



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

MINGO COUNTY EXTENDED LEARNING CENTER

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Mingo County Extended Learning Center/Alternative Education Class in Mingo County was conducted May 21, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits – Allen D. Brock, Coordinator

SCHOOL PERFORMANCE

This section presents the Education Performance Audit Team's findings.

54 MINGO COUNTY

Randy Keathley, Superintendent

102 MINGO COUNTY EXTENDED LEARNING CENTER ALTERNATIVE EDUCATION CLASS

Thomas Hoffman, Principal

Grades 05-12

Enrollment: 8

The Mingo County Alternative class, located at the Mingo County Extended Learning Center, in Delbarton, serves students in Grades 5-12 who, through disciplinary actions, have been excluded from their home school. The class serves all of the middle and high schools in Mingo County.

The class has one teacher, who is not certified to teach the class; however, the position has been posted numerous times with no one fully certified to teach the class applying. The class currently has eight students enrolled in the class, with a cap of 15. Of the eight students, four students are special education students. The special education students are provided transportation to the classes, while the general education students are not provided transportation unless they live along the route that the special education student bus travels. Student placement in the class is normally 10-20 days, unless student behavior deems longer placement is necessary. Less than five percent of the students are repeat offenders. Enrollment in the class for the 2011-2012 school year was comprised of 39 students throughout the entire school year. Enrollment for the 2012-2013 school year, as of May 21, 2013, was 61 students. When asked about the higher number during the current school year versus last school year, the director of the program stated that the limit of 10-20 day stay at the facility was the reason. More fluidity in enrollment and departure from the class allowed for greater numbers of students to be served through the program.

In order for a student to be placed into the program, the principal at the home school has to make an official referral. This is Phase III of the process, with Phase I and Phase II being identifying and monitoring the student behavior. Once Phase III has been reached, the principal submits a completed referral form, indicating the types of behaviors and consequences that had led to the referral. The program director reported that the main reason for a majority of the students being referred to the program was habitually violating school rules.

Once enrolled in the class, the major focus is to educate the students about proper behavior and school expectations. This is done through counseling methods and through the computer program, Alternative Behavior Educator (ABE). This is a program in which the student is given lessons that directly relate to the behavior exhibited by the student that led to the student being enrolled in the class.

Instruction in the class is composed of computer programs of educational value to the students at their individual grade level, and work provided by teachers from the student's

home school and the alternative educator. West Virginia 21st Century content standards and objectives (CSOs) are addressed, and grades for assignments are returned to the student's home school for teachers to record. The alternative education teacher accesses Edline to ensure that the lessons are consistent with the instruction that is occurring at the student's home school. The alternative education teacher receives all special education student individualized education programs (IEPs) and ensures that the requirements are met.

Once the 10-20 day enrollment is over, or the amount of time required to modify the student's behavior to acceptable levels, a meeting is held to discuss the required behavior in the home school with the student and parents, then the student is returned to his/her home school. The Mingo County Central Office provides follow-up visits with the student and building principal to ensure that the student is progressing in an acceptable manner.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

This does not apply to Extended Learning Centers.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

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 Matewan Middle School 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.

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

Upon entering the program, the principal and teacher evaluates the educational level of the student and develops an educational plan for the student. Consisting mainly of computer programs, the student is provided challenging educational packages that will increase knowledge and address the Next Generation Standards. There is a close communication with the student's home school, counselors, and administrators to fully address the particular needs of the student that resulted in the placement in the alternative education class. Monitoring and follow-up visits are made upon the student returning to his/her home school to ensure continued success.

Building Capacity to Correct Deficiencies

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

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

The Mingo County Extended Learning Center Alternative Education Class has demonstrated the capacity to provide a high quality, challenging curriculum to students. There was a low percentage (less than 5 percent) of students who were repeatedly placed in the program, which indicates that the behavior issues have been successfully addressed and modified to the point that the student is more successful in the home school. A review of student records, student grades, and the programs policies and guidelines by the Team revealed that the program is well-developed and efficient. There are clear guidelines as to the behaviors that would lead to a student being placed in the class, the requirements of the class for students, and the exit procedures.

Identification of Resource Needs

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

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities

which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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.

The Mingo County Extended Learning Center Alternative Education Class was well-organized and was meeting the needs of the students. Each student is fully evaluated upon entry to the program in the areas of educational needs, behavioral needs, and any other areas of concern. The teacher and principal do an ongoing self and program evaluation to ensure that the program is running efficiently and effectively. The lines of communication between the alternative education class and the individual student's home school are clear and effectively meet the needs of the student.