused on integrated projects involving social studies, mathematics, English, and other content areas.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

6.1.2. **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)

Opportunities for student acceleration were limited. Dual credit classes and Earn a Degree – Graduate Early (EDGE) credits were not available to students at Burch High School. Only three Advanced Placement courses (AP English 11 and 12 and AP calculus) were offered. Honors courses were only available in Algebra II, Trigonometry, and Grade 10 English. Acceleration options were not available in science or social studies. The Team recommended that opportunities be developed for students to enroll in dual credit, EDGE credit, or other college courses.

6.1.8. 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)

Social studies courses had not been supplied supplemental materials from the most recent textbook adoption. Grades 7 and 8 English/language arts classes did not have enough copies of student textbooks. Both discipline areas had made their need known to administration who in turn communicated this need to the County Office. As of January 10, 2005, this issue had not been resolved. Both teachers and administrators had documented the lack of materials and requests to the County Office. The Team verified this through teacher interviews and documents in teacher lesson plan books and principal documents.

6.1.9. 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)

The school had full inclusion for special education students; however, this practice was not maximizing instructional resources or potential for increasing student achievement. Special education teachers typically roamed the room to be sure students were taking notes, read tests to students, etc. A true co-teaching model was not in place.

6.1.10. 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)

County approved Content Standards and Objectives (CSOs) were not available for the skills class or adviser/advisee.

6.1.13. 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)

All class periods were not of the same time length. Grades 7 and 8 only had 325 of the 330 required daily minutes and Grades 9-12 has only 318 of the required 345 daily minutes. The Basic Skills/Advisor-Advisee time was not always used for instruction and therefore not considered in the instructional time.

6.2. Student and School Performance

- 6.2.4. 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)**

Performance data were not analyzed for the achievement of students enrolled in Advanced Placement (AP) courses to determine student mastery of these higher level courses. Advanced Placement data for 2003-2004 indicated that 50 students were enrolled in AP courses, 46 students took the AP exam, and only one (1) student passed the exam. This is an indication for school staff and Mingo County curriculum staff to analyze the data and examine the rigor of AP classes in preparing students to pass the exam.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)**

The Team observed evidence of tobacco use in the boys' rest rooms. This violated the Student Code of Conduct policy as well as the policy on tobacco use.

54-502 GILBERT HIGH SCHOOL - Passed

MINGO COUNTY

Gary Justice, Principal
Grades 07 - 12
Enrollment 405

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
Mathematics								
All	56	56	55	98.21	41.81	Yes	Confidence Interval	✓
White	56	56	55	98.21	41.81	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	29	29	100.00	31.03	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	56	56	55	98.21	85.45	Yes	Yes	✓
White	56	56	55	98.21	85.45	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	29	29	29	100.00	79.31	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Graduation Rate = 85.5%

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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%	0	0%	0	0%	7	12%	48	84%	1	2%	0	0%	1	2%	57

Note: Ninety-six percent (96%) 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
6.67%	2003-04
100.00%	2002-03
47.169%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

While Gilbert High School achieved adequate yearly progress (AYP), the all students (AS) and racial/ethnic white students (W) percent proficient in mathematics was far below the State's 57 percent proficiency level. Furthermore, the economically disadvantaged (SES) subgroup, which was not included in AYP due to the number (N) less than 50, showed a low proficiency rate in mathematics. These levels reveal that the school and county must carefully analyze achievement data and implement strategies to improve student achievement.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

- 6.1.2. 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)**

Throughout the day, the Team observed numerous students in several classes to be off task and not engaged in the educational process. This was a poor reflection of high expectations for student achievement. In consideration of students' achievement in mathematics, students must be actively involved in the teaching and learning process.

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

Through teacher and student interviews, the Team found that the library was not adequately utilized. Only one teacher was reported to have taken classes to the library.

Throughout the day, only a small number of students were observed using computers or any other technology. Several computers throughout the building were covered with plastic covers or not plugged to electricity.

- 6.1.12. 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)**

A countywide multicultural plan was not being used at the school. There were no formal multicultural activities going on within the school other than those in the social studies textbooks.

6.2. Student and School Performance

- 6.2.2. Counseling services. Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) 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)**

There was no evidence that the guidance counselor spent at least 75 percent of the work day in direct instruction/contact with students.

- 6.2.3. 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)**

Through Team observations, it was evident that the principal had not checked lesson plans and provided written feedback. Several teachers' lesson plans were incomplete and contained insufficient information to deliver a lesson or for a substitute teacher to follow the plans. Low student achievement indicated a need for the principal to comment on incomplete lesson plans or others as necessary to improve instruction.

- 6.2.4. 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)**

Performance data were not analyzed for the achievement of students enrolled in Advanced Placement (AP) courses to determine student mastery of these higher level courses. Advanced Placement data for 2003-2004 indicate that 94 students were enrolled in AP courses, 40 students took the AP exam, and only three (3) students passed the exam. This is an indication for school staff and Mingo County curriculum staff to analyze the data and examine the rigor of AP classes in preparing students to pass the exam.

Additionally, no student in Grade 10 scored at or above 3.0 on the Statewide Writing Assessment. While 84 percent of the students scored 2.0 on the assessment, more rigor and time needed to be given to instruction in writing. Students stated they, "Don't write much in class."

Physical assessment passage results on the Presidential Physical Fitness Test (PPFT) were very low (6.67 percent). The physical education program and curriculum needed to be analyzed to determine the skills that students need to be taught.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Fire Marshal

The science fume exhaust hoods have not been inspected and re-certified as directed by the Fire Marshal's report.

6.6. Personnel

- 6.6.3. 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)**

Formal observations/evaluations were not being completed in a timely manner according to West Virginia Board of Education policy.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)**

The odor of cigarette smoke was prevalent throughout the building. It originated from the rest rooms. The policy on tobacco use must be communicated to students, parents, and staff and be vigorously enforced. This violated the policy on tobacco use as well as the Codes of Conduct.

54-505 MATEWAN HIGH SCHOOL - Passed

MINGO COUNTY

Marcella Charles, Principal
Grades 09 - 12
Enrollment 200

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
Mathematics								
All	43	45	45	100.00	51.16	Yes	NA	✓
White	42	44	44	100.00	52.38	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	27	27	100.00	38.46	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	43	45	45	100.00	79.06	Yes	NA	✓
White	42	44	44	100.00	80.95	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	27	27	100.00	76.92	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 91.5 %**

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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%	5	11%	13	28%	23	50%	3	7%	1	2%	0	0%	46

Note: Ninety-one percent (91%) 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
41.86%	2003-04
	2002-03
	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Matewan High School achieved adequately yearly progress (AYP) on the Annual Performance Measures for Accountability. However, the number of students enrolled for the full academic year (FAY) considered for the achievement standard was below the number (N) 50 which is considered for AYP. Had this not been the case, Matewan High would have been below the State's proficiency level in mathematics in three (3) subgroups: All students (AS), white students (W), and economically disadvantaged students (SES).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.8.1. Leadership. Several items were noted on the Leadership checklist as deficient. However, the principal has only been on the job nine weeks. In this short time teachers and students were impressed with the principal's leadership. The principal has increased morale, placed more emphasis on curriculum, and increased expectations for students and teachers alike. The principal recognized that data needed to be utilized in making administrative decisions.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

6.1.2. 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)

No Advanced Placement (AP) courses were offered at Matewan High School. Honors courses were offered only in English 9, 10, 11, and 12 and Trigonometry and all honors courses were integrated with regular courses. Dual credit or Earn a Degree - Graduate Early (EDGE) courses were not offered. In general, there were not enough high-level courses offered to support high expectations. The principal and teachers attributed this to the small student enrollment.

