



EDUCATION PERFORMANCE AUDIT REPORT

FOR

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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SECTION I

MINGO COUNTY SCHOOL DISTRICT

INTRODUCTION

The Office of Accreditation and Recognition, West Virginia Department of Education, conducted an on-site review of the Mingo County School System during the period October 5 through October 10, 1997. On January 8, 1998, the West Virginia Board of Education reviewed the report and unanimously determined that extraordinary circumstances may exist in the Mingo County School System.

On February 13, 1998, the West Virginia Board of Education unanimously approved an Intervention Agreement with the Mingo County Board of Education to be signed at a special session of the State Board and the Mingo County Board of Education.

The Intervention Agreement was executed by the West Virginia Board of Education and the Mingo County Board of Education at the February 24, 1998, State Board meeting. The Intervention Agreement set forth the areas in which the West Virginia Board of Education would intervene in the Mingo County School System. It also called for the limited intervention to end on June 30, 2002. Pursuant to W.Va. Code §18-2E-5, the West Virginia Board of Education declared that a state of emergency existed in the school system and voted to confer Nonapproval status on the Mingo County School System.

On April 18 through April 19, 2000, the Office of Education Performance Audits conducted a follow-up audit to verify correction of the noncompliances identified during the original on-site review in October 1997. A report was presented to the West Virginia Board of Education at its July 13, 2000, meeting and the State Board voted to continue Nonapproval status for the Mingo County School System and to continue the intervention.

On November 27, 2002, the Office of Education Performance Audits conducted a second follow-up audit to verify correction of the remaining noncompliances that had not been corrected by the Mingo County School System. At its December 11, 2002, meeting, the West Virginia Board of Education received the report and voted to confer Temporary Approval status upon the Mingo County School System and to return complete control of the operation of the Mingo County School System to the Mingo County Board of Education effective December 11, 2002.

As a result of official complaints to the State Board regarding the failure of the Mingo County Board of Education to implement its Ten-Year Comprehensive Educational Facilities Plan (CEFP), a negative financial trend, and limited high school curriculum offerings, the West Virginia Board of Education voted to direct the Office of Education Performance Audits to conduct a performance audit of the Mingo County School

September 2013

System. An Education Performance Audit of the Mingo County School System was conducted January 10 through January 14, 2005. The audit report was presented to the West Virginia Board of Education at the February 9, 2005, regular meeting. Based upon the results of the Education Performance Audit, the West Virginia Board of Education declared that a state of emergency existed in the school system and voted to issue Nonapproval status to the Mingo County School System. The State Board deferred action on intervening into the operation of the Mingo County School System to allow its members time to fully review the audit report.

The West Virginia Board of Education held a special meeting February 15, 2005, to discuss and take action regarding the Mingo County School System. At the February 15, 2005, meeting, the State Board voted unanimously to re-intervene into the operation of the Mingo County School System.

Pursuant to the direction of the West Virginia Board of Education, the Office of Education Performance Audits conducted an audit of the Mingo County School District and the schools March 17 through 22, 2013, to assess the system's progress in alleviating the aforementioned conditions that resulted in the re-intervention.

The Education Performance Audit Team interviewed the Mingo County Board of Education president and all members of the board of education, school district personnel including the superintendent, the director of personnel, finance official, finance employees, director of secondary education, director of elementary education, and other county office personnel. The Team examined documents including the Mingo County Five-Year Strategic Improvement Plan; agendas, minutes, and transcripts of meetings of the Mingo County Board of Education; personnel documents; personnel evaluations; the school system policy manual; regulatory agency reviews, i.e., financial audit, the Comprehensive Educational Facilities Plan (CEFP), etc.; and letters, faxes, electronic information, and materials of interest to the Education Performance Audit.

This report describes the Education Performance Audit Team's assessment of progress made by the Mingo County School System in meeting the requirements for the county school system to assume local control.

EDUCATION PERFORMANCE AUDIT TEAM

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

NAME	TITLE	COUNTY	CATEGORY
Denise White	Coordinator	Office of Instruction WV Dept. of Education	AYP/Five Year Strategic Plan/ High Quality Standards
Charlene Colburn	Director, Title I and Title II	Lincoln County Schools	AYP/Five Year Strategic Plan/ High Quality Standards
Carroll Staats	Consultant	OEPA	Evaluation/Administrative Practices
Charles Callison	Consultant	OEPA	Policies
Dr. Teddi Cox	Consultant	OEPA	Leadership
Delores Ranson	Consultant	OEPA	Personnel/Hiring/ Internship
Amy Downey	Treasurer/Chief School Business Official	Roane County Schools	Finance
Carla Horn	Treasurer/Chief School Business Official	McDowell County Schools	Finance
Ken Hughart	HVAC Technician	Office of School Facilities WV Dept. of Education	Facilities

EXEMPLARY PROGRAMS AND PRACTICES

The Office of Education Performance Audits is responsible for identifying exemplary schools and school systems and best practices that improve student, school, and school system performance, and for making recommendations to the State Board for recognizing and rewarding exemplary school and school systems and promoting the use of best practices. The Education Performance Audit Team reported the following exemplary programs/practices during the on-site visit.

1. 7.1.7. Library/educational technology access and technology application.

Title Robotics Initiative

Description of Program

Students and teachers involved in robotics visit local elementary schools, give demonstrations, and offer explanations of how robotics works. As a result, Lego teams have been formed across the county at Matewan Middle School in partnership with Kermit K-8 School and at Gilbert Middle School. The county team joined with Team 337 at the State level to make a presentation at the West Virginia Technology Conference about FIRST, an international robotics competition billed as “Varsity Sport for the Mind.”

After the consolidation of four county high schools in 2011, students and sponsors decided to form two teams, one at Tug Valley High School and one at Mingo Central Comprehensive High School. Both teams continue to grow and compete individually and together.

The two county high schools communicate and collaborate through a common interest in robotics. Recently, a computer component was printed on the Dimension uPrint Plus 3D printer at Mingo Central Comprehensive High School for the Tug Valley High School team. A Tug Valley High School student designed the part on CAD software and sent the printable file to the Mingo Central Comprehensive High School instructor, Thomas Bane, who printed the part. After some test runs, students decided to alter their original design and requested two additional parts from the 3D printer.

Mingo County School District's robotic programs and teams have grown over the past decade and have been active in the growing world of robotics. Under the guidance of Rick Meade and Virginia Mounts and supported by funding from NASA, Appalachian Electric Power, and other sponsors; students and teachers began competing in Cleveland, Ohio as a rookie team in 2004. Over the years Team 1249 (locally referred to as the RoboRats) has entered, placed, and won multiple competitions as an individual team and in alliance competition has won industrial design, engineering design, and numerous other awards.

In 2010, robotics regional competitions expanded rapidly and Mingo County began competing in the Smokey Mountain Region and the North Carolina Region, as well as, their home region, Pittsburgh. The team continues to test new drive systems, mechanical devices, and new applications.

Summary of Results

Team 1249 achieved second place in North Carolina's international competition and will advance as captains in the next round. Educational robotics is gaining traction at all levels of the educational system. Observational evidence and success of the program show students learning and applying programming, engineering, higher-level thinking, and collaborating skills. Furthermore, the team has spawned other teams within the county.

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2. 7.2.1 County and School electronic strategic improvement plans.

Goal 3: Wellness

County: Mingo

School: Mingo County Schools

Title: Mingo County Wellness Initiative

Description of Program

The Mingo County School District Wellness Initiative began during the 2007-2008 school year and has continued to expand. During the 2011-2012 school year, it was revealed that breakfast participation rates for the county were very low (31 percent countywide), while the student poverty rate was around 70 percent. Furthermore, alarming data revealed a high incidence of childhood obesity, diabetes, and cardiovascular disease in the county. Mingo County School District committed to implementing the Universal Free Meals Program that included a wellness initiative for scratch cooking in the schools, breakfast initiatives to change where and when students eat breakfast, and the overall wellness of the school environment. All schools implemented the new initiatives in fall 2011. Mingo County School District participated in the Community Eligibility Option (CEO) where all students were provided free lunch and breakfast for the 2012-2013 school year.

The Mingo County Superintendent of Schools and the director of school nutrition and wellness coordinator committed to make overall wellness important to students and staff. Wellness coaches were employed for the 2011-2012 school term and were

charged with motivating students and staff in organizing, implementing, and documenting school wellness activities. The program started with a one year start up grant from the West Virginia Department of Education, Office of Child Nutrition. The program continued during 2012-2013 through county funding. Coaches collaborated with "The Alliance for a Healthier Generation" to gain resources and assistance with planning activities. The wellness coaches and coordinator also developed partnerships with supporting agencies, such as, the American Dairy Association, Mingo County Diabetes Coalition, PEIA Pathways to Wellness, Appalachian Regional Healthcare, and the Tug Valley Roadrunner Club. The coaches organized activities both during and after the school day. As a catalyst for wellness, the coaches energize the school environment. Some schools start the day with a "Jammin' Minute" where students and staff get up and dance to music for a minute. Breakfast is served in the classrooms, hallways, and other places accessible to students to encourage students to eat a healthy nutritious breakfast.

Wellness coaches have specific responsibilities that include meeting several times per year with the Mingo County Wellness Committee. At the end of the school year, they submit Wellness Activity Forms that document the activities organized throughout the school year. Some activities completed by the coaches included: Walk with the Teacher, Walk a Mile in My Shoes, Fitness Friday, Pedometers across the Curriculum, Let's Move, WESTEST Olympics, Hop into the New Year, and WVU Extension Nutrition Education.

Fresh fruits and vegetables are offered to students during the school day. Mingo County participates in the USDA Fresh Fruits and Vegetables Program in six county elementary schools. This program introduces students to fresh fruits and vegetables and an education component exposes students to the fruit or vegetable and they learn where it is grown and the vitamin and nutrient benefit.

Summary of Results

A comparison of the percent of proficient students for the 2010-2011 school year with the percent of proficient students for the 2011-2012 school year showed the following results.

- Elementary School Reading. The percent of proficient students increased 8.1 percent for the all students (AS) subgroup, increased 5.1 percent for the economically disadvantaged (SES) subgroup, and increased 6.1 percent for the special education (SE) subgroup.
- Middle School Reading. The percent of proficient students increased 2.4 percent for the AS subgroup and increased 2.8 percent for the SES subgroup.
- High School Reading. The percent of proficient students increased 1.2 percent for the AS subgroup and increased 2.2 percent for the SES subgroup.

- Elementary School Mathematics. The percent of proficient students increased 14.4 percent for the AS subgroup, increased 13.5 percent for the SES subgroup, and increased 9.6 percent for the SE subgroup.
- High School Mathematics. The percent of proficient students increased 9.0 percent for the AS subgroup and increased 6.6 percent for the SES subgroup.

