



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MINGO CENTRAL COMPREHENSIVE HIGH SCHOOL

MINGO COUNTY SCHOOL SYSTEM

JULY 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mingo Central Comprehensive High School in Mingo County was conducted March 19, 2013.

A Follow-Up Education Performance Audit was conducted May 6, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and observed classrooms and found evidence the faculty adjusted lesson plans to address individual student needs. The physical education teachers improved instruction and physical education activities met West Virginia 21st Century Content Standards and Objectives. Classes began on time, all students participated, and instruction filled the class period.

The school no longer permitted students to serve as office aides. The procedure used to notify students serving noon detention had been changed. Names of students were sent to teachers by email and teachers privately informed students to report for noon detention.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The school implemented new rules designed to reduce/eliminate student tobacco use. Teachers monitored rest rooms during the times students were not in class. The school implemented a “five minute rule” which did not allow students to be excused from class during the first five minutes or last five minutes of class, eliminating those opportunities to use tobacco when teachers had to be back in class. The school counselor worked with students who violated the no tobacco rule. The school Prevention Resource Officer (PRO) wrote tickets to students violating the tobacco policy and the students had to appear in court. The Team did not find evidence of tobacco use in the rest rooms.

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.

FOLLOW-UP REVIEW

Mingo Central High School had a new principal this year who continued the excellent practices identified above. Data analysis continued and the staff worked together to improve conditions at the school.

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.

FOLLOW-UP REVIEW

The new principal monitored instruction through lesson plan reviews, classroom observations, teacher conferences, and classroom walkthroughs. Deficiencies cited in the Education Performance Audit Report had been addressed and corrected.

Early Detection and Intervention

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

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.

FOLLOW-UP REVIEW

These practices continued at Mingo Central High School.

Education Performance Audit Recommendation

Based upon the results of the Follow-up Education Performance Audit, it is recommended and a motion is requested to approve the report.