



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL**

**MINGO COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Mingo Central Comprehensive High School in Mingo County was conducted March 19, 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 Team Chair – Allen D. Brock, Coordinator

### TEAM MEMBERS

Name	Title	School/County
Barry W. Crist	Principal Institute of Technology	Fayette Institute of Technology Fayette County
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County
Velvet C. Kelly	High School Assistant Principal	Wayne High School Wayne County
Carrie B. Reeves	High School Assistant Principal	Sherman High School Boone County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh County
Dr. Brenda H. Wells	Director	Braxton County
Thomas N. Wood	General Supervisor	Marshall County

## **SCHOOL PERFORMANCE**

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

### **54 MINGO COUNTY**

Randy Keathley, Superintendent

### **508 MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL – New School**

Deborah Harris, Principal

Grades 09-12, 770 (2<sup>nd</sup> month 2011-2012 enrollment report)

## **Exempt From NCLB**

<b>NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2012-2013</b>			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Mingo Central Comprehensive High	7	11	2

Source: Course information provided by principal Mingo Central Comprehensive High School.

**Advanced Placement Courses Offered and Students Enrolled:** AP® English Language 11 (51), AP® English Literature 12 (19), AP® Calculus (8), AP® Chemistry (10), AP® Psychology (39), AP® US Government and Politics (49), AP® US History (43).

**Honors Courses Offered and Students Enrolled:** Honors World Studies (51), Honors Pre-Calculus (23), Honors Physical Science (48), Honors Physics (3), Honors English Language Arts 9 (45), Honors English Language Arts 10 (48), Honors Chemistry (33), Honors Biology (45), Honors Geometry (22), Honors Trigonometry (54), Honors US Studies (44).

**College Credit Courses Offered and Students Enrolled:** Biology (7), Algebra III (5).

<b>ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)</b>					
Mingo Central Comprehensive High	2007-08	2008-09	2009-10	2010-11	2011-12
10 <sup>th</sup> Grade Test Takers (%)	NA	NA	NA	NA	0.0%
11 <sup>th</sup> Grade Test Takers (%)	NA	NA	NA	NA	0.0%
12 <sup>th</sup> Grade Test Takers (%)	NA	NA	NA	NA	8.8%
Test Takers (#) with a score of 3 or higher	NA	NA	NA	NA	0.0%

\*NA – Not Available.

Mingo Central Comprehensive High School must continue to investigate means to increase the number of students taking the Advanced Placement Test and the number of students scoring 3 or higher.

<b>ESTIMATED COLLEGE GOING RATE FALL 2012</b>		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Mingo County	275	47.6%
Mingo Central Comprehensive High	159	49.1%

Source: West Virginia College Going Rates By County and High School Fall 2012,  
West Virginia Higher Education Policy Commission.

Due to Mingo Central Comprehensive High School being a new school, there was no data for students enrolling in developmental mathematics and/or English.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
Mingo County	104	37	35.58%	56	53.85%
Mingo Central Comprehensive High	NA	NA	NA	NA	NA

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

**Mingo Central Comprehensive High School was exempt from NCLB as it was a new school.**

The following professional development and/or training opportunities were provided as reported by the principal.

1. West Virginia State Technology Online Conference.
2. Beginning Classroom Management.
3. AP® Calculus and Psychology Training.
4. West Virginia Department of Education Career and Technical Summer Institute.
5. Carnegie Learning.
6. Teacher Leadership Institute.
7. One-to-One Technology Institute.
8. Schoolwide Positive Behavior Support.
9. Crisis Prevention Intervention.
10. Next Generation Standards.
11. 2012 Teachers' Academy.
12. Principals' Academy.
13. West Virginia Board of Education Policy 4373.
14. WESTEST2 Data Analysis.
15. Sondag Reading Program.
16. Read 180.
17. Edline and Gradequick.
18. Utilization of Effective Strategies.
19. Developing Professional Learning Communities.
20. Suicide Prevention.
21. Understanding the Nature of Poverty.
22. Alternative Behavior Education.
23. Webtop/Google Sites.
24. Online Prevention and Safety.
25. Digital Storybook.
26. Splashtop.
27. Study Island.
28. Instructional Practices Inventory.
29. Florida Technology Conference.
30. NASA – Lunar Recon.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The school learning environment was safe, clean, nurturing, and conducive to the learning process. With this being the school's second full year in operation, the building was immaculately clean and showed evidence of excellent student pride. All students interviewed reported to feel safe and valued by the staff and that their education was the main priority of the staff.
- 7.1.7. **Library/educational technology access and technology application.** The Team commended the extensive technology being used buildingwide. One-to-one computer usage was reported and observed. Laptop computers were issued to each student and the school had four stationary computer laboratories. Additionally, Smartboards, Elmos, and other forms of technology were being used throughout the school.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. Curriculum

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

A majority of the teachers who taught multiple classes of the same subject kept the classes on the same pace. This practice did not allow for individual student or class differences.

Two physical education teachers did not challenge students. Minimal to no instruction was occurring and one of these teachers was walking around the gymnasium drinking from a water bottle during class time. The Team did not see any West Virginia 21st Century content standards and objectives (CSOs) addressed, a great deal of instructional time was lost, and high expectations for students were not exhibited.



The school was using students as office aides. This practice did not exhibit high expectations for students and did not provide a challenging curriculum.

Names of students who had noon detention were called over the intercom at the beginning of the lunch period. This did not exhibit high expectations for all students and was a violation of student confidentiality.

### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

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

Tobacco use was evident in student rest rooms. The Team observed evidence of smokeless tobacco use and also detected the smell of smoke.

## 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 Central Comprehensive High 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.**

The principal and staff of Mingo Central Comprehensive High School had conducted a review of the school's needs, both academically and socially, and had implemented high quality professional development to address them. A thorough analysis of formal and informal student data had been conducted and the curriculum had been adjusted to eliminate any areas of weakness. Teachers reported extensive support from the building level administrators and the Mingo County Central Office staff.

### **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 Mingo Central Comprehensive 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 Team determined that Mingo Central Comprehensive High School had the capacity to correct the deficiencies found. However, the principal must ensure that high quality instruction occurs in all classes.

### **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*)

**Mingo Central Comprehensive High School is a new facility.**

### **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 principal and staff of Mingo Central Comprehensive High School discussed methods to review formal and informal data and clearly articulated the methods used to determine what steps they would take to adjust the curriculum to meet the students’ needs. The teacher leadership teams were working effectively to coordinate the different departments and were utilizing student data as the basis for all curricular decisions.