Mingo County's ACT scores in English improved from 18.7 in 2008 to 19.9 in 2012. ACT reading scores improved from 19.2 in 2008 to 20.1 in 2012. ACT science scores improved from 18.7 in 2008 to 19.3 in 2012.

For the 2011-2012 school year, Mingo County's graduation rate for SES students was 73.64 percent, which was higher than the State graduation rate (63.37 percent) for SES students.

At the end of school year 2011-2012, out of school suspensions were reduced by 143 days, zero student expulsion hearings were held during the school year, attendance was up for the year, and the number of students placed in the Alternative Learning Center decreased.

In comparison for the same time period last year (2011-2012) to this year (2012-2013) (August – February), Mingo County had 195 fewer incidents resulting in out-of-school suspension.

All Mingo County Schools were recognized by the United States Department of Agriculture (USDA) in June of 2012 for being Healthier US School Challenge Bronze Level Recipients. The Healthier US School Challenge (HUSSC) is a voluntary certification initiative to recognize schools participating in the National School Lunch Program that have created healthier school environments through promotion of nutrition and physical activity.

Mingo County collaborated this year (2012-2013) with the Mingo County Diabetes Coalition on a 5K run/walk with all Grade 8 students. The "Take 10 Challenge" challenged students to increase their steps to 10,000 per day and increase the consumption of fruits and vegetables to five per day. At the culmination of a four week period, the 5K was held for the students and prizes were awarded. Mingo County School District Transportation Department transported students to the Burch Middle School track for the event. Another collaborative 5K is being planned.

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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).

1. 7.1.1. Curriculum.

Mingo County's Academic Coach Initiative is driven by the county's commitment to provide a cadre of highly qualified teachers who serve as academic coaches for all schools in the county. Seven full-time coaches are in place at the county's elementary schools (all are certified by the Coaching for Learning program); one full-time instructional coach is in place for secondary mathematics. The STEM (Science, Technology, Engineering, and Mathematics) coordinator, contracted through RESA 2, holds a Ph.D. in aero-space engineering and works in many programs across the county's schools. A full-time technology integration facilitator has been in place in the county for several years. Additionally, three part-time coaches serve English/language arts teachers in Grades 5-12. One secondary part-time coach is a former West Virginia Teacher of the Year who has won multiple awards for instructional strategies. Two administrative coaches, contracted from RESA 2, are on-site at the county's middle schools to work with the schools' principals.

Coaches are responsible for: Providing specific and on-going professional development; facilitating training and monitoring the Next Generation Standards; modeling best practices; analyzing, disaggregating, and disseminating data; supporting teachers in creating lessons; locating and recommending instructional resources and strategies; meeting with teachers and administrators to facilitate classroom instruction in areas of need; monitoring formative assessment; and serving as a liaison between the county administrative assistant and county schools.

2. 7.1.2. High Expectations.

The Team commended the Mingo County School District for providing the opportunity for every school-age child who wants and needs dental care to receive it through the "Smiles Mobile Dentist Program". This program is a full-service mobile and in-school dental program that provides services to every county school. Services include a dental examination, cleaning, fluoride treatment, x-rays, sealants, dental education, fillings, baby teeth extractions, and referrals to other dentists if a more serious problem is detected.

This program serves about 15 counties in West Virginia and approximately 250 Mingo County students participated in the program since its inception in November 2012.

3. 7.1.7. Library/educational technology access and technology application.

The Team commended Mingo County's Technology Initiative. All classrooms were equipped with a SmartBoard, digital projector, and document camera. Infrastructure continues to improve to support technology that included: Networks upgraded to 1000 MB; commercial wireless in all schools; e-rate funding of \$900,000; and fiber Internet connections in all schools upgraded from 10 MB to 100 MB in 2012.

Mingo County began implementing the One-to-One Mingo Computer Program in spring 2011, and currently all students in Grades 9-12 are paired with a laptop computer to use during the academic year. Each graduating student receives the laptop computer in which the student has developed a portfolio. This program is planned to be expanded to the middle level grades. Individual school Education Performance Audit Teams observed technology resources being used effectively at all schools throughout the county. The Teams also noted that few, if any, technology malfunctions during the school audit.

4. 7.2.1. County and School electronic strategic improvement plans.

The Mingo County Five-Year Strategic Plan was developed by a committee of educators and community members and communicated districtwide. The plan was well developed and predicated on data and research-based practices.

- Focus on rigor and relevance across all content areas.
- Focus on formative and benchmark assessments across all content areas.
- Implement and monitor the Next Generation Content Standards in mathematics and English/language arts in Grades K, 1, 4, 5, and 9.
- Increase the number of highly qualified teachers in content-specific areas.
- Support for principals and assistant principals in developing leadership strategies to create and maintain high performing schools.
- Continued support of standards-based mathematics program, Investigations in the elementary grades and Carnegie Learning in the middle and high school grades.
- Placement of instructional coaches in each of the elementary schools; contracted English/language arts coaches at the middle and high schools; Carnegie Learning mathematics coach at the middle and high schools; and contracted a Science, Technology; Engineering, Mathematics (STEM) instructional facilitator for all programmatic levels.
- Support a Co-teaching Cohort between the county and RESA 2 to provide training on co-teaching methods for general education, special education, and Title I teachers.
- Continue implementation of Support for Personalized Learning (SPL) at all programmatic levels.

- Expanded extended day/extended year program.
- Specific interventions for identified students - Credit recovery/graduation/dropout prevention coach at high schools.

5. 8.1.5. Personnel.

The superintendent and county personnel office staff were welcoming, cordial, and accommodating. Personnel files and information requested relating to the personnel standards were readily available for the Team to review. The Team observed that this same level of cooperation and kindness was extended to individuals who called or who walked in the personnel office requesting assistance. This type of behavior can help build trust and respect for the personnel office and often plays a big part in employees talking through any problem they might have with the county due to some personnel action in lieu of filing a grievance.

COUNTY PERFORMANCE

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

This section presents the Annual Performance Measures for Accountability and related student performance data. It also presents the Education Performance Audit Team's findings.

5.1. ACCOUNTABILITY.

5.1.1. Achievement.

Adequate Yearly Progress

The No Child Left Behind (NCLB) data for the 2011-2012 school year identified that Mingo County School District did not make adequate yearly progress (AYP). Mingo County failed to achieve adequate yearly progress (AYP) for the last five consecutive years. Chart 1 shows the grade span/assessment and subgroups that did not make AYP. It also shows the percent proficient for each grade span/assessment and subgroup.

All subgroups increased academic performance in reading from 2010-2011 to 2011-2012, except the special education (SE) middle level subgroup declined 5.5 percent. The elementary level SE subgroup improved 6.1 percent and the economically disadvantaged (SES) subgroup improved 5.1 percent. At the middle level, the all students (AS) subgroup improved 2.0 percent, the racial/ethnicity white (W) subgroup improved 1.6 percent, the SES subgroup improved 2.4 percent. The secondary level SES subgroup improved 2.2 percent.

The Team noted that when the performance of these subgroups listed in Chart 1 compared with the 2010-2011 No Child Left Behind (NCLB) data, all subgroups identified below declined in academic performance in mathematics, except the secondary level economically disadvantaged (SES) subgroup improved 6.6 percent. The largest decline in the percent proficient from 2010-2011 data to 2011-2012 data was in the middle school special education subgroup (8.4 percent). The other middle school mathematics subgroups showed a decline ranging from 2.5 percent to 3.7 percent.

Mingo County School District recognized that middle level mathematics needed work and placed administrative coaches in middle schools to improve leadership practices. Targeted professional development in Carnegie Learning for Middle and High Schools was a focus area to improve mathematics achievement.

Chart 1

WESTEST			
GRADE SPAN/ASSESSMENT	SUBGROUP	2011-2012 PERCENT PROFICIENT	2010-2011 PERCENT PROFICIENT
Mathematics – Middle	All Students	36.2%	39.4%
Mathematics – Middle	White	36.5%	40.2%
Mathematics – Middle	Special Education	15.9%	24.3%
Mathematics – Middle	Economically Disadvantaged	29.4%	31.9%
Mathematics – Secondary	Economically Disadvantaged	28.3%	21.7%
Reading – Middle	All Students	40.8%	38.8%
Reading – Middle	White	41.0%	39.4%
Reading – Elementary	Special Education	26.9%	20.8%
Reading – Middle	Special Education	15.9%	21.4%
Reading – Elementary	Economically Disadvantaged	42.2%	37.1%
Reading – Middle	Economically Disadvantaged	34.4%	32.0%
Reading – Secondary	Economically Disadvantaged	27.6%	25.4%

Source: http://wveis.k12.wv.us/NCLB/public_eleven/reptemplate.cfm?cn=999

Chart 2 shows that in the last five years, the number of Mingo County School District's schools identified for not achieving adequate yearly progress (AYP) increased until the 2011-2012 school year when the number of schools declined again. The 2008-2009 data were irregular because the Mingo County flood of May 9, 2009, interfered with the administration of the WESTEST and all schools were counted as having made AYP due to emergency status. Although several members of the central office staff told the Team that there was no specific reason for the drastic increase in the number of schools not achieving AYP in 2011, they said that one member of the central office curriculum staff had been on medical leave for a long period of time and had since left the system. This void in curricular leadership may have been a variable in countywide achievement. The low percentage of schools (28.6 percent) not meeting AYP in 2011 served as a wake-up call for the school system and numerous strategies for reversing the trend were implemented with the 2012 results showing marked improvement (69.2 percent achieved AYP).

Chart 2

NUMBER OF SCHOOLS NOT ACHIEVING AYP		
Year	Number of Schools Not Achieving AYP/Total Schools	Percentage Achieving AYP
2008	2/14	85.7%
2009	0/14	100% **
2010	4/14	71.4%
2011	10/14	28.6%
2012	4/13	69.2%

Charts three through eight provide a comparison of the 2011-2012 Mingo County School District percent proficient in mathematics and reading/language arts and the State percent proficient.

Charts three through five indicated that the 2011-2012 Mingo County School District student percent proficient in mathematics was comparable to the State percent proficient at the elementary level for all subgroups, but below the State at the middle and high school levels.

In elementary school mathematics, the all students (AS) subgroup scored 0.5 percent above the State and the racial/ethnicity white (W) subgroup was close to the State percent proficient, scoring only 0.1 percent below the State. The special education (SE) subgroup scored 5.5 percent above the State and the economically disadvantaged (SES) subgroup scored 4.2 percent above the State percent proficient. The racial/ethnicity black (B) subgroup was not large enough to be reported. The central office staff credited the summer academies for elementary mathematics and book studies on Number Talks for the increase in the mathematics scores for the SES subgroup.

In middle school mathematics, all subgroups scored below the State percent proficient, with the special education (SE) subgroup showing the smallest gap (0.2 percent). The largest gap was in the racial/ethnicity white (W) subgroup (10.9 percent), followed by the all students (AS) subgroup (10.6 percent), and the economically disadvantaged (SES) subgroup (6.7 percent).