6.1.4. Instruction. Instruction is consistent with the programmatic definitions in Policy 2510. (Policy 2510)

Students in Driver Education classes were pulled from courses to get their behind-the-wheel training. This interfered with the academic courses from which the students were removed.

6.1.8. 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)

Twenty-one percent (21%) of the Step 7 funds were allocated to the music program which served a total of 25 students, including a band class of one student. The principal reported that the former principal allocated the Step 7 funds with no input from the Faculty Senate. The Team recommended that the Step 7 funds be distributed based on equal educational opportunities for all students and the particular needs of the school.

6.1.9. 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)

A coherent fine arts curriculum was lacking. While the dance, art, choral, and instrumental courses were scheduled, there was no sequence to any fine arts program. In addition, few electives were available for juniors and seniors beyond those offered at the technical center. The principal and teachers attributed this to the small student enrollment. Additionally, no Advanced Placement (AP) courses were offered.

6.1.10. 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)

Students were scheduled into basic skills classes, advisor/advisee periods, office aide, and library aide for which Content Standards and Objectives (CSOs) had not been approved by the Mingo County Board of Education. The CSOs must be developed and approved or the activities discontinued.

6.2. Student and School Performance

6.2.4. 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)

Curricular decisions were not based on analysis of available data. The Team recommended that data be utilized to develop curriculum, programs, and other practices to improve student and school performance. In view of the low performance of students (all subgroups) in mathematics, the school must consider this area in the data analysis. Furthermore, zero (0) students scored a perfect score (4.0) on the Statewide Writing Assessment and only one (1) student scored 3.5. The few students performing at the higher levels in writing indicated that staff needed to analyze results of the writing assessment and implement instruction in writing in all appropriate classes.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Finance Audit

It was noted that an unofficial receipt book was being used to issue receipts and official receipts were not always issued in a timely manner. For instance, as of the date of the review, January 14, 2005, the last official receipt issued was on December 21, 2004. According to the school secretary, they had been instructed to only issue receipts printed by the ISSAC computer accounting system; however, a receipt cannot be printed until the books for the prior month have been closed. Consequently, receipts cannot be printed at the beginning of each month until the bank statement for the preceding month had been received from the bank, the bank reconciliation completed, and the financial statements for that month printed, which can take several days. To work around this problem, the school secretary was initially issuing manual receipts from a receipt book that she purchased personally, and then issuing an official receipt when she was able. This practice created a serious internal control weakness. The only receipts that should be issued are those from officially authorized receipt books and receipts must be issued at the time the collections are received.

It was noted during the review that on at least one occasion, an official receipt printed from the ISSAC system was issued to "Teachers MHS," with the names of the teachers from whom the collections were actually made written on the receipt by hand. According to §1-15 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, every receipt must show the name of the individual from whom the money is received.

It was noted during the review that for the receipts issued to individual teachers or team sponsors for monies collected from students, a record of the collections from the individual students was not maintained on file to support the receipt. According to §1-15 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, in situations where classroom teachers, sponsors or other individuals are

originally collecting monies from a group of students, the collections may be recorded on a single list rather than issuing a receipt to each student individually with a copy retained by the individual collecting the monies and a copy submitted to the office with the monies that were collected to support the receipt.

Fire Marshal

The Fire Marshal's report requested that an asbestos sample be taken (May 23, 2003). There were no test results or other evidence of the sample being taken.

RECOMMENDATION

6.4.1. Regulatory agency reviews.

Facilities

1. The kitchen floor was very dirty. The Team recommended that the floor be cleaned and sanitized daily.
2. Numerous ceiling tiles in the kitchen area were stained. The Team recommended that the refrigeration piping above the kitchen ceiling be properly insulated and all stained ceiling tiles be replaced.
3. A dead roach was found in the kitchen rest room. The Team recommended that a pest management program be used to control and eliminate these pests.

54-506 WILLIAMSON HIGH SCHOOL- Passed

MINGO COUNTY

Jeffrey Reynolds, Principal
Grades 09 - 12
Enrollment 161

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
Mathematics								
All	50	51	50	98.04	63.26	Yes	Yes	✓
White	41	42	41	97.62	65.00	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	30	31	30	96.77	62.06	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	50	51	49	96.08	79.16	Yes	Yes	✓
White	41	42	40	95.24	79.48	NA	NA	NA
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	30	31	29	93.55	82.14	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.7%

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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%	14	27%	14	27%	13	25%	7	14%	0	0%	2	4%	51

Note: Eighty-two percent (82%) 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
21.74%	2003-04
73.33%	2002-03
	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Williamson High School achieved adequate yearly progress (AYP) on the Annual Performance Measures for Accountability. The all students (AS) subgroup was the only one of the three subgroups at the school that had a number (N) of 50 considered for AYP.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. Learning environment. The staff conveyed and demonstrated a safe and nurturing environment for the students. Repeatedly, teachers and students expressed pride in their school and described the school culture as a family-like atmosphere.

The school building was very clean and students were polite and mannerly.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

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

The school's library collection appeared to be adequate; however, an on-line database was not available to provide more current research capabilities for the students. The Team observed that the library appeared to be significantly underutilized. The door was closed, lights were not turned on, and the library was not being used on the day of the review (January 12, 2005) or on January 10, 2005 preceding the review. The librarian is one-half time at Williamson High School and one-half time at Williamson Middle School. On the day of the review the librarian was scheduled at the middle school. Therefore, the Team determined that students at the high school did not have complete access to the library and research capabilities one-half of the school year.

6.1.8. 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)

Supplemental materials needed for science had not been received at Williamson High School to date (January 12, 2004), although they had been requested from the board of education.

6.1.9. 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)

Williamson High School did not offer dual credit or Earn a Degree - Graduate Early (EDGE) courses. The Team recommended that Williamson High School look at expanding acceleration options by pursuing/offering dual credit/EDGE courses for all students.

While the school currently meets the course offering requirements of Policy 2510, several levels of classes have been combined and are taught the same period. These included: Band, chorus, and Spanish I and II. Other combined required courses included: World History and U.S. History, AP Microeconomics and Virtual Spanish, (Psychology and U.S. History, Spanish II and Virtual School, AP Government and U.S. History). Many of these classes have a small enrollment. In 2005-2006, the school will not be able to meet the increased requirements of Policy 2510. Currently three teachers teach during their planning periods, two of whom are compensated. The school struggled to include all courses students need. The curriculum was quite limited even with the different ways of course delivery, i.e., virtual school and combining classes. Delivery of the Content Standards and Objectives (CSOs) is severely restricted by these circumstances.

The school was designed for 1200 students but the official enrollment is now 161. It is a challenge to operate a large building for this low enrollment and provide a thorough and efficient education.

6.2. Student and School Performance

6.2.4. 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)

Performance data were not analyzed for the achievement of students enrolled in Advanced Placement (AP) courses to determine student mastery of these higher level courses. Advanced Placement data for 2003-2004 indicate that 76 students were enrolled in AP courses, 37 students took the AP exam, and zero (0) students passed the exam. This is an indication for school staff and Mingo County curriculum staff to

analyze the data and examine the rigor of AP classes in preparing students to pass the exam.

Although the Statewide Writing Assessment results were mostly in the middle range, no student scored a perfect 4.0 and only one (1) student scored 3.5. School staff are encouraged to emphasize instruction in writing in all appropriate curriculum areas. Presidential Physical Fitness Test (PPFT) results were low. Therefore, staff needed to analyze PPFT results and modify the physical education to improve students' skills.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)**

Finance Audit

It was noted that in at least one instance, the school issued purchase orders after the obligation was incurred. A review of the purchase order log disclosed that Purchase Order #506-100, in the amount of \$1,800 for fund raising fees, was dated August 1, 2004, whereas a review of the cancelled checks for the period disclosed that the corresponding check was written on July 30, 2004. According to Section 1-18 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, "A purchase order system is to be maintained at each school whereby all purchases of materials, equipment, supplies and services are made through a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made."

Facilities

1. The Board of Risk Management (BRIM) and Fire Marshal reports were not available at the school.
2. The Boiler Room contained excessive clutter.
3. The boiler had a significant water leak.
4. Acids in the science storage room was not stored properly.
5. A door closure was missing on the exit door of the gymnasium.
6. An emergency light in the gymnasium was broken.
7. The security camera in the gymnasium and hallway was broken.
8. Electrical wires were exposed on the wall in the boys' locker room.
9. The hinges of the dumpster had not been repaired as required by the Health Department dated October 5, 2004.
10. An electrical buss bar was exposed in the electrical panel in the kitchen.

6.6. Personnel

- 6.6.3. 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)

Three teachers were on performance evaluations; however, formal observations had not been completed according to timelines.

6.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 6.7.2. 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 2422.5A; Policy 4373; Policy 2515)

The Team observed evidence of tobacco use (smoking) in the Kitchen storage room. The policy on tobacco use was not being enforced in addition to the Employee Code of Conduct.

54-507 TUG VALLEY HIGH SCHOOL - Passed

MINGO COUNTY

Thomas Newsome, Principal
Grades 09 - 12
Enrollment 420

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
Mathematics								
All	97	98	96	97.96	63.15	Yes	Yes	✓
White	96	97	96	98.97	63.15	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	64	64	63	98.44	55.55	Yes	Confidence Interval	✓
Spec. Ed.	15	16	16	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	97	98	96	97.96	63.15	Yes	Confidence Interval	✓
White	96	97	96	98.97	63.15	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	64	64	63	98.44	58.73	Yes	Confidence Interval	✓
Spec. Ed.	15	16	16	100.00	13.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.9%

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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	1%	14	15%	23	24%	50	52%	3	3%	4	4%	1	1%	96

Note: Ninety-two percent (92%) 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
62.62%	2003-04
44.71%	2002-03
42.857%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard

5.1.1. Achievement.

Tug Valley High School achieved adequately yearly progress (AYP); however application of the confidence interval allowed the school this opportunity. Mingo County curriculum staff and school staff must be abundantly aware that the economically disadvantaged (SES) subgroup in mathematics, and the all students (AS), white students racial/ethnic white students (W), and economically disadvantaged (SES) subgroups in reading/language arts may have achievement deficiencies if immediate action is not taken. Additionally, the special education (SE) subgroup with a number (N) less than 50 was far below the State's proficiency level. Mingo County curriculum staff and school staff are urged to vigorously address these issues.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Continue to Meet the Standard.

6.1. Curriculum

6.1.1. 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)

Advanced Placement (AP) chemistry was listed on the master schedule; however, the teacher was not AP certified. Staff reported that this assignment was done because there were no Content Standards and Objectives (CSOs) available for Chemistry II.

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

The Team observed several applied mathematics courses that were not using the recommended instructional practices (manipulatives, hands-on, etc.) from Policy 2520. The Team recommended that professional development be provided to mathematics teachers in the use of engaging and applied instructional strategies.

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

Access to the technology laboratory was limited for class use due to the virtual Spanish class being scheduled in the laboratory three periods each day.

Technology was not being used to automate the library inventory and usage. Additionally, logs were not available for circulation and usage beyond a student sign-in sheet.

- 6.1.8. 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)**

Supplemental materials had not been provided for Grade 9 social studies courses.

- 6.1.9. 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)**

Dual credit, Earn a Degree - Graduate Early (EDGE) courses, or other college courses were not offered at Tug Valley High School.

Journalism/yearbook/newspaper and algebra/geometry prep were not offered as required elective offerings.

There was no delineation in terms of course syllabi or additional Content Standards and Objectives (CSOs) that define honors level courses or distinguish them from general courses in the same subject area.

The school had full special education inclusion; however, this practice was not maximizing instructional resources or potential for increasing student achievement. Special education teachers typically roamed the room to be sure students were taking notes, read tests to students, etc. A true co-teaching model was not in place.

- 6.1.10. 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)**

Content Standards and Objectives (CSOs) had not been developed for weight training courses.

- 6.1.12. 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)**

There was no evidence of multicultural activities or implementation of a county plan at the school. Therefore, the Team determined that multicultural activities were not included at all programmatic levels as intended by West Virginia Board of Education Policy 2421.

- 6.1.13. 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)

Students in Driver Education classes were pulled out of other classes to fulfill their driving time component.

6.2. Student and School Performance

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

The counselor was not spending at least 75 percent of the work day in a direct counseling relationship with students. The counselor interviewed indicated being assigned administrative duties/paperwork. Students interviewed also confirmed the lack of contact with the counselor.

- 6.2.3. 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)**

There was an absence of written feedback as needed on lesson plans from the principal. The low achievement results indicated a need for the principal to provide written feedback to improve instruction.

6.2. Student and School Performance

- 6.2.4. 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)**

Teachers reviewed WESTEST data at the beginning of the school year; however, there was little evidence that assessment data were being used to drive curriculum and instructional practices. Other data, ACT, ACT Plan, etc., were not being used/analyzed. The Team recommended that teachers be provided more professional development on how to use all data to change instruction for increased student achievement. The principal should monitor classrooms to determine data are being used to adjust instructional practices.

Performance data were not analyzed for the achievement of students enrolled in Advanced Placement (AP) courses to determine student mastery of these higher level courses. Advanced Placement data for 2003-2004 indicated that 56 students were enrolled in AP courses, 34 students took the AP exam, and only three (3) students passed the exam. This is an indication for school staff and Mingo County curriculum staff to analyze the data and examine the rigor of AP classes in preparing students to pass the exam.

6.6. Personnel

- 6.6.3. 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)**

Formal observations and evaluations (teachers, coaches, service personnel, professional support personnel) had not been scheduled or performed according to W. Va. Code §18A-2-12, Policy 5210 and Policy 5314.

54-701 MINGO COUNTY VOCATIONAL-TECHNICAL CENTER

MINGO COUNTY

Robert Starr, Principal
Grades 10 – 12; Adult

Performance data are not applied to vocational-technical centers.

EDUCATION PERFORMANCE AUDIT

POSITIVE INITIATIVES

- 6.1.2. High expectations.** The Licensed Practical Nursing program maintained a consistently high level of performance. All graduates during the last three years have passed their State Board examinations on the initial try. Sixteen out of sixteen 2004 graduates found in-field employment in the region. The national average on the national NCLEX test is a score of 50, while these students scored between 63 and 95.
- 6.1.3. Learning environment.** A summer school program was held at the technical center last summer. Students who failed a course were pre-tested to identify Content Standards and Objectives (CSOs) in which they were weak and were scheduled to come in for instruction in those CSOs only. Post-tests verified passage of the course. Students improved their skills in less time and the county saved transportation and food service costs. During the summer of 2004, fifty-seven (57) students received credits in English, mathematics, and science.
- 6.1.5. Instructional strategies.** The technical center staff demonstrated various instructional strategies and techniques as suggested by Policies 2510 and 2520. Examples included: Robotics team, modular house, partnerships between the graphic design program and the local newspaper, and the partnership between the welding program and Chief Logan State Park Christmas festival.
- 6.1.7. Library/educational technology access and technology application.** The technical center provided handheld computers to each teacher with Content Standards and Objectives (CSOs) Profiles loaded on each one. Teachers used the handhelds to document student achievement of standards and to check off Goal Profiles. Teachers also had the ability to take and store photos of student work and transmit data and photos to school office computers for compilation.
- 6.8.1. Leadership.** Gifted students in Grades 3-8 were transported to the technical center with the vocational students for gifted services in the technical center building. This was a good use of existing space and transportation to serve an additional group of students.