High school mathematics showed the same trend as middle school mathematics with all subgroups scoring below the State percent proficient. The all students (AS) subgroup scored 10.2 percent below the State. The racial/ethnicity white (W) subgroup scored 11.1 percent below the State. The economically disadvantaged scored 6.1 percent below the State. The number of students in the racial/ethnicity black (B) and special education (SE) subgroups was not large enough to be reported.

Mathematics results indicated that students in all subgroups at the elementary level were comparable to or above the State and less proficient than the State at the middle and high school levels.

Student assessment performance in reading/language arts (Charts 6, 7, and 8) was higher than the 2011-2012 State percent proficient at the elementary level, but below the State at the middle and high school levels, except the special education (SE) subgroup at the middle level.

All elementary level subgroups scored above the State percent proficient: All students (AS + 0.6 percent), racial/ethnicity white (W +0.1 percent), special education (SE +3.5 percent) and economically disadvantaged (SES +3.2 percent). The racial/ethnicity black (B) subgroup was not large enough to be reported.

Middle school reading/language arts data showed that all subgroups, except the special education subgroup (SE) scored below the State. The SE subgroup scored 1.3 percent above the State. The gaps between the State percent proficient and the Mingo County middle school scores follow: All students (AS) 8.7 percent below, racial/ethnicity white (W) 8.9 percent below, economically disadvantaged (SES) 4.1 percent below. The racial/ethnicity black (B) subgroup was not large enough to be reported.

High school reading/language arts data were similar to that reported at the middle level, with all reported subgroups scoring below the State percent proficient. The largest deficit between the county and State scores was the racial/ethnicity white (W) subgroup at 7.8 percent below the State, followed by the all students (AS) at 7.2 percent below the State, and the economically disadvantaged (SES) subgroup at 4.4 percent below the State. The racial/ethnicity black (B) and the special education (SE) subgroups were not large enough to be reported at the high school level.

Reading language arts results reflected a similar trend in mathematics, with results indicating that students in all subgroups at the elementary level were more proficient than the State and less proficient than the State at the middle and high school levels.

Chart 3

ELEMENTARY MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	50.6%	50.1%
White (W)	50.8%	50.9%
Black (B)	NA	36.3%
Special Education (SE)	34.6%	29.1%
Economically Disadvantaged (SES)	44.2%	40.0%

Chart 4

MIDDLE MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	36.2%	46.8%
White (W)	36.5%	47.4%
Black (B)	NA	34.2%
Special Education (SE)	15.9%	16.1%
Economically Disadvantaged (SES)	29.4%	36.1%

Chart 5

HIGH SCHOOL MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	36.4%	46.6%
White (W)	35.7%	46.8%
Black (B)	NA	36.6%
Special Education (SE)	NA	12.7%
Economically Disadvantaged (SES)	28.3%	34.4%

Chart 6

ELEMENTARY READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	50.4%	49.8%
White (W)	50.6%	50.5%
Black (B)	NA	38.2%
Special Education (SE)	26.9%	23.4%
Economically Disadvantaged (SES)	42.2%	39.0%

Chart 7

MIDDLE READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	40.8%	49.5%
White (W)	41.0%	49.9%
Black (B)	NA	40.2%
Special Education (SE)	15.9%	14.6%
Economically Disadvantaged (SES)	34.4%	38.5%

Chart 8

HIGH SCHOOL READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	36.9%	44.1%
White (W)	36.7%	44.5%
Black (B)	NA	33.7%
Special Education (SE)	NA	10.4%
Economically Disadvantaged (SES)	27.6%	32.0%

Source: http://wveis.k12.wv.us/NCLB/public_eleven/reptemplate.cfm?cn=999

ACT EXPLORE Assessment Results

According to the 2011-2012 Grade 8 ACT EXPLORE results in Chart 9, Mingo County students showed a slight decline then recovery in the composite score as compared to the 2007-2008 results. Five years of trend data showed a consistent score below the State in all academic areas: English, mathematics, reading, and science.

Although Mingo County ACT EXPLORE data have been below the State data for the last five years, the composite score reflected the smallest gap in 2008-2009 (0.7) and the greatest gap in 2009-2010 (1.2). The gap for 2011-2012 was 0.8. In English, the greatest gap was in 2009-2010 (1.2) and the smallest was in 2007-2008 (0.4). In mathematics the greatest gap was in 2009-2010 (1.5) and the smallest was in 2010-2011 (0.6). In reading, the greatest gap was in 2010-2011 (1.0) and the smallest was in 2008-2009 (0.5). Science showed the greatest gap in 2011-2012 (1.2) and the smallest was in 2008-2009 (0.5). Mingo County instructional coaches for English/language arts told the Team that they had been working with Grade 8 students on the importance of doing their best on the ACT EXPLORE.

Chart 9

ACT EXPLORE RESULTS Grade 8					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English WV	14.3	13.9	14.1	14.1	14.1
English Mingo	13.9	13.0	12.9	13.2	13.6
Mathematics WV	14.7	14.3	14.6	14.8	14.6
Mathematics Mingo	13.5	13.4	13.1	14.2	13.9
Reading WV	13.9	13.6	14.0	14.1	14.0
Reading Mingo	13.2	13.1	13.2	13.1	13.3
Science WV	16.0	15.6	15.8	15.9	15.8
Science Mingo	15.2	15.1	14.9	15.0	14.6
Composite WV	14.9	14.5	14.8	14.8	14.8
Composite Mingo	14.0	13.8	13.6	14.0	14.0

Source: http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE_index.html

ACT PLAN Assessment Results

Based on the 2011-2012 Grade 10 ACT PLAN results in Chart 10, Mingo County test takers showed a composite score (14.9) that was below the State composite score (16.6), a gap of 1.7. Five years of trend data showed scores consistently below the State in all academic areas: English, mathematics, reading, and science. The gap between the Mingo County English results and the State results varied from 1.1 (2008-2009) to 1.8 (2011-2012). In mathematics, the gap varied from 1.0 (2008-2009) to 1.8 (2009-2010). Reading results varied from 1.0 (2009-2010) to 1.8 (2011-2012) and science followed the same trend with a gap of 0.9 (2008-2009) to 1.6 (2011-2012). The composite results showed a range from 1.0 (2008-2009) to 1.7 (2011-2012). Mingo County School District instructional coaches for English/language arts told the Team that they were working with students on the importance of doing their best on the ACT PLAN.

Chart 10

	ACT PLAN RESULTS Grade 10				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English WV	16.3	16.3	16.3	16.3	16.0
English Mingo	15.1	15.2	15.1	15.0	14.2
Mathematics WV	16.3	16.3	16.2	16.2	16.4
Mathematics Mingo	15.0	15.3	14.4	15.0	14.9
Reading WV	16.5	15.7	16.1	16.1	16.1
Reading Mingo	15.1	14.6	15.1	15.0	14.3
Science WV	17.5	17.1	17.3	17.3	17.3
Science Mingo	16.3	16.2	16.3	16.0	15.7
Composite WV	16.8	16.5	16.6	16.6	16.6
Composite Mingo	15.5	15.5	15.3	15.4	14.9

Source: <http://wvde.state.wv.us/oaa/actplan.html>

5.1.2. Participation rate. A minimum of 95 percent in the current or a two or three year average of all students enrolled in a public school/county school district/state at the time of testing, including students in each subgroup as required by *NCLB* must participate in the statewide assessment WESTEST or the West Virginia Alternate Performance Task Assessment (APTA) in reading/language arts or mathematics. Students with a significant medical emergency may be exempt by appeal from the calculation of participation rate for AYP provided that the county superintendent has proper documentation. (Policy 2340; Policy 2419; Policy 2510)

Mingo County School District participation rate during the 2011-2012 school year of 98.8 percent in mathematics and 99.0 percent for reading exceeded the 95 percent State requirement. Mingo County Trend Data showed that participation in mathematics at Tug Valley High School was down, while participation in reading at the school was up. Both mathematics and reading participation rates at all four middle schools (Matewan Middle, Williamson Middle, Lenore K-8 and Kermit K-8) showed an upward trend. Dingess Elementary had 100 percent participation rate in both content areas. Riverside Elementary showed an upward trend, while Matewan Elementary showed a downward trend in both mathematics and reading.

5.1.3. Attendance rate (Elementary/Middle). The student attendance rate for elementary and middle schools is at or above 90 percent or the percentage of students meeting the attendance rate show improvement from the preceding year. The student attendance rate will be adjusted for students excluded as a result of the Productive and Safe Schools Act (W.Va. Code §18A-5-1a) and school bus transportation interruptions (W.Va. 126CSR81), West Virginia Board of Education Policy 4110, *Attendance Policy*, (hereinafter Policy 4110). Additional exclusions include excused student absences, students not in attendance due to disciplinary measures, and absent students for whom the attendance director has pursued judicial remedies to compel attendance to the extent of his or her authority. For the AYP determination, the attendance rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the attendance rate standard must be met by the subgroup/s not meeting AYP.

Chart 11 indicated the Mingo County School District attendance rate has remained above the State requirement of 90 percent for the last five reporting years. The reviewer noted that the attendance rate followed an upward trend for the past five years, except for the 2009-2010 school year, which showed a slight decline. The attendance reached above 96 percent in 2010-2011 and 2011-2012. According to information provided in the Mingo County Five-Year Strategic Plan (dated September 15, 2012), the attendance rates for economically disadvantaged (SES) and special education (SE) subgroups were also in the 96 percent range in 2012.

Chart 11

ATTENDANCE RATE	
Year	Attendance Rate
2007-2008	93.70%
2008-2009	94.61%
2009-2010	93.89%
2010-2011	96.54%
2011-2012	96.96%

Source: <http://wveis.k12.wv.us/nclb/pub/enroll/repstatgrar.cfm?xrep=2>

Source: <http://wveis.k12.wv.us/nclb/public12/repstatgrar.cfm?&xgroup=1&so=1&xrep=3>

5.1.4. Graduation rate. The student graduation rate is 80 percent or the percentage of students meeting the student graduation rate shows improvement. The graduation rate is calculated according to the high school completer formula recommended by the NCES with the additional condition that graduates include only those students who receive a regular diploma in the standard number of years and does not include students receiving the GED. For the AYP determination, the graduation rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the graduation rate standard must be met by the subgroup/s not meeting AYP.

Beginning in school year (SY) 2010–2011, states are required to report a uniform, comparable, and accurate graduation rate known as a “four-year adjusted cohort rate,” which measures the percent of students in a ninth grade cohort that graduate with a regular diploma in four years or less. This rate also must be used for determining adequate yearly progress (AYP) beginning in SY 2011–2012. The regulations require states to report and use a “four-year adjusted cohort graduation rate” based on the following formula:

$$\begin{array}{l} \textbf{4-Year} \\ \textbf{Adjusted} \\ \textbf{Cohort} \\ \textbf{Graduation} \\ \textbf{Rate} \end{array} = \frac{\text{# of cohort members who earned a regular high school diploma} \\ \text{by the end of the 2009-2010 school year}}{\text{# of first-time 9th graders in fall 2006 (starting cohort) plus students} \\ \text{who transfer in, minus students who transfer out, emigrate, or die during} \\ \text{school years 2006-2007, 2007-2008, 2008-2009, and 2009-2010}}$$

The 2010-2011 graduation rate for the Mingo County School District listed in Chart 12 served as the baseline graduation rate for the new adjusted graduation calculation in place in West Virginia.

Chart 12 showed that the Mingo County School District graduation rate was 74.02 percent for 2011-2012, down 0.02 percent from 2010-2011. While this was below the State graduation standard of 80 percent, the county achieved the rate used for determining adequate yearly progress (AYP).

Chart 12

GRADUATION RATE	
Year	Graduation Rate
2010-2011	74.04%
2011-2012	74.02%

Source: <http://wveis.k12.wv.us/nclb/pub/enroll/repstatgr.cfm?xrep=1&sy=12>

SECTION II

DATA ANALYSIS

Chart 13 demonstrated the number of advanced placement (AP®), honors courses, and college credit courses offered in Mingo County's high schools. The number of AP® courses taken was the same at both high schools, but Mingo Central Comprehensive High School offered fewer honors courses (12) than Tug Valley High School (17). The number of college credit courses was low, Tug Valley High School offered three and Mingo Central Comprehensive High School offered two; however; college credit courses will be offered through the Southern West Virginia Community and Technical College which was undergoing the accreditation process. The college has promised to work with the school system next school year to expand college credit course offerings.

Chart 13

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED/TAKEN 2012-2013			
High School/County	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Mingo Central Comprehensive High School	7	12	2
Tug Valley High School	7	17	3

Source: Data provided by Mingo County School District

Advanced placement (AP®) and Dual Credit courses taken and the enrollment are listed in Chart 13A and Chart 13B.

Chart 13 A
Tug Valley High School

Advanced Placement	
Course	Number of Students Enrolled
Calculus AB	4
English Language and Composition	14
English Literature and Composition	17
Music Theory	6
Statistics	3
US Government and Politics	20
U.S. History	31

Dual Credit Course	
Course	Number of Students Enrolled
College 101	8
Business Computer Applications	2
Art Appreciation	5

Chart 13 B
Mingo Central Comprehensive High School

Advanced Placement	
Course	Number of Students Enrolled
Calculus AB	8
Chemistry and Chemistry Lab	10
English Language and Composition	51
English Literature and Composition	34
Psychology	39
U.S. Government and Politics	49
U.S. History	43

Dual Credit Course	
Course	Number of Students Enrolled
Algebra III	5
Biology II	7

Source: Data provided by Mingo County School District.

Chart 14 provides college entrance testing information for the 2011-2012 American College Test (ACT) and the advanced placement test (APT). Data are listed for each Mingo County high school, the county, and the State. Mingo County School District's percentage of ACT test takers (52.4 percent) was below the State's percentage (61.0 percent). The percentage of Tug Valley High School's ACT test takers was 38.9 percent and the percentage of Mingo Central Comprehensive High School's test takers was 47.2 percent. The composite score for Mingo County was 19.4 while the State composite score was 20.6. Tug Valley High School's composite score was 19.0 and Mingo Central Comprehensive High School's composite score was 19.6. Mingo County's ACT composite score increased from 19.0 in 2011 to 19.4 in 2012.

Data indicated the percentage of Mingo County students taking advanced placement tests (APT) in Grade 11 (3.1 percent) and Grade 12 (5.7 percent) was substantially lower than the State's percentage - Grade 11 (23.8 percent and Grade 12 (24.9 percent). Central office staff indicated that many students take the AP® classes to receive the weighted grade, but do not follow through with the AP® test.

Chart 14

COLLEGE-ENTRANCE TESTING INFORMATION – ACT & APT 2011-2012					
ACT(American College Test)			APT (Advanced Placement Test) Test Takers		
Schools	Test Takers	Composite Score	Tenth Grade	Eleventh Grade	Twelfth Grade
Mingo Central Comprehensive High	47.2%	19.6	0.0%	0.0%	8.8%
Tug Valley High	38.9%	19.0	0.0%	8.4%	0.0%
Mingo County Schools	52.4%	19.4	0.0%	3.1%	5.7%
STATE	61.0%	20.6	2.6%	23.8%	24.9%

Source: <http://wveis.k12.wv.us/nclb/pub/rpt1112/pickreportcard.cfm?rptnum=99>

SAT/ACT Assessment Results

Chart 15 shows the Mingo School District's Scholastic Aptitude Test (SAT) and American College Testing (ACT) results from 2007-2008 through 2011-2012.

The SAT mathematics mean score showed a decline from 473 in 2007-2008 to 386 in 2008-2009 and a further decline 251 in 2010-2011 followed by an increase to 472 in 2011-2012. Central office staff stated that results of SAT for 2009-2010 were not available because of the cost of the report. The reading score increased from 501 in 2007-2008 to 540 in 2011-2012. The writing score at 495 in 2007-2008 declined to 421 in 2008-2009 and further declined to 258 in 2010-2011 and rebounded to 493 in 2011-2012. The percent of SAT test takers increased from 5.6 percent in 2010-2011 to 8.4 percent in 2011-2012.

ACT trend data showed the percentage of students taking the ACT increased from 48.8 percent in 2007-2008 to 59.1 percent in 2010-2011 and decreasing to 52.4 percent in 2011-2012. The composite score of Mingo County students taking the ACT increased from 18.7 in 2007-2008 to 19.4 in 2011-2012.

Chart 15

SCHOLASTIC APTITUDE TEST (SAT) - Mingo County Schools					
County	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
SAT Takers (%)	6.4%	9.3%	4.2%	5.6%	8.4%
SAT Math Mean Score	473	386	0	251	472
SAT Reading Score	501	415	0	243	540
SAT Writing Score	495	421	0	258	493
AMERICAN COLLEGE TESTING (ACT) - Mingo County Schools					
ACT Takers (%)	48.8%	51.9%	53.8%	59.1%	52.4%
ACT Composite	18.7	19.4	19.1	19.0	19.4

Source: State, County and School Data, 2011-2012 West Virginia Report Cards, West Virginia Department of Education.

The high school graduate overall college going rate in fall 2012 for Mingo County was 47.6 percent compared to the State's overall college going rate of 56.4 percent as presented in Chart 16. Of the 275 high school graduates, 130 students started college in the fall of 2012.

Chart 16

ESTIMATED COLLEGE GOING RATE FALL 2012		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Mingo County	275	47.6%

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

Mingo County's percentage of students enrolled in developmental courses was measurably higher than the State's percentage of students taking both mathematics and English developmental courses (Chart 17).

Thirty-seven of Mingo County's 104 first-time freshmen or 35.58 percent were enrolled in Developmental English during fall 2012 compared to the State total (17.40 percent). Fifty-six graduates or 53.85 percent were enrolled in Developmental Mathematics compared to the State total (28.83 percent).

Chart 17

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012					
	1 st 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 Central Comprehensive High	NA	NA	NA	NA	NA
Tug Valley High	24	4	16.70%	10	41.70%
Mingo County	104	37	35.58%	56	53.85%

NA – Not Available

SECTION III

HIGH QUALITY STANDARDS

7.1. CURRICULUM.

7.1.1. 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)

Findings

1. Central office personnel indicated that all instruction was based on the West Virginia Content Standards and Objectives (Next Generation Content Standards and Objectives) in English/language arts, mathematics, and social studies and the 21st Century Content Standards and Objectives in science.
2. All teachers had been trained in the West Virginia Content Standards and Objectives through participation in the following: West Virginia Department of Education (WVDE) Teacher Leadership Institute (TLI), Mingo County Summer Academies, professional development on continuing education days, and direct training by instructional coaches and peer coaching at the school level by teachers who attended the TLI. Teachers had also been trained on the vertical progression of each objective to understand content taught before their grade level and what comes next. Content Standards and Objectives for elective courses were based on the Next Generation Content Standards and Objectives and had been approved by the WVDE.
3. An example of curriculum that exceeded the content standards and objectives was the work being done by the STEM (Science, Technology, Engineering, and Mathematics) coach with the integration of science, mathematics, art, and English/language arts.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

Findings

1. Central office staff stated that an effort had been undertaken to increase rigor in all content areas. Teachers were trained in Depth of Knowledge (DOK) and evaluated their own activities and assessments to determine if they contained the rigor required by the content standards and objectives. Training on the Rigor and Relevance Framework was conducted through RESA 2 and several teachers in the county used the Gold Seal Lessons from Bill Daggett through the International

Center for Leadership in Education. Central office staff trained principals on what to look for in rigorous instruction as they performed classroom walkthroughs.

2. Teachers were trained in differentiated instruction to enable them to challenge each student and meet his/her individual needs. Mingo County focused on preventing students from needing credit recovery. After school and summer programs concentrated on improving students' skills. Peer tutoring was also in place at the middle and high schools. Gifted students were challenged through enrichment activities. Students set goals for themselves based on a variety of assessment results. They are encouraged to take the ACT test. More students have been participating in advanced placement (AP®) courses and taking the AP® exams; however, the number of students achieving a score of 3 or above had not increased in 2011-2012. Mingo County is planning to offer pre-AP courses in Grades 9 and 10 to help prepare students for the exams.

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

Findings

1. Mingo County Board of Education Policy 8402 deals with learning environment. With the consolidation of four high schools into Mingo Central Comprehensive High School, the county did extensive work prior to closing each high school for a smooth transition to the new school. Ambassadors from each closing school were chosen to gather and dispense information about the new school to their respective student bodies. Central office staff reported very few problems with discipline and that students were developing a sense of pride in their school. This new school has enabled many opportunities for students that were previously not available.
2. Tug Valley High School instituted a MOD period for personalized learning that included remediation and enrichment and support to avoid the need for credit recovery. The Grade 9 English/language arts and social studies teacher taught a humanities block that integrated both content areas in a project based learning approach.
3. Mingo County School District utilized the School Environment Questionnaire to gather data about every school in the county. Staff members completed the survey and the district compiled the data. The data were used to enhance school climate and culture.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Finding

Central office staff reported that all schools complied with the programmatic definitions of West Virginia Board of Education Policy 2510.

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

Findings

1. Central office staff communicated that teachers are exposed to various instructional strategies through summer academies, instructional coaches, and various professional development activities through the West Virginia Department of Education and RESA 2.
2. Instructional coaches at the middle and high schools communicated that they model lessons for the teachers and then the teachers develop lessons demonstrating the use of the modeled strategy. The coaches observe the teacher delivering the lesson and provide instructive feedback.
3. Mingo County School District provided teachers training in integration and authentic use of technology in the classroom. West Virginia Department of Education personnel conducted ongoing professional development for principals in effective application of classroom technology. An itinerant technology coach also provided embedded professional development in technology.