AREAS NEEDED TO IMPROVE

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)

Fire Marshal

A requirement from a 1983 Fire Marshal's report to extend the storage room wall in the shop had not been followed. The Team reported that this involves a major renovation and would be very difficult to accomplish.

RECOMMENDATIONS

- 6.1.2. High expectations.** Automotive Technology program National Automotive Technician Education Foundation (NATEF) certification had lapsed. The Team recommended that the Automotive Technology program regain full NATEF certification per Policy 2510.
- 6.1.13. Instructional day.** High schools frequently changed their daily schedules, affecting the arrival of students at the technical center and did not notify the center. The Team recommended that feeder high schools maintain communication with the center regarding changes in schedule.

SECTION II

Mingo County School System

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

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.8. Instructional materials.** The superintendent, Board, and central office staff have done a commendable job in providing resources for instructional materials and equipment for Mingo County teachers. Resources from Step VII, the excess levy, Title I, II, V, & VI federal plans, special education, technology sources, and special grants combined to enable teachers to acquire reasonable resources needed for classroom instruction.
- 6.4.1. Regulatory agency reviews.** The Treasurer/Chief School Business Official developed exemplary procedures for conducting the monthly and annual reviews of the school financial statements. In addition to the monthly financial reports, the Treasurer required the schools to provide the office copies of the schools' bank statements, deposits-in-transit and outstanding deposits listings, detailed receipt and expenditure listings, ticket sales reports, and profits and loss statements on all fund raisers and concessions stands. The Treasurer developed an effective checklist for reviewing these reports in an efficient and timely manner and had also written an audit program for conducting the schools' annual financial audits that incorporates the steps specified in the *Accounting Procedures Manual for the Public Schools in the State of West Virginia* (West Virginia Board of Education Policy 1224.1). In addition, the Treasurer and staff periodically visited the schools during the school year to ensure that all prescribed accounting procedures were being followed. As a result, the condition of the schools' financial records has shown marked improvement since the Treasurer's appointment.
- 6.5.3. Statewide assessment.** District level efforts to comply with statewide testing procedures were commendable. Not only were all of the security and logistical requirements followed with precision, but follow-up in WESTEST, ACT, ACT Explore, ACT Plan, Writing Assessment, data analysis, and presentation by central office staff provided data for principals and teachers.

- 6.6.2. Licensure.** Mingo County effectively utilized technology to publish master class schedules for each of the schools in the system. Information provided in these schedules was helpful to local education agencies, community members, and students.

Records pertaining to certification were highly organized and updated frequently to reflect ongoing changes in the rank, salary classification, and certification status of professional personnel.

The Personnel Department was very knowledgeable in their command of both State and local policies regarding certification of personnel. This included secretarial staff, the Certification Coordinator, and Personnel Director. Efficient communication pathways were evident in the flow of information through the organization.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

6.1. Curriculum

- 6.1.2. 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)**

At the high school level, district focus had been on providing core classes at the five high schools, some of which were small. These efforts, although laudable under the circumstances, had apparently resulted in the acceptance of low rigor in high school classes as evidenced by: 1. Very low ACT scores; 2. low percentages of students meeting Promise ACT criteria (less than 15 percent); and 3. high percentages of students needing developmental college courses (61 percent). When those three measures were compared to the relatively high grade point averages (GPAs) found in the high schools, a case can be made that high expectations were not present in high school classes, (about 7 of 10 seniors who make Promise grade point average (GPA) do not achieve Promise ACT). Additionally, dual credit and college credit (except limited AP) courses were not being offered. District administrators also expressed difficulty in offering high quality electives at the high school level. In some cases, required electives were not being offered.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)

Finance Audit

The board's financial statements for the fiscal year ended June 30, 2004 were not published in a timely manner. This finding was a repeat of one noted by the accounting firm that conducted the financial audit of the Mingo County Board of Education for the previous year. W. Va. Code §18-9- 3a, as amended during the 2004 Legislative session, requires boards of education to prepare and publish their financial statements within 90 days after the end of the fiscal year.

The minutes of the board meetings were not being completed and made available in a timely manner. This finding is a repeat of one noted by the accounting firm that conducted the financial audit of the Mingo County Board of Education for the previous year. W. Va. Code §6-9A-5 requires each governing body in the State to prepare written minutes of all of its meetings and to make the minutes available to the public within a reasonable time after the meetings.

The inventory of the school district's capital asset records maintained on the West Virginia Education Information System (WVEIS) did not include the cost or estimated historical cost of the land or buildings. This finding was similar to one noted by the accounting firm that conducted the financial audit of the Mingo County Board of Education for the previous year. According to the West Virginia Department of Education's instructions for preparing the annual financial statements for the fiscal year ended June 30, 2004, each county board was required to include all capital assets costing \$5,000 or more in its capital asset inventory system maintained on the West Virginia Education Information System (WVEIS) and to report those assets at cost or estimated historical cost in the financial statements for the year ended June 30, 2004.

The annual report for the Child Nutrition Program did not contain all required information and some of the information that was included was not accurate. This finding was a repeat of one noted by the accounting firm that conducted the financial audit of the Mingo County Board of Education for the previous year. According to State Board policy, each county board is required to verify the accuracy and completeness of the information presented in the annual report for the Child Nutrition Program.

The board's accounting policies regarding the accounting practices of the individual schools had not been updated to include all of the required items prescribed by the *Accounting Procedures Manual for the Public Schools in the State of West Virginia* (West Virginia Board of Education Policy 1224.1), such as, the number of funds to be maintained by the schools in the county; whether schools are allowed to obtain credit cards for use by authorized personnel when traveling; establishment of a petty cash drawer; establishment of a starting cash drawer for athletic events, concession stands or other school activities; procedures for conducting school fund raising activities; procedures for the collection of child nutrition funds, and; procedures by which PTAs, booster groups or other school support organizations are to operate.

6.6. Personnel

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

Board minutes reflected an apparent incongruence among board members over Comprehensive Educational Facilities Plan (CEFP) and other issues and resulted in delays or omissions of other important board responsibilities including timely action on some of the superintendent's personnel recommendations. Reference July 2004 Board Minutes.

RECOMMENDATIONS

6.1.1. Curriculum based on content standards and objectives. Although initial district-level training in Content Standards and Objectives (CSOs) awareness, alignment, and perhaps even some mapping had occurred, the Team recommended that monitoring during-the-year from the district level needed to be strengthened. For example, the Classroom WalkThrough data being gathered by principals related to CSO-based instruction should be composited and analyzed at the district level and shared with principals to both strengthen the monitoring process and provide useful information for professional development needs.

6.1.7. Library/educational technology access and technology application. District-level support for the integration of technology into instruction needed to be strengthened. Although resource allocation and other technology training had been provided, professional development in the actual incorporation of technology into instructional episodes was very limited. As a result, school-based reviewers reported little classroom utilization of technology in instruction. In this era of limited resources, the Team encouraged Mingo County to consider West Virginia Department of Education's Ed Tech "Technology Model Schools" opportunities - and perhaps utilize one or more Technology Integration Specialists if the successful grant application could be made.

6.1.12. Multicultural activities. The countywide plan/policy developed and approved by the Board needed to be more effectively conveyed to the schools and implemented to guide school-based multicultural activities.

6.2.4. Data analysis. Although initial data analysis at the district level was well done and provided school-based staff with a good starting point to affect instruction, the analysis had not driven curricular emphasis accordingly. For example, scores in mathematics were highlighted in the analysis as being most symptomatic of programmatic deficiencies, yet little curricular or professional development efforts were noted at the district level. The Team recommended that the district ensure better alignment of instructional focus and professional development emphasis with data analysis results. Additionally, the Team recommended the development of a district level plan to ensure that formative/benchmark assessment occurs during the year in order to follow-up summative analyses and to check on the effectiveness of instructional focus initiatives and professional development.