7.1.6. 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)

Finding

Central office staff expressed that instruction in writing has been a focus the past few years. Instructional coaches were employed to help teachers in Grades K-12 deliver writing lessons. Students are asked to write daily, responding to reading with an emphasis on evidence from the text, as required by the Next Generation Content Standards and Objectives for English/language arts. The central office monitors West Virginia Writes usage and generates reports for the schools and teachers.

7.1.7. 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)

Findings

1. All Mingo County's schools have libraries. Central office staff indicated that all elementary libraries and the library at Matewan Middle School were staffed by parent assistants through Title 1 program funding. The remaining middle schools and both high schools have full-time librarians. Students participate in the Accelerated Reader (AR) program, check out books, and take AR tests in the libraries.
2. All students in Grades 9-12 in the Mingo County School District have a computer and will get to keep it upon graduation. Teachers were trained on technology integration and a team of five teachers from each high school traveled to Mooresville, North Carolina to observe the one-to-one computing program which has been in place for 15 years. All classrooms in Mingo County were equipped with interactive Whiteboards and presentation stations.
3. The report, Levy Funds-All Projects, showed that \$199,360 had been spent on upgrading libraries in all schools.

7.1.8. 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)

Findings

1. According to Mingo County Central office staff, Step VII, Title 1, and Special Education funding is used to purchase instructional materials.
2. Newly adopted materials for social studies at the high school level will be in digital format instead of printed textbooks.
3. Mingo County School District utilizes a committee to review material on the state-approved multiple list and to make recommendations for county board approval.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in 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)

Finding

According to the county Curriculum Audits done at each programmatic level in April and May 2012, all courses required by West Virginia Board of Education Policy 2510 were in place. Courses above and beyond the minimum requirements included: Read 180, Gear-Up, Project Discovery, Carnegie and Mathia programs, Career Exploration, Sonday (reading program), Number Talks, and Apangea Mathematics.

7.1.10. 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)

Finding

Mingo County Central Office staff confirmed that all elective courses have content standards and objectives which have been approved by the West Virginia Department of Education. Courses in English/language arts (Creative Writing I and II) are based on the Next Generation Content Standards for English/language arts. Other elective courses are based on currently adopted 21st Century Content Standards and Objectives (CSOs). The Team reviewed documentation that contained the elective course descriptions and CSOs.

7.1.11. 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)

Findings

1. According to the continuing education agenda, counselors and principals at all schools were trained in Comprehensive Developmental Guidance and Counseling November 5, 2012, in a half-day session. Mingo County Policy 101.07 (enacted in 2003) established the requirement for developmental guidance.
2. Central office files contained detailed monthly logs for each counselor in the school district. The logs indicated the amount of time each counselor spent with students and in performing other duties.
3. Middle and high school students participated in the WVDE LINKS Student Advisement Program.

7.1.12. 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)

Findings

1. Mingo County School District had a Cultural Diversity Policy and Procedures as required by West Virginia Board of Education Policy 4373.
2. The Team reviewed information that showed various multicultural activities at all programmatic levels. One example of multicultural activities included a field trip called the Hatfield McCoy Cultural Tour for all students on "Everybody Counts" to develop an awareness of disabilities. The district, in collaboration with the Williamson Branch NAACP, Williamson Public Library, Youth Council of Southern West Virginia Community Technology College (SWVCTC), and West Virginia Humanities Council, sponsored an event during Black History Month, (Black/African American Women in American Culture and History) in which the community was invited to attend. An aggressive campaign to stop bullying was in place at Tug Valley High School as evidenced by newspaper clippings. Eric Jensen trained school staffs on "Teaching with Poverty in Mind."

7.1.13. 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)

Finding

The Team accessed the schedules for each school and ascertained that all schools had the required instructional time specified in Policy 2510. Mingo County School District also had a school calendar that showed the minimum required number of instructional days.

7.1.14. Alignment with job market opportunities. The technical and adult programs in the school are aligned with first local, and then state, then national job market opportunities. (Policy 2510)

Findings

1. According to the Mingo County Five-Year Strategic Plan dated September 15, 2012, the job force in Mingo County consists primarily of mining, quarrying, and oil and gas extraction fields. It states that because of EPA rulings and the transition of power companies to natural gas, unemployment and poverty are expected to "increase dramatically in the next few years." Due to this shift in industry, all Mingo County students have the opportunity to participate in the career technical programs offered at Mingo Central Comprehensive High School.

2. Due to increased student interest, Tug Valley High School has also added Health Occupations, ProStart, and Agriculture to the career concentrations offered at that site.

7.2. STUDENT AND SCHOOL PERFORMANCE.

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Findings

1. The Mingo County Five-Year Strategic Plan did an excellent job of analyzing data and identifying areas of need.
2. Goals and action steps included in the county Five-Year Strategic Plan were aligned with the identified areas of weakness.
3. Mingo County School District staff reviewed the plan periodically and monitored results of the action steps.
4. The county superintendent and staff presented the plan to the county board of education during a Saturday workshop.

7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent 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)

Finding

Mingo County Central Office files contained detailed counselors' schedules which documented their work with students for at least 75 percent of the work day.

7.2.3. 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)

Finding

All principals received training in reviewing lesson plans and providing instructive feedback to teachers. They are reminded at monthly principals' meetings to monitor lesson plans as they conduct classroom walkthroughs and teacher conferences. Central office staff indicated that they randomly check for principal feedback when they conduct school visits.

7.2.4. 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)

Findings

1. Central office staff indicated that school level data analysis is conducted with each school's staff during preparation for opening days and continues throughout the year with the help of the instructional coaches. Data analyzed included: WESTEST2, Acuity Benchmarks, Acuity usage, WV Writes, DIBELS, etc. The central office staff provided charts and graphs of the data to each school.
2. Due to low scores on the ACT EXPLORE and the ACT PLAN, secondary English/language arts instructional coaches told Team members they have begun working with students on the importance of taking the tests seriously.

7.3. ALTERNATIVE EDUCATION

7.3.1. Alternative education. Alternative education programs meet the requirements of Policy 2418. (W.Va. Code §18-2-6 and §18-5-19; Policy 2418)

Finding

Mingo County School District's alternative education program is housed at the Mingo County Extended Learning Center, which is located in the former vocational school. Mingo County Policy 2451 explains the bylaws and policies related to alternative education. The alternative program is designed for students in Grades 5-12, but currently serves only high school students. During the 2011-2012 year, 29 male students and nine female students attended the program and 28 males and eight females returned to their home school during the year. Central office files reported that 100 percent of the seniors graduated with their class

7.4. REGULATORY AGENCY REVIEWS.

7.4.1. 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 of West Virginia, 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 §104.23; Policy 4334; Policy 4336)

FINANCE

Findings

1. The Team examined the audit for fiscal year 2011 at the county office. No findings or deficiencies in internal control were noted. The audits for 2012 were not available at the time of the Office of Education Performance Audits (OEPA) review. Upon review of the 2012 unaudited financial statements, the Team discovered that the statements were not published in a timely manner. According to W.Va. Code §18-9-3a, every county board of education is required to prepare and publish its annual financial statements within 90 days after the beginning of the subsequent fiscal year. The board's financial statements were not submitted to be published until October 8, 2012, and were not actually published until October 16, 2012.
2. The general fund balance decreased by \$3,149,955 from 2011 to 2012. This decrease was due to county contributions to construction projects and to many persons employed in excess of the State funding formula. The Team learned that the county is in danger of facing a deficit at the end of the current year. According to the treasurer and superintendent, to avoid a deficit, purchasing has become much more conservative with particular caution in efficient maintenance spending and as employees retire or resign throughout the year; efforts are made to become more efficient through either consolidation of duties, non-replacement or replacement with a lower cost alternative. The county has taken steps in recent years to consolidate schools and reduce personnel. **Note: Subsequent to the review, preliminary information indicated that the county successfully averted a deficit for fiscal year 2013.**
3. The Mingo County Board of Education was 64.848 service personnel and 24.28 professional personnel over the State funding formula as of the January 3, 2013, Preliminary State Aid Computations for the 2013-2014 school year. This information would have been created using current enrollment and the 2012-2013 certified list. During RIF/Transfer this year, the board eliminated 20 professional and 35 service positions that they believe will be eliminated completely from the

budget and will reduce their overages. These eliminations are mostly due to the consolidation of four schools into two schools for next school year. Further positions were eliminated after the Education Performance Audit, resulting in 27 professional (25 teachers and two administrators) and 35 service personnel positions eliminated.

4. The Team reviewed the Treasurer's Report to the Board and reported the following finding:

The treasurer provided a list of cash balances by fund, revenues and expenditures by fund, and checks for disbursement to the board. However, the report did not contain all information required by West Virginia Board of Education Policy 8100, *Handbook for School Finance in West Virginia*. Requirements are shown in detail on page 53 of the handbook.

5. The Team reviewed multiple invoices in the county's accounts payable office. There were seven instances where the purchase order was completed after the date on the invoice. All instances were for transportation or maintenance purchasing.

P.O. #201301159 dated 10/26/12 for an invoice on 10/10/12, and 9/13/12
P.O. #201300044 dated 7/20/12 for an invoice on 7/19/12, 7/17/12, and 7/16/12
P.O. #201300409 dated 8/15/12 for an invoice on 8/13/12
P.O. #201300260 dated 8/3/12 for an invoice on 8/1/12
P.O. #201300167 dated 7/26/12 for an invoice on 7/5/12
P.O. #201300627 dated 9/6/12 for an invoice on 8/21/12
P.O. #201300743 dated 9/14/12 for an invoice on 8/22/12

INDIVIDUAL SCHOOL AUDITS - COUNTYWIDE

The Team reviewed individual school audits for 2011. According to West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, if any reportable conditions are noted in the report for a particular school, the principal is to provide the board with a corrective action plan. The corrective action plans for 2011 audits could not be located at the board office or at the schools.

6. School administrators and office staff at many school locations indicated they had not seen the 2011 school audit and, therefore, did not have a corrective action plan. Many had just recently been provided the results of that audit. The school audits were not yet completed for 2012, but were being performed by a certified public accounting firm.

It could not be determined by reviewing the 2011 school audits whether the required checklist found within the Accounting Procedures Manual was used.

Note: Mingo County has had three treasurers in the past few years in addition to an acting treasurer for a short period. The current treasurer has only been in the position a short time and these personnel conditions may have contributed to countywide finance policy compliance findings.

Invoices

At all schools, the Team discovered that invoices were not being canceled during the payment process. The *Accounting Procedures Manual for the Public Schools in the State of West Virginia* states that invoices should be marked as paid at the time payment is made to prevent paying an invoice twice. This section also addresses verification for clerical and mathematical accuracy and approval for payment.

CORRECTIVE ACTION. To accomplish this task at all locations, the Team recommended that the Mingo County Board of Education purchase cancellation stamps as shown on page 13 of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*.

Faculty Senate Budgets

All schools. The Team determined that a Faculty Senate budget was not created and made part of the Faculty Senate minutes for the 2012-2013 school year. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 23, "Every faculty senate is to prepare an annual budget approved by the membership which reflects how the faculty senate funds are to be expended. This budget is to be made a part of the minutes." An example of a sample budget is included in Appendix A in the manual.

CORRECTIVE ACTION. The Team recommended that for future school years, a Faculty Senate budget be utilized at all school locations and made a part of the Faculty Senate minutes.

Faculty Senate Distributions

The checks for Faculty Senate distributions were written by the county September 30, 2012. While examining deposits at the schools, the Team found that a majority of these checks were not deposited by the schools until October 8-12, 2012, with some as late as October 17 and October 19. County boards are required to distribute the Faculty Senate funds received from legislative appropriation to each Faculty Senate during the month of September. This year, either the county did not distribute the checks timely or the schools did not deposit the checks in a timely manner.

CORRECTIVE ACTION. The Team recommended that Faculty Senate disbursements be made earlier in September to allow the Faculty Senate funds to be deposited that month.

Accounting Procedures Manual

Secretaries at many schools did not have their own copy of the new *Accounting Procedures Manual for the Public Schools in the State of West Virginia* because the principal of the school had the new copy. In some cases, a new copy of the manual could not be located at all.

CORRECTIVE ACTION. The Team recommended that the county ensure all staff have a copy of the *Accounting Procedures Manual for the Public Schools in the State of West Virginia* and conduct training with all secretaries to review the new manual and discuss any changes that need to be made.

INDIVIDUAL SCHOOLS

Lenore K-8 School

Finding

Purchase Order #101-00088 was dated 11/2/12 for an invoice dated 11/1/12. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

Mingo County Extended Learning Center

Finding

Purchase Order #102-04483 was issued after the date of the related invoice. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

Burch Elementary School

Findings

1. The secretary at Burch Elementary School did not have a copy of the new *Accounting Procedures Manual for the Public Schools in the State of West Virginia*.
2. Purchase Order #201-01191 was dated 1/31/13 for an invoice dated 1/29/13. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

3. A cash receipts listing for collections by teachers or other persons at the school was not being utilized according to the manual, page 9. A sample of a cash receipt form is included in Appendix A of the manual.
4. The Team examined one deposit that was not done in a timely manner. The deposit on 9/17/12 included receipts dating back to 9/4/12 and 9/5/12. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, deposits must be made whenever collections exceed \$500 or at least weekly.
5. The deposits on 9/20/12 and 9/21/12 totaled more than the receipts referenced.

Dingess Elementary School

No findings other than countywide school findings.

Gilbert Elementary School

Finding

Purchase Orders #210-07155, #210-07156, and #210-07157 were issued after the date of their related invoices. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

Riverside Elementary School

Finding

Two checks in 2012 were processed with only one signature on the check. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 15, two signatures are required on every check issued by the school.

Matewan Elementary School

Finding

Sales tax was paid on the invoice for P.O. #222-01540. Schools are exempt from West Virginia Sales Tax. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 25, all invoices should be reviewed at the time of receipt to ensure that consumer sales tax has not been charged on the purchase. If present, this tax should be removed prior to payment.

Kermit K-8 School

No findings other than countywide school findings.

Williamson Middle School

Findings

1. Two checks, 7833 and 7834, were processed with only one signature on the check. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 15, two signatures are required on every check issued by the school.
2. Purchase Order #402-08868 was dated 1/8/13 for an invoice dated 1/4/13. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

Matewan Middle School

Findings

1. Fourteen ticket reconciliations were not signed by the seller during the 2012-2013 school year. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 18, the ticket reconciliation must be signed by both the preparer and the principal.
2. Purchase Orders #403-01986, #65160, and #403-02006 were issued after the dates on their related invoices. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.
3. Receipt numbers were not listed on deposit slips. According to the manual, page 10, each bank deposit slip must contain the series of receipt numbers comprising the deposit.

Burch Middle School

Findings

1. Check #1381 was issued with only one signature. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 15, two signatures are required on every check issued by the school.
2. The secretary at Burch Middle School did not have a copy of the new *Accounting Procedures Manual for the Public Schools in the State of West Virginia*.

Gilbert Middle School

Findings

1. Purchase Order #407-0094 was issued after the date of the related invoice. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.
2. The school paid individuals for judging cheerleaders through the school accounts instead of processing the payments through the central office payroll process. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 14, all payments made by a school to an individual for services rendered are to be considered wages and are to be paid through the normal payroll process at the central board office.

Tug Valley High School

Finding

Purchase Order #507-03261 was dated 11/8/12 for an invoice dated 11/5/12. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made.

Mingo Central Comprehensive High School

Findings

1. The Team found multiple purchase orders with dates after the related invoice: Purchase Orders #50800941, #50800940, #50800980, and #50800977. West Virginia Board of Education Policy 1224.1, *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, requires a pre-numbered purchase order approved in writing by the principal or designee before the purchase is made. Some of these purchases were related to booster groups and school clubs. The Team recommended that the treasurer ensure that these sub-groups understand and follow school purchasing guidelines.
2. A donation was made by the FCCLA club at the school to a charitable organization without having a fund raiser for that purpose. According to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 11, schools and school clubs cannot make contributions to charitable or private non-profit organizations unless a fund raiser is conducted specifically for that purpose.
3. The Team examined deposits during the review that were not made in a timely manner. According to the *Accounting Procedures Manual for the Public Schools in*

the State of West Virginia, deposits must be made whenever collections exceed \$500 or at least weekly. The deposit from 2/19/13 included \$1,450 that was from a game on 2/13/13 and turned into the school on 2/14/13. A 2/28/13 deposit was also not made in a timely manner.

Due to the location of Mingo Central Comprehensive High School and the location and business hours of the banks, it is difficult for the secretary at the school to meet this requirement. The school, county, and banks should work together to try and create procedures to aid in the timeliness of deposits.

4. The school appeared to have a “Flower Fund”, which is disallowed according to the *Accounting Procedures Manual for the Public Schools in the State of West Virginia*, page 63. The Team examined a purchase from this fund for flowers for an employee’s relative. This account should be removed from the school and handled in a private, non-public fund manner.

FACILITIES

The Education Performance Audit Team reviewed the Mingo County Comprehensive Educational Facilities Plan (CEFP), interviewed the members of the maintenance staff and the county superintendent, and visited all schools in the county. A narrative of the Team’s observations follows.

Lenore K- 8 School (Grades PK - 8)

Year of Construction: 2002

Total Square Feet: 73,816

Site Acreage: 37

% in Flood Plain: 20%

The roof top heating, ventilation, and air conditioning (HVAC) systems were 11 years old and have a total life expectancy of 12 to 15 years. These units were generally in poor condition and were dirty inside. Hail had damaged most of the condenser coils on the rooftop equipment, which caused poor heat transfer and lower efficiency. Poor temperature control in classrooms was a common complaint. The poor temperature control was due to the design of the HVAC system and current controls. A single zone thermostat typically controlled the temperature in multiple classrooms on different floors of the building. The zone thermostats for most second floor classrooms were located in a classroom on the ground floor which tended to overheat the second floor classrooms in the cooling seasons. All thermostats were locally controlled 7-day programmable units. The time and day were incorrect on many thermostats and the scheduling function was not used. Many thermostats were in the HOLD mode which bypassed any energy conservation programming that may be present. Fan controls were set to the AUTO mode which reduced the amount of outside air that should be provided to the classrooms and caused poor indoor air quality. The scheduling function on the thermostats was not utilized to place the facility in unoccupied mode during holidays or snow days.

The exterior lights were on during daylight hours. Excessive litter and trash were prevalent around the facility, playground, and football field. The playground basketball hoops had been broken off. A number of landscaping issues around the facility needed to be addressed. The Team observed community members placing personal trash bags into the school's dumpster. The security gates were not secured in the open position and were swinging freely in the wind. Vehicles were parking in lawn areas and other areas not intended for vehicle traffic, consequently, causing ruts and bare places in the lawn.

Storage rooms throughout the facility were cluttered. A storage space on the second floor served both as a storage area and special education play area. Return grilles for the heating, ventilation, and air conditioning (HVAC) units had an excessive build-up of dust that restricted air flow to the HVAC units. The Mechanical Rooms needed to be cleaned. Piping repairs in the Boiler Room had not been reinsulated. The backflow preventer and domestic hot water mixing valve showed evidence of long term water leakage. Items listed on the Annual West Virginia School Building Authority (SBA) Facility Review checklist were not being addressed; many of the findings were repeated findings from previous SBA reviews. Numerous cracks in the brick walls needed to be repaired to prevent water infiltration into the building. This site had significant energy savings potential that should be explored.

School Facilities Resource Needs Evaluation Checklist

- The site was not stable, well drained, and free from erosion.
- The site did not have sufficient solid surface parking for staff and visitors and individuals with disabilities.
- The music area was not located away from quiet areas of the building and lacked adequate materials and equipment specified.
- A teachers' dining area was not provided.
- An auditorium facility did not exist.
- Science facilities were not located with easy access to outdoor activities or isolated to keep odors from the remainder of the building.
- The Art Room lacked some of the equipment specified.

Burch Elementary School (Grades PK - 4)

Year of Construction:

Total Square Feet:

Site Acreage:

% in Flood Plain:

The Burch Elementary School site is scheduled to be closed and consolidated into the existing Burch Middle School if funding can be secured for a classroom addition.

Major issues with the current site included: Location, mechanical equipment, and Americans with Disabilities Act (ADA) accessibility. The facility is located adjacent to a road that heavy equipment frequently uses. This traffic created loud sounds and potential hazards for the site. The mechanical equipment used for the heating and cooling did not provide adequate outside air ventilation, resulting in poor air quality. Window air conditioners and other heating, ventilation, and air conditioning (HVAC) equipment created excessive noise levels in the spaces. The site was not handicapped accessible and would require extensive modification to meet ADA accessibility guidelines.

Lighting levels in most classrooms were low due to an excessive number of lamp failures. Open wall penetrations in the plumbing of the student rest rooms needed to be sealed. The boys' rest room toilets did not have privacy partitions or stall doors. Student rest rooms did not have exhaust fans. The server rack in Room 123 created excessive noise levels and with the noise levels of the window air conditioner and additional portable air conditioner, noise levels greatly exceeded acceptable values. General carpet conditions were poor in most spaces. Several classrooms had stained or moldy ceiling tiles. A rear exterior door for the custodian space was not secure which allowed unrestricted access to the facility. Energy conservation measures, such as, reducing the night temperature set points for the heating, ventilation, and air conditioning (HVAC) equipment over night or during holidays and snow days were not practiced at this site. This site had significant energy savings potential that should be explored.