- 6.6.2. Licensure.** During the 2004 fall athletic season, zero-compensation coaches (coaches that serve in kind) did not hold Authorizations for Coaching issued by the West Virginia Department of Education (WVDE). Upon training delivered to the personnel director's staff from the WVDE, procedures were implemented to ensure that zero-compensation coaches were issued Authorizations for Coaching. West Virginia Board of Education Policy 5202 16CSR136 §9.3 prohibits licenses to be dated more than three months prior to the date of receipt into the WVDE, thus prohibiting Mingo County Schools from remedying the situation by applying for appropriate licensure for the fall 2004 athletic season. The Team recommended that Mingo County Schools continue to follow the current practice of applying for Authorizations for Coaching for all members of the coaching staff who did not hold Professional Certificates.
- 6.4.1. Regulatory agency reviews.** A policy or procedure was not in place for completing work orders and communicating with safety, energy and maintenance in completing the loop process. A priority procedure needed to be developed to promptly correct safety and health issues.

CURRICULUM AND INSTRUCTION ISSUE

The ultimate proof of the effectiveness of a school system is the performance of students as they graduate. Mingo County Schools ranks next to last in the State with ACT scores at 18.3 (tied with Lincoln County). Only McDowell County has a lower ACT level at 18.1. This resulted in 61 percent of the graduates from Mingo County ready to take remedial classes in college. Another indication of the strength of a high school instructional program is the percentage of students who take and pass the Advanced Placement exams for college credit. A total of 276 students took Advanced Placement classes, 157 took the exams, but only seven (7) students countywide scored at the passage level. This is a passage rate of less than five percent (5%).

Less than 15 percent of students in the county met Promise ACT requirements.

Overall academic performance in tested grades (3-8 and 10th) when considering a composite of mathematics, reading, science and social studies, showed a 67.88 percent proficient rate. This ranked Mingo 53rd in the State, only above Lincoln and McDowell.

Curriculum improvement efforts have fallen short of being thorough or efficient.

COMMENTS ABOUT PREVIOUS INTERVENTION

Whenever Mingo County Schools was placed on Nonapproval status and the West Virginia Board of Education intervened in 1998, the system was failing to provide a thorough and efficient school program. It was marked by deficiencies in finances, curriculum, personnel, facilities, and general operating requirements. The financial deficit approached two million dollars which was caused primarily by hiring beyond formula limits. During state intervention, the deficit was eliminated and a budget surplus of 1.9 million dollars was accumulated at the time of return to local control. In the past two years, the surplus has eroded by approximately one million dollars by expenditures exceeding revenues. It is apparent that the Mingo County School System has reverted to its former thirst for spending beyond its revenues. Fiscal restraint does not appear to

be a valued concept in Mingo County Schools. Likewise, standards necessary to delivering a thorough and efficient school system have been relaxed and fallen short. Many of the conditions preceding the State intervention are now present and impeding the delivery of a thorough and efficient education in Mingo County. Although we have credited the system for making progress in many areas, issues have emerged regarding the future capacity of the system to overcome deficiencies based upon the present leadership structure and the lack of resolve to move forward.

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 indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

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

7.1.3. 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-16d)

Declining enrollment in Mingo County has resulted in approximately 2,000 fewer students this year than 10 years ago and over 4,000 from 20 years ago. Closure and combining of schools has not kept up with the decline in student numbers. School operating capacity utilization rates range from a low of 43.87 percent to a high of 74.54 percent. Enrollment projections in the Comprehensive Educational Facilities Plan Comprehensive Educational Facilities Plan (CEFP) indicate a continuous enrollment decline during the next decade which will exacerbate the building inefficiencies. Ten year projections show that Burch High School would have 164 students, Matewan High School 125 students, and Williamson High School 134 for a total of 443 students. Current enrollment in the three schools stands at 688.

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

The Mingo County Board of Education has 26.39 professional personnel and 27.84 service personnel over the limits of the School Aid Formula. This is an inefficient use of resources which is related to an inefficient number of schools given their student enrollment. Attempting to provide required programs of study, particularly at the high school level with low enrollments contribute to this inefficiency.

SECTION IV

Building Capacity to Correct Deficiencies

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. The following areas have been deemed deficient. Recommended resources within the West Virginia Department of Education in each area has been listed.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.4. Instruction.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.9. Programs of study.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.10. Approved elective offerings.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.11. Guidance and advisement.	West Virginia Department of Education Offices of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.1.13. Instructional day.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8836
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.2.4. Data analysis.	West Virginia Department of Education Office of Assessment (304) 558-2546
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711 West Virginia Department of Education Office of School Finance (304) 558-6300
6.5.2. Codes of conduct.	West Virginia Department of Education Office of Legal Services (304) 558-3667
6.6.1. Hiring.	West Virginia Department of Education Office of Professional Preparation (304) 558-7826

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401
6.7.2. Policy implementation.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

Finance Audit

A financial analysis of the Mingo County Board of Education was conducted by the West Virginia Department of Education during the first week of January 2005. Items that were reviewed during the analysis included various financial indicators, the number of professional and service personnel employed in excess of the number allowed for funding through the Public School Support Program (PSSP), student enrollment data, and the number of schools operated.

The areas of concern discussed in the Department’s report included the following: The board’s combined unreserved fund balances of the General Current Expense and Special Revenue funds at year end have declined from \$1,959,488 at June 30, 2002 to \$1,142,370 at June 30, 2004; total expenditures from the two funds exceeded total revenues by \$760,889 during fiscal year 2003 and by \$1,344,261 during fiscal year 2004; the number of professional and service personnel employed by the school system have consistently exceeded the number allowed for funding under the Public School Support Program during the five years analyzed; and the number of students per school in Mingo County is below the State average.

The excess of expenditures over revenues occurred in spite of \$254,683 and \$375,435 of additional legislative appropriations provided to Mingo County Schools during fiscal years 2003 and 2004, respectively. Regarding the number of personnel employed in excess of the number allowed for funding, Mingo County Schools is employing 26.39 professional educators and 27.84 service personnel in excess of the numbers allowed for funding during the current school year. Although the numbers employed in excess of allowed are slightly less than those of previous years, these excess personnel still account for approximately 10% of the total number of personnel allowed for funding. It is estimated that the employment of these additional personnel cost the school system \$2.4 million in additional salary costs during the 2004 fiscal year.

Furthermore, the Department’s analysis shows that Mingo County Board of Education is operating 15 schools for 4,686 students in grades pre-kindergarten to 12th grade during the current school year, for an average of 312 students per school. The State average for the current year is 365 students per school, a difference of 53 students per school. This is in spite of the three schools that were closed prior to the beginning of this school year.

Negative trends in the financial indicators discussed in the preceding paragraphs provide a strong indication that a school system may be headed towards deficit spending in the near future. Not only are local fiscal bodies in the State prohibited by Code from incurring deficit spending, a deficit impacts a school district's accreditation status, and necessitates the reduction of services to students in subsequent years as the district struggles to recover from deficit spending.

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.

- 17.1. 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 school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

The West Virginia Department of Education Facilities specialists further noted other issues pertaining to Policy 6200.

Lenore K-8 School

Other issues

1. The exhaust fans in the main hallway boys' and girls' rest rooms on the K-4 wing and the 5-8 wing were not operating.
2. Classroom A-210 had an excessive amount of students in the classroom during instruction. The Grade 7 class was an exceptionally large class, which overcrowds the room.
3. Rooftop Heating, Ventilation, and Air Conditioning (HVAC) units were using improper ASHRAE 15% dustspot efficient filters.

4. Excessive carbon dioxide levels were prevalent in classrooms and most of the room thermostats were in the AUTO position, which will not allow the HVAC units to operate in the continuous mode with the outside air dampers open to at least a minimum position when students are present.
5. A fish tank in the administration office and in classroom A-128 was next to a receptacle that was not a ground fault interruptor (GFI) type.
6. The make-up air (MUA) unit for the kitchen was not operating.