Facilities Resource Needs Evaluation Checklist

- The site was not large enough for future expansion.
- The site was not removed from hazards and undesirable noise and traffic.
- The site was not well drained.
- The site was not suitable for special instruction needs.
- The site was not well landscaped. Sidewalks were not adequate with curb cuts and correct slopes.
- Kindergarten areas were not adequate for 50 ft²/student.
- The music area was not located away from quiet areas of the building. The Music Room did not have adequate storage and lacked adequate materials and equipment.
- The physical education space did not have provisions for two teaching stations or a data projector/50" screen monitor.
- The food service area lacked some of the equipment specified.
- The Art Room lacked most of the equipment specified.
- The health services area lacked some of the equipment specified.

Dingess Elementary School (Grades PK-4)

Year of Construction: 1980, 1982

Total Square Feet: 35,400

Site Acreage: 3

% in Flood Plain: 0%

Dingess Elementary School had several major issues: Poor indoor air quality, antiquated heating, ventilation, and air conditioning (HVAC) systems, and high energy consumption. The HVAC units at this site brought in little to no outside air due to design or failed components that caused elevated carbon dioxide levels and poor indoor air quality. The majority of the HVAC units were well past their life expectancy, which required more frequent repairs and used excessive energy. Mercury bulb thermostats were used to control some of the equipment, which has the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. Most HVAC controls at the school were basic residential style thermostats that did not have energy conservation functions that allowed for night time set back of temperatures or scheduling of holidays or snow days. Dingess Elementary School was Mingo County School District's least energy efficient school facility due to many factors that included: Age and type of the HVAC equipment, residential HVAC controls, lighting, and general operation of the facility. This site has significant energy savings potential that needed to be explored.

Carpeting in the facility was old and needed to be replaced. The thermostat controlling the heat in the boys' rest room near Room 102 did not function correctly and overheated the space. The thermostat in Room 101 was hanging loose and was crooked. Breakers were missing from Electrical Panel H in the Janitor's Room and safety blanks had not been installed. The ground fault circuit interrupter (GFCI) breakers serving the water fountains had been painted over and did not function. This site did not meet the Americans with Disabilities Act (ADA) requirements for handicapped accessibility.

Facilities Resource Needs Evaluation Checklist

- The site did not have five usable acres.
- The site was not easily accessible and conveniently located.
- The site was not large enough for future expansion.
- The site was not well landscaped.
- Sidewalks were not adequate with curb cuts and correct slopes.

Gilbert Elementary School (Grades PK-4)

Year of Construction: 1956, 1961, 2004

Total Square Feet: 52,045

Site Acreage: 3

% in Flood Plain: 100%

Gilbert Elementary School had several heating, ventilation, and air conditioning (HVAC) related issues. Poor indoor air quality was the first issue. The HVAC units were improperly operated by staff using the local room controls. The fans on the units were set run in an AUTO mode while students were present or the systems were turned off. Either condition causes poor indoor air quality. The next issue was antiquated HVAC systems and high energy consumption. The majority of the HVAC units were well past their life expectancy, which required more frequent repairs and used excessive energy. Most HVAC controls at the school did not have energy conservation functions that allowed for night time set back of temperatures or scheduling of holidays or snow days. Other HVAC issues included: Missing exhaust fan in the Electrical Room by the cafeteria, inoperable exhaust fans in the rest rooms, the HVAC unit in Room A201 was excessively noisy, and the heat recovery unit for the Kindergarten classrooms was not operated when the classrooms were occupied. Due to the age and type of the HVAC equipment, HVAC controls, lighting, and general operation of the facility, this site has significant energy savings potential that needed to be explored.

Significant masonry issues existed due to a lack of maintenance. The old chimney flue was badly cracked and needed to be repaired or removed before further degradation occurs. Many of the capstones were loose and out of place along with many areas where the mortar was missing or cracked in the brick. Paint was peeling badly on the exterior block walls near the roof hatch. All these issues will lead to more expensive repairs due to water infiltration if they are not addressed promptly.

The Electrical and Mechanical Room doors were not locked. These hazardous areas needed to be secured at all times. The electrical panels in the Electrical Room near the cafeteria were blocked. The soap dispenser for the second floor rest room had been knocked of the wall. The site did not meet the Americans with Disabilities Act (ADA) accessibility requirements. Room A114 had stained ceiling tiles. Several roof drains were clogged with leaves and other debris. A flood prevention plan needed to be developed and implemented since the site has been flooded several times in recent years. The latest flood caused the school to be out of operation for several months due extensive damage to the electrical and heating, ventilation, and air conditioning (HVAC) systems. Measures to reduce the flooding potential of the Electrical Room needed to be investigated to prevent future long term closures.

Facilities Resource Needs Evaluation Checklist

- The site did not have five usable acres.
- The site was not large enough for future expansion.

- The site was not removed from hazards and undesirable noise and traffic.
- The site was not suitable for special instruction needs.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The site did not have sufficient solid surface parking for staff and visitors and individuals with disabilities.
- The Media Center lacked some equipment specified.
- The Art Room lacked some of the equipment specified.
- The music area was not located away from quiet areas of the building and did not have acoustical treatment.
- The physical education space did not have a data projector/50" screen monitor.
- A teachers' dining area was not provided.
- The food service area lacked some of the equipment specified.
- The health services area lacked some of the equipment specified.

Riverside Elementary School (Grades PK-4)

Year of Construction: 1992, 2013

Total Square Feet: 60,226

Site Acreage: 4.5

% in Flood Plain: 0%

Riverside Elementary School had several heating, ventilation, and air conditioning (HVAC) related issues. The majority of the HVAC units in the unrenovated section were well past their life expectancy, thus, requiring more frequent repairs and using excessive energy. Units were not well maintained and were very dirty internally. The outside air dampers on most units were inoperable and stuck in a closed or open position causing either poor indoor air quality or excessive energy consumption. Most classrooms in the old section had elevated carbon dioxide levels due to improper operation of the room thermostats by school staff or failed equipment. Most HVAC controls at the school were basic programmable thermostats that had energy conservation functions, but were not utilized for night time set back of temperatures or scheduling of holidays or snow days. The original zone controls used to schedule and control the heat pumps had been abandoned. The emergency shutdown controls that protect the heat pumps during abnormal operating conditions had also been disconnected. This site had significant energy savings potential that should be explored.

Several punch list items from the recent construction project had not been completed, such as, reseeding the playground area, repair of outside lighting fixtures, and other details. Mechanical and Electrical Rooms must be secured at all times due to potential hazards. Landscaping issues, such as, standing water and mulch needed to be addressed. The custodian staff needed to apply additional effort and detailing to routine cleaning of the rest rooms.

Facilities Resource Needs Evaluation Checklist

- The site did not have five usable acres.
- The site was not large enough for future expansion.
- The site was not removed from hazards and undesirable noise and traffic.
- An art facility was not provided.
- The Media Center lacked some of the equipment specified.
- The Music Room lacked some of the materials and equipment specified.
- A teachers' dining area was not provided.

Matewan Elementary School (Grades PK- 4)

Year of Construction: 1994, 2013

Total Square Feet: 61,230

Site Acreage: 5.7

% in Flood Plain: 0%

Matewan Elementary School had several heating, ventilation, and air conditioning (HVAC) related issues. The majority of the HVAC units were well past their life expectancy and required more frequent repairs and used excessive energy. Units were not well maintained and were very dirty internally. The outside air dampers on most units were inoperable and stuck in a closed or open position, causing either poor indoor air quality or excessive energy consumption. Carbon dioxide levels were elevated in most classrooms due to improper operation of the room thermostats by school staff or due to failed equipment. Mercury bulb thermostats were used to control the equipment and have the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. The original zone controls used to schedule and control the heat pumps had been abandoned. The emergency shutdown controls that protect the heat pumps during abnormal operating conditions had also been disconnected. Most HVAC controls at the school were basic non-programmable thermostats that did not have energy conservation functions that allowed night time set back of temperatures or scheduling of holidays or snow days. This site had significant energy savings potential that should be explored.

Facilities Resource Needs Evaluation Checklist

- The site did not have five usable acres.
- The site was not easily accessible and conveniently located.
- The site was not large enough for future expansion.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The site did not have sufficient solid surface parking for staff and visitors and individuals with disabilities.
- The Media Center lacked some equipment specified.
- The music area did not have adequate storage and lacked adequate materials and equipment.

- The physical education space did not have a data projector/50" screen monitor.
- The food service area lacked some of the equipment specified and was not convenient to a service drive for deliveries or waste removal.
- The health services area lacked some of the equipment specified.

Kermit K-8 School (Grades PK- 8)

Year of Construction: 1998

Total Square Feet: 35,200

Site Acreage: 10

% in Flood Plain: 0%

Kermit K- 8 School had several heating, ventilation, and air conditioning (HVAC) related issues. Poor indoor air quality was one of the primary issues. School staff routinely turned off the classroom units using the breakers or fan speed adjustment knob located below an access panel on the units. Once the HVAC unit is turned off ventilation to classroom stops and the indoor air quality quickly degrades. Lethal high voltage electrical components were also located in this same space. Previous memoranda from the Mingo County Superintendent of Schools prohibiting access to these spaces by unauthorized personnel were being ignored. Access by unauthorized personnel into the HVAC units is potentially hazardous and very detrimental to the learning environment. The HVAC units were near the end of their life expectancy with more frequent repairs being needed. The HVAC units in the portable classrooms did not provide an adequate volume of outside air and improper operation of the units caused high humidity levels and mold issues over the summer.

The dry fire sprinkler piping has become a very expensive maintenance issue. The original piping was installed using very thin pipe and over the years the piping has developed pin holes in many areas that require repairs. The leaks were becoming very frequent and the sprinkler company just patches the bad spots. A complete replacement of the sprinkler system would save on the numerous service calls and potential large water leaks that may occur. The parking area had several pot holes and areas of ponding water. Vehicles parking off the hard surfaces were creating ruts and bare areas on the grounds. Vehicles were also parking in areas marked as no parking zones. Improper storage of materials and equipment in the Electrical Room obstructed access to the fire pumps and electrical distribution system. The lighting levels in the stalls of the student rest rooms were very low due to the design of the room. The bright work (polished chrome finishes) on the rest room fixtures had been ruined by the use of improper cleaning solutions. This site did not meet the Americans with Disabilities Act (ADA) guidelines for accessibility.

Facilities Resource Needs Evaluation Checklist

- The site was not removed from hazards and undesirable noise and traffic. The site was not well drained.

- The counselor's office did not have adequate space or privacy.
- The site was not well landscaped.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The Media Center lacked some equipment specified.
- The music facility area was not adequate. The music area was not located away from quiet areas of the building and did not have acoustical treatment. The Music Room did not have adequate storage and lacked adequate materials and equipment.
- The physical education space did not have provisions for two teaching stations, Internet access, or a data projector/50" screen monitor.
- The Art Room was not adequate in size and lacked adequate storage and some of the equipment specified.
- The health services area was not adequate in size and lacked some of the equipment specified.
- An auditorium facility was not available at this site.
- Classrooms were not adequate in size for the number of students present and did not have adequate storage.

Williamson Middle School (Grades 5 - 8)

The Williamson Middle School site closed at the end of the 2012-2013 school year.

Matewan Middle School (Grades 5 - 8)

The Matewan Middle School site closed at the end of the 2012-2013 school year.

Burch Middle School (Grades 5 - 8)

Year of Construction: 1987

Total Square Feet: 59,542

Site Acreage: 6

% in Flood Plain: 0%

Burch Middle School previously served as the Burch High School site. Mechanical issues related to the heating, ventilation, and air conditioning (HVAC) system and controls were major issues at this site. All HVAC units were past their life expectancy and were in poor condition. These systems did not provide adequate outside air ventilation, resulting in poor indoor air quality. Mercury bulb thermostats were used to control some of the equipment, which has the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. The HVAC controls for this facility did not have energy conservation functions that allowed night time set back of temperatures or scheduling of holidays or snow days. Many of the ceiling tiles in this facility had been painted by students over the years. While the art work is decorative, the acoustic and light reflective properties of the tiles have been compromised. This practice should be

halted and the affected ceiling tiles replaced. The rest rooms exhibited poor cleaning practices by custodian staff; additional effort and attention needed to be applied. An excessive degree of trash existed around the facility, especially around the dumpsters. Room numbers on many classrooms were covered or missing. All room numbers needed to be displayed and clearly visible at all times. The site was not handicapped accessible and would require extensive modification to meet the Americans with Disabilities Act (ADA) guidelines for accessibility. This site had significant energy savings potential that should be explored.

Facilities Resource Needs Evaluation Checklist

- The site was not well drained.
- The site was not well landscaped.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The music area was not located away from quiet areas of the building and did not have acoustical treatment.
- The physical education space did not have a drinking fountain or a data projector/50" screen monitor.
- The food service area lacked some of the equipment specified.
- The Art Room was not adequate in size and lacked mechanical ventilation and a ceramic kiln.
- The health services area lacked some of the equipment specified. Room 124 was located adjacent to the Band Room which produces disruptive noises.

Gilbert Middle School (Grades 5 - 8)

Year of Construction: 1982, 1988, 1989, 1995, 2002

Total Square Feet: 62,490

Site Acreage: 16

% in Flood Plain: 100%

Gilbert Middle School previously served as the Gilbert High School site. Mechanical issues related to the heating, ventilation, and air conditioning (HVAC) system and controls constituted major issues. All but a few HVAC units were past their life expectancy and were in poor condition, dirty, and needed maintenance. There were no controls on the hydronic hot water loop. Temperature control for the areas served by the hot water loop was performed manually by cycling the boilers and/or supply fans on or off as needed in the specific zones. The HVAC systems did not provide adequate outside air ventilation and caused poor indoor air quality. The outside air unit serving the 2002 addition classrooms was not controlled to operate during the occupied mode with the classroom units. Mercury bulb thermostats were used to control some of the equipment and have the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. The HVAC controls for this facility did not have energy conservation functions that allowed night time set back of temperatures or scheduling of holidays or snow days. Exhaust fans for the rest rooms were inoperable. The

thermostat in the computer laboratory was installed in a poor location to properly control the room temperature.

General aesthetics of the facility were below average. Walls needed to be cleaned and/or painted. Additional detail to cleaning areas, such as, rest rooms, hallways, and classrooms was needed. The condition of the rest room equipment and spaces needed to be improved. The carpeting in the computer laboratory was badly worn and well past due for replacement. The ceiling tiles in the Band Room were badly warped due to past exposure to high humidity levels. The Boiler Room was in very poor condition due to long exposure to moisture and neglect. Poor landscaping issues needed to be addressed. The roof area was littered with trash, debris, and old HVAC parts and water was pooling on roof areas due to clogged roof drains or missing drain covers. A flood prevention plan must be developed and implemented since the gymnasium has been flooded several times in recent years. This site has significant energy savings potential that should be explored. This site did not meet the Americans with Disabilities Act (ADA) guidelines for accessibility.

Facilities Resource Needs Evaluation Checklist

- Sidewalks were not adequate with curb cuts and correct slopes.
- The science facilities were not located with easy access to outdoor activities or isolated to keep odors from the remainder of the facility and lacked some of the equipment specified.
- The food service area lacked some of the equipment specified.
- The health services area lacked a curtained or a small room with cots.

Tug Valley High School (Grades 9 - 12)

Year of Construction: 1987, 1993, 1995

Total Square Feet: 66,418

Site Acreage: 15

% in Flood Plain: 0%

Mechanical issues related to the heating, ventilation, and air conditioning (HVAC) system and controls were major issues at this site. All HVAC units were past their expected life and were in poor condition. These systems did not provide adequate outside air ventilation, thus, causing poor indoor air quality. Mercury bulb thermostats were used to control some of the equipment and have the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. The HVAC controls for this facility did not have energy conservation functions that allowed for night time set back of temperatures or scheduling of holidays or snow days. This site had significant energy savings potential that should be explored.

The outside aesthetics of the site needed to be addressed. Issues, such as, rusting handrails, peeling paint on benches, and improperly maintained fence lines created a

poor exterior appearance. The emergency shut off valves for the natural gas supply to science rooms were not located within the classroom or easily accessible. The second floor teachers' lounge had excessive build-up of dust on the ceiling tiles around the supply diffuser and on the return grille. The fire rating of the Technology closet door on the second floor had been lost due to the open hole where a lock had been removed. The boys' locker room storage door had been damaged and needed to be repaired or replaced. Cars were parked in a clearly marked no parking zone outside the kitchen area and other areas of the site. Stained ceiling tiles were prevalent throughout the facility. The HVAC unit serving the Computer Laboratory in Room 211 did not have outside air capability. The site was not handicapped accessible and would require extensive modification to meet the Americans with Disabilities Act (ADA) guidelines for accessibility.

Facilities Resource Needs Evaluation Checklist

- The topography was not varied enough to provide a desirable appearance and had steep inclines.
- The site did not have stable well drained soil free from erosion.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The teachers' work area was not adequate.
- The Media Center lacked some of the equipment specified.
- The Art Room lacked some of the equipment specified.
- The physical education facility lacked some of the equipment specified.
- The science facilities did not have laboratory workspaces of 2.5 linear ft./student with sinks, water, gas, and electricity.
- The auditorium facility lacked some of the equipment specified.
- A teachers' dining area was not provided.
- The health services area lacked some of the equipment specified.

Mingo Central Comprehensive High School (Grades 9 - 12)

Year of Construction: 2011

Total Square Feet: 172,535

Site Acreage: 90

% in Flood Plain: 0%

Mingo Central Comprehensive High School has been open since 2011. Some items had not been resolved from the final construction punch list. The site experiences elevated humidity levels during the summer months due to calibration issues on the outside air flow stations on most of the roof top units. The air flow stations do not report correct outside air flow readings to the building automation system and caused the units to deliver excessive volumes of outside air into the spaces, thus, causing elevated humidity levels and excessive energy consumption. Materials, parts, and equipment from the vocational shops were stored on the parking lot and created a safety hazard and poor appearance. The heating, ventilation, and air conditioning (HVAC) shop did

not have an adequate electrical source or venting to provide instruction on commercial equipment. Even though this site if new, it had significant energy savings potential that should be explored.

School Facilities Evaluation Checklist Issues

- The career technical section did not offer co-op or agricultural education courses; however, these courses are offered at Tug Valley High School and students may commute there if desired.

Global Maintenance Issues

Globally, school personnel needed to put forth more effort and emphasis on the aesthetics and cleanliness of their facilities and school sites. Trash, litter, improperly stored materials and equipment, poorly maintained fence lines, and ruts and bare lawns caused by vehicular traffic were among the issues that gave both school and non-school facilities operated by Mingo County School District a poor exterior appearance. It should be the goal of all Mingo County School District staff members to make each of the sites a pristine example of good facility care and maintenance in each community.

The interior spaces of many of the older facilities lacked the detailed cleaning that needed to occur annually or semi-annually. The floors and hallways were clean, but only to the extent that a mop or scrubber could reach. Corners, edges, grout lines, and other areas that require additional effort to clean were not regularly cleaned, leaving the facility with a dirty and dingy appearance. Mingo County School District should take full advantage of any training workshops that the custodian vendors provide to improve the efficiency and effectiveness of their custodian staff.

School administrators must enforce parking rules to keep vehicles from traveling or parking off the hard surfaces provided for this purpose. Most schools had more than adequate parking areas that would not necessitate parking on the lawns. The grounds keeping staff needed to keep the fence lines around the schools and ball fields free of vegetation and other debris. Trimming and maintenance of shrubs, bushes, and weeds also needed to be provided by the grounds keeping staff on a regular basis to keep up the exterior appearance of the schools.

The Team observed community residents driving up to school dumpsters and depositing personal trash into the units. This practice must be stopped, since it is illegal and significantly adds to the cost of the waste management.

7.5. ADMINISTRATIVE PRACTICES AND SCHOOL-COMMUNITY RELATIONS.

7.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.

Findings

Mingo County School District used numerous methods of providing information to parents and the community.

1. An up-to-date Mingo County Board of Education website and school websites contained information concerning the school calendars, policies that directly affect students and parents, course information, etc.
2. The WARN System used telephone messaging to provide parents and others information concerning emergency situations, such as, school closings, school meetings, and other information.
3. Teachers regularly communicate with parents by sending notes to parents concerning what is happening with their children at school.
4. Schools have Facebook pages that contain school information that parents and others can access by “liking” the page.
5. An abundant number of parent workshops had been provided (160 workshops) had been conducted through March 20, 2013.
6. The Edline System allowed teachers and parents to communicate directly concerning their children.
7. Mingo County School District has an active parent involvement component. The Team interviewed the County Parent Involvement Coordinator which revealed an array of communications, workshops, and other events that reach out to the parents and community. Each Title 1 school has a parent assistant that works 20 hours per week coordinating and publicizing workshops. Non-Title 1 schools have parent assistants who are paid through other federal funds.
8. Workshops were held at the schools on timely topics that included: Internet Safety, How to Work with Your Child, USE (Understanding Special Education), Everybody Counts (Disability Awareness), and Roadmap to the Future (for 8th graders with IEPs and their parents).
9. School events were communicated to parents through the countywide telephone communication system, school and classroom newsletters, media releases, social media, and word-of-mouth. The County Parent Involvement Coordinator indicated that parent participation tended to be greatest at the beginning and end of the year, with fewer participants during the middle of the year. The Team examined the participation logs for each of the workshops and the parent involvement

coordinator pointed out that over 200 workshops had been offered during the 2011-2012 school year.

10. The County Parent Involvement Coordinator provided the Mingo County Parent Educator