Dingess Elementary School

- 17.1.1. School location.** The school site was not adequate for the school enrollment and the site was not easily accessible and conveniently located.
- 17.1.10. Specialized instructional areas.** Music facilities were not located away from quiet areas of the building.

Other issues

1. The supply fans on the Heating, Ventilation, and Air Conditioning (HVAC) equipment were not operating while students were present and elevated levels of carbon dioxide were prevalent in most classrooms.
2. The HVAC equipment was very noisy when in operation.
3. There are moldy ceiling tiles in Room 125.

Gilbert Pre K-6 School

- 17.1.1. School location.** The site was not adequate in size for the school enrollment; large enough for future expansion, and the playground was not well-equipped for the age level.
- 17.1.7. K classrooms.** Kindergarten classrooms did not have carpet.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have a gas supply, fume hoods, darkening provisions, emergency showers, and blankets.
- 17.1.12. Grades 7-12 auditorium/stage.** An auditorium was not available.
- 17.1.15 Health service units.** Furnishings in the health service area were not adequate.

Other issues

1. Supply fans were set on AUTO mode in all classrooms and most classrooms have highly elevated carbon dioxide levels.
2. The Heating, Ventilation, and Air Conditioning (HVAC) units in the media center had been out of service since May 2004.
3. The asbestos containing material (ACM) floor tile was chipped and damaged in Rooms A216, A210, and A203.

Burch PreK-6 School

- 17.1.1. School location.** The site was not adequate in size for the school enrollment; location was not removed from undesirable noise and traffic; was not well drained soil free of erosion nor well landscaped; sidewalks were not adequate with designated crosswalks, curb cuts, and correct steps; playground/recreational areas were not separated from streets and parking, and the playground was not well-equipped for the age level.
- 17.1.2. Administrative and service facilities.** The administrative office area lacked an adequate reception area and personnel were not provided sufficient work space and privacy.
- 17.1.3. Teachers' workroom.** The teachers' work area was inadequate and did not provide access to communication technology.
- 17.1.5. Library/media and technology center.** The Library/Resource Center did not have adequate space and lacked newspapers, periodicals, and pamphlets. Space for technology, including computer laboratories, was not provided.
- 17.1.8. Grades 1-12 classrooms.** Storage was inadequate in classroom 16.
- 17.1.10. Specialized instructional areas.** The art facility lacked two deep sinks, hot and cold water, counter space, display facilities, mechanical ventilation, a ceramic kiln, and black-out areas. The music facility was not located away from quiet areas of the building and lacked acoustical treatment. The physical education facility was not adequate in size and lacked a drinking fountain, display case, bulletin board, available seating, and electrical outlets.
- 17.1.14. Food service.** The food service area was not convenient to service drive for deliveries and removal of waste and lacked a chalkboard and bulletin board. Food and non-food storage was inadequate, a locker/dressing room was not available, and chairs and a toilet were not available.
- 17.1.15. Health service units.** The following items were not available: A health service unit available of adequate size (250-400 ft²), health service equipment and furnishings, curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, desk and chair, and a locked medication box, etc.

Other issues

1. The Heating, Ventilation, and Air Conditioning (HVAC) unit in the gymnasium had been abandoned and replaced with an electric space heater incapable of providing the ventilation requirement of a gymnasium.
2. The HVAC units in the facility were dirty.
3. Supply fans were set on the AUTO mode in all classrooms and most rooms had highly elevated carbon dioxide levels.
4. The HVAC system in most classrooms could not meet the ventilation requirements for a classroom.
5. Numerous lights were burned out in the classrooms and other areas of the facility.

6. Electric ceiling heaters located in many classrooms were extremely noisy.
7. The dishwasher did not have an exhaust fan.

Riverside Elementary School

Other issues

1. Supply fans on the Heating, Ventilation, and Air Conditioning (HVAC) equipment were not operating while students were present and elevated levels of carbon dioxide were prevalent in most classrooms.
2. The evaporative cooling tower was rusting and had significant scale build up.

Matewan Elementary School

Other issues

1. The fan belt was loose on the kitchen hood exhaust fan.
2. The kitchen supply fan did not work.
3. Supply fans were set to the AUTO mode in all classrooms and most rooms had highly elevated carbon dioxide levels.
4. The exhaust fan in the rest room of classroom 155 did not operate.
5. Low efficiency air filters were being used in the Heating, Ventilation, and Air Conditioning (HVAC) units.
6. Kitchen unit make-up air (MUA) failed and does not operate in the AUTO or Manual mode.
7. The evaporative cooling tower was rusting and had significant scale build up.

Kermit Area (K-8) School

- 17.1.3. Teachers' workroom.** Teachers' work areas did not provide access to communication technology.
- 17.1.10. Specialized instructional areas.** The art facility did not have two (2) deep sinks, a ceramic kiln, and black-out access. The music facility did not have adequate storage and acoustical treatment was not available.
- 17.1.11. Grades 6-12 science facilities.** Science facilities did not have a ventilation fume hood, demo table, and darkening provisions.
- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not adequate in size, located to have convenient access to language arts instructional areas, and close to seating. The middle school stage did not have fire resistant curtains, acoustical panels, film screen, controlled illumination, and outlets.
- 17.1.14. Food service.** A teachers' dining room of adequate size was not provided.
- 17.1.15. Health service units.** The following items were not available: A health service unit available of adequate size (250-400 ft²), health service equipment and furnishings, curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine

chest, refrigerator with locked storage, desk and chair, and a locked medication box, etc.

Other issues

1. Exhaust fans in the main hallway boys' and girls' rest rooms on the K-4 and 5-8 wings were not operating.
2. Excessive carbon dioxide levels were detected in the classrooms and the outside air dampers on the classroom Heating, Ventilation, and Air Conditioning (HVAC) appeared not to be open enough to allow adequate ventilation.
3. A ceiling tile was missing in the food storage room, which could allow dirt and other contaminants to enter the food storage room.
4. A HVAC unit above the ceiling in the food storage room was freezing causing water to damage a ceiling tile and fall down into the storage room.
5. There is not enough draw on the dishwasher exhaust fan due to the damper not being adjusted properly. The dishwasher exhaust fan switch is located in another room and not within sight of the equipment.
6. The covers on the thermostats and classroom HVAC units were not secured which allowed easy access to the system controls. To allow the HVAC to operate as designed, the controls should be set and left alone. The thermostat and unit covers should be locked.

Williamson Middle School

- 17.1.1. School location.** The site was not adequate in size for the school enrollment and not large enough for future expansion. Playground recreational areas were not separated from streets and parking or well-equipped and appropriate for the age level.
- 17.1.5. Library/media and technology center.** The Library/Resource Center lacked newspapers, pamphlets, recordings, and tapes.
- 17.1.10. Specialized instructional areas.** The art rooms did not have mechanical ventilation or black-out areas. The music area did not have acoustical treatment, recording devices, or a stereo sound system. The physical education facility did not have a display case, bulletin board, and record player.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have gas or darkening provisions.
- 17.1.14. Food service.** The food service area did not have a locker/dressing room.
- 17.1.15. Health service units.** The health service unit was not adequate in size or furnishings: Curtained or small room with cots, bulletin board, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair were not available.

Other issues

1. The Heating, Ventilation, and Air Conditioning (HVAC) units for the gymnasium were off while students were present.

2. The supply fans on the HVAC were not operating while students were present and levels of carbon dioxide were elevated in most classrooms.

Matewan Middle School

- 17.1.1. **School location.** Playground recreational areas were not separated from streets and parking or well-equipped and appropriate for the age level.
- 17.1.8. **Grades 1-12 classrooms.** The storage in classrooms Number 2 (Computer Laboratory), Number 11 (Art), and Number 12 (Mathematics) was inadequate. Classroom Number 7 (Music) did not have a computer.
- 17.1.10. **Specialized instructional areas.** Art facility storage was inadequate. The following materials and equipment were inadequate: Counselor space, display facilities, mechanical ventilations, a ceramic kiln, and black-out areas.

The music facility area was inadequate, not located away from quiet areas of the building, did not have adequate storage, and did not have a podium and acoustical treatment.

The physical education facility did not have provisions for two or more teaching stations and a display case.
- 17.1.11. **Grades 6-12 science facilities.** The following science equipment and materials were inadequate: Sink, hot and cold water and gas; ventilation furnace hood, and demo table; laboratory work space at 2.5 linear ft./student with sink, water, gas shut-off, and adequate storage.
- 17.1.12. **Grades 7-12 auditorium/stage.** The middle school stage (shared with Matewan High School) was not located to have convenient access to language arts and music instruction/areas and close to seating.
- 17.1.15 **Health service units.** A locked medication box was located in a special education room. The health service unit lacked a curtained room or a small room with cots.

Other issues

1. The roof leaked in the girls' locker room.
2. The roof leaked and water damage was noted on the ceiling and walls between the old and new wings.
3. Supply fans were set to the AUTO mode in all classrooms and numerous rooms have elevated carbon dioxide.
4. The storage room in the Grade 7 science room was very dirty.

Burch High School

- 17.1.11. **Grades 6-12 science facilities.** Science facilities did not have an exhaust system and was not isolated to keep odors from the remainder of the building.
- 17.1.15 **Health service units.** A health service unit was not available with adequate size (250-400 ft²) or have a refrigerator with locked storage.

Other issues

1. Supply fan on kitchen hood did not operate.
2. Dishwasher fan did not operate.
3. Exhaust fans did not operate in the first floor and second floor boys' rest rooms.
4. The hallway clock had exposed low voltage wiring.
5. High carbon dioxide levels in classrooms and annexes.
6. The junction box above the ceiling had exposed wiring.
7. Cover on the thermostat to hallway heater was missing.
8. Auditorium clock had exposed wiring.
9. Auditorium ceiling leaked causing stained ceiling tiles and mold growth.
10. Heating, Ventilation, and Air Conditioning (HVAC) leak was destroying flooring on both sides of the stage in the auditorium.
11. Second floor storage closet attic had exposed electrical wiring.
12. Second floor storage closet had a water leak.
13. Science storage area was very messy.
14. Eyewash valve did not work.
15. Roof top refrigeration units located on the second floor had an access panel missing and exposed wiring.
16. Carbon dioxide levels were elevated in the science room..

Gilbert High School

- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln.
- 17.1.11. Grades 6-12 science facilities.** The science facility did not have AC and DC current and a vacuum.

Other issues

1. The supply fans on the Heating, Ventilation, and Air Conditioning (HVAC) equipment were not operating while students were present and there were elevated levels of carbon dioxide in most classrooms.
2. The propane supply to the science rooms had been disconnected.

Matewan High School

- 17.1.10. Specialized instructional areas.** The physical education facilities lacked a drinking fountain.
- 17.1.12. Grades 7-12 auditorium/stage.** The auditorium/stage facilities are shared with Matewan Middle School and were not located to have convenient access to language arts and music instructional areas and close to seating.

17.1.14. Food service. The food service area is shared with Matewan Middle School. It lacked a bulletin board.

17.1.15 Health service units. The health service unit lacked curtains or small rooms with cots. A locked medication box was located in a special education room.

Other issues

1. Benches were bent, broken, and lying on the ground.
2. Once through water system was used for the condensing units of the freezer and refrigerator.
3. Exit lights were out throughout the facility.
4. Air fresheners were being used in the Home Economics room.
5. Several ceiling tiles were missing in the science storage room.
6. Outside air supply to classrooms was insufficient as required by Policy 62.00
7. The exhaust fan did not operate in the science room storage room.
8. Fire extinguishers were not being checked monthly by school staff.
9. Exhaust vents in the custodian's closet were not working and were painted over.
10. There is no policy for energy management.
11. The pneumatic control air compressor is missing the fan belt guard.
12. Hot water expansion tank was flooded.
13. There are signs of vandalism in the boys' shower room.
14. There are molded ceiling tiles in the main hallway.

Williamson High School

17.1.1. School location. The school site did not have the appropriate size for students and was not large enough for future expansion. Recreational areas were not well-equipped and appropriate for age level

17.1.5. Library/media and technology center. The Library/Resource/Media Center lacked newspapers, recordings, tapes, and other materials.

17.1.10. Specialized instructional areas. The art facility did not have a ceramic kiln or black-out areas. The music facility did not have recording devices, a stereo sound system, or acoustical treatment.

17.1.11. Grades 6-12 science facilities. Science facilities were not located with easy access to outdoor activities, were not isolated to keep odors from the remainder of the building, and did not have darkening provisions.

17.1.12. Grades 7-12 auditorium/stage. The high school auditorium did not have space for an orchestra or broadcast capabilities.

17.1.13. Grades 7-12 school site vocational. The business education all purpose facilities lacked room darkening provisions. The business education instructional space did not have a display and map rail, and a worktable/work counter. The following vocational

education courses offered at Williamson High School lacked adequate space and facilities: Co-op; marketing; agricultural education, industrial, and technical.

17.1.14. Food service. The food service area did not have a locker/dressing room.

17.1.15 Health service units. A health service unit was not available. The following equipment and furnishings were inadequate: Curtained or small rooms with cots, bulletin board, scales, medicine chest, refrigerator with locked storage, work counter, and desk and chair.

Other issues

Once 1200 students attended Williamson High School, now the official enrollment is 161. It is a challenge to operate a large building for this low enrollment and provide a thorough and efficient education.

The Team reported that the following facility conditions affected efficient and economical provisions of a high quality education for all students.

1. Some areas of the school are not accessible to individuals with limited mobility. These included the: Art Room, Cafeteria, and Board Room.
2. The exhaust fan in the boys' and girls' rest rooms did not operate.
3. The exhaust fan in the main boys' rest room did not operate.
4. The gymnasium Heating, Ventilation, and Air Conditioning (HVAC) units were not operating while students were present.
5. Exhaust fans in the boys' and girls' locker rooms were not operating.
6. The supply fans on the HVAC equipment were not operating while students were present and elevated levels of carbon dioxide were prevalent in most classrooms.
7. The HVAC system did not have outside air capabilities in Room 204 and carbon dioxide levels were elevated in the classroom.
8. All pneumatic damper linkages had been unhooked on the kitchen and cafeteria HVAC units.
9. A boiler burner section showed signs of failure and needed immediate attention.
10. The support stand for the domestic water piping was severely rusted and needed to be replaced.
11. Pipe hangers on the hot water and makeup water piping had been disconnected.
12. Low efficiency air filters were being used in the kitchen and cafeteria HVAC units.
13. The exhaust fan in the science storage did not operate.

Tug Valley High School

Other issues

1. The #2 domestic hot water heater had a water leak and needed maintenance.

2. The boys' and girls' rest room exhaust fans in the main hallway and locker rooms were not operating.
3. Ceiling tiles in the band room and the mathematics' hallway wing were stained.
4. Stained ceiling tiles were caused by HVAC equipment leaks in the auditorium stage.
5. Several classroom floors were marked from movement of the students' chairs.
6. The science chemical storage room did not have an exhaust fan.
7. The hallway air-handling unit was using an inefficient ASHRAE 15% dustspot efficient filter and the classrooms were using a 5% wire mesh filter.
8. Classrooms had excessive carbon dioxide levels and many of the classroom HVAC units were turned off at the switch.
9. Electrical breakers were off on the kitchen hood exhaust fans and the dishwasher fans during the after hours visit. To prevent shorter life expectancy of the electrical equipment, the fans should be operated with the appropriate switches.

Mingo County Vocational-Technical Center

Other issues

1. The supply fans on the Heating, Ventilation, and Air Conditioning (HVAC) equipment are not operating while students are present and there were elevated levels of carbon dioxide in most classrooms.
2. The water-damaged ceiling has not been repaired from the domestic water piping leaks in the classrooms. There are numerous stained ceiling tiles throughout the facility.

Mingo County

Other issues

1. The Team recommended that the county implement a standardized work order system that is capable of tracking and sorting work orders from all departments.
2. The Team recommended that the county implement a preventive maintenance program for all mechanical equipment in the schools.
3. The Team recommended that the county contact a competent water treatment vendor to begin an effective water treatment program at each school that uses water as a heat transfer medium. The program should utilize biocides to prevent microbiological growth and scale/corrosion inhibitors to prevent the formation of scale and rust in the system piping and equipment. Side stream filters are also recommended on all closed loop water systems. Recommendations on water treatment companies can be given through the West Virginia Department of Education (WVDE) Facilities Department.
4. The Team recommended that the county monitor the status of the Heating, Ventilation, and Air Conditioning (HVAC) equipment on a daily schedule. The installation of building automation systems in the facilities would prove very beneficial for this purpose.

5. The Team recommended that the controls on all units that supply outside air to the classrooms run continuously while students are present. Educate the county energy manager and school staff members on the proper operation of the HVAC controls at each location to maintain adequate outside air ventilation and improved indoor air quality. The installation of building automation systems in the facilities could prove to greatly enhance the efficiency and effectiveness of the HVAC systems in the schools.

NOTICES RENDERED OF IMMINENT/HEALTH HAZARD

Gilbert PreK–6 School

1. Hallway by A107 - Exposed buss bar in breaker box.
2. Hallway by A215 – Exposed buss bar in breaker box.
3. South stairwell – Smoke detector covered.
4. Heating, Ventilation, and Air Conditioning (HVAC) control and motors not secured at access doors.

Williamson Middle School

1. Art Room – Heating, Ventilation, and Air Conditioning (HVAC) ventilator exposed/electrical control.

Matewan Middle School

1. Mechanical Room – Exposed electrical heater.
2. Gymnasium Boys' Locker– Electrical panel exposed.
3. Gymnasium Boys' Locker – High voltage thermostat cover missing.
4. Gymnasium Girls' Locker - High voltage thermostat cover missing.
5. Mechanical Room – Exposed buss bar. **ASAP** – Immediate attention.

Burch High School

1. Auditorium – High voltage exposed.
2. Ceiling tile has mold from water leak.

Matewan High School

1. Exit from Gymnasium - Blocked exit by crash bar hold.
2. Fire extinguishers throughout – Not inspected on routine basis.
3. Mechanical Room – Guard missing on air compressor.
4. Room 119 Chemistry – Safety shower blocked.

Williamson High School

1. Chemistry storage – Broken glass, clutter, fire hazard.
2. Gymnasium's Exit not available because crash bar missing.
3. Boys' Locker Room – High voltage wires exposed.
4. Cafeteria – High voltage (220 v) panel with exposed buss bar.
5. First floor Boiler Room - Water boiler electrical mechanical/possible asbestos.

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.

LEADERSHIP

The Mingo County Board of Education that was seated commencing July 1, 2004, appears to be operating in a confused, dysfunctional manner that impedes the leadership function for which it is responsible (Reference Board minutes 7/1/04 – 12/31/04). Personnel agenda delays, rescinding of motions, bickering over legality of meetings, lack of correct parliamentary procedure, confusion over minutes and attempts to undo prior actions, and indecisiveness create a contentious climate of instability. Fiscal restraint should be exercised by the Mingo County Board of Education in view of expenditures substantially outstripping revenues for the past two year. Increasing the employment term for cooks and the addition of an extra supervisor appear to run counter to the need for fiscal leadership. Even the discussion of addition of days to the employment term of a class of employees as revealed by minutes is an improper use of executive sessions.

The failure of the Mingo County Board of Education to move forward with prior commitments relative to implementation of the Comprehensive Educational Facilities Plan (CEFP) may have precedence but is extraordinary in view of declining enrollment, financial jeopardy, aging buildings, inefficient and inadequate curriculum delivery particularly at the high school level, taken together with the fact that funding is available for a facility that would make available a curriculum and program that would meet the definition of a thorough and efficient school system. Mingo County has more schools than are needed based upon their enrollment and budget. Currently, Mingo County Schools has a serious deficiency in providing a thorough and efficient education based on the Education Performance Audit, but an even worse crises looms in terms of facilities, curriculum, and budget given the projected continuing enrollment decline coupled with less State aid to support personnel and other costs.

A review of the Board minutes leads to a conclusion that the Board is very vulnerable, instable, and reactionary. Leadership at the Board level is in serious need of development.

RECOMMENDATION TO WEST VIRGINIA BOARD OF EDUCATION

The Office of Education Performance Audits recommends that Mingo County be placed on Nonapproval status. Extraordinary circumstances are present in the areas of curriculum and instruction, facilities, finance, leadership, and compliance with policies of the West Virginia Board of Education that impact the provisions of an appropriate educational program. Unsafe facility issues have also been found and reported to other regulatory agencies. Many of the conditions present were cited prior to the intervention by the West Virginia Board of Education in 1998-2002. Delaying the intervention for any period of time would not be in the best interest of the students of the county school system.

SECTION VI

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
54-101 Lenore K-8 School	Accreditation	6.1.4; 6.1.7; 6.1.12; 6.2.3; 6.4.1; 6.6.3; 6.7.2		
54-207 Dingess Elementary	Accreditation	6.1.6; 6.1.7; 6.1.12; 6.2.3; 6.4.1; 6.8.1		
54-208 Gilbert Pre K-6	Accreditation	6.1.12		
54-221 Riverside Elementary	Accreditation			
54-222 Matewan Elementary	Accreditation			
54-223 Kermit Area (K-8)	Accreditation	6.1.4; 6.1.5; 6.1.7; 6.1.10; 6.1.12; 6.1.13; 6.2.2; 6.7.2		
54-402 Williamson Middle	Accreditation	6.1.2; 6.1.5; 6.1.6; 6.1.11; 6.2.3; 6.4.1; 6.5.2		
54-403 Matewan Middle	Accreditation	6.1.2; 6.1.5; 6.1.6; 6.1.7; 6.1.9; 6.1.12; 6.2.3; 6.4.1; 6.6.3; 6.7.2		
54-404 Burch Pre K-6	Accreditation	6.1.9		
54-501 Burch High	Accreditation	6.1.2; 6.1.8; 6.1.9; 6.1.10; 6.1.13; 6.2.4; 6.7.2		
54-502 Gilbert High	Accreditation	6.1.2; 6.1.7; 6.1.12; 6.2.2; 6.2.3; 6.2.4; 6.4.1; 6.6.3; 6.7.2		
54-505 Matewan High	Accreditation	6.1.2; 6.1.4; 6.1.8; 6.1.9; 6.1.10; 6.2.4; 6.4.1		

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
54-506 Williamson High	Accreditation	6.1.7; 6.1.8; 6.1.9; 6.2.4; 6.4.1; 6.6.3; 6.7.2		
54-507 Tug Valley High	Accreditation	6.1.1; 6.1.5; 6.1.7; 6.1.8; 6.1.9; 6.1.10; 6.1.12; 6.1.13; 6.2.2; 6.2.3; 6.2.4; 6.6.3		
54-701 Mingo County Vocational-Technical Center	Accreditation	6.4.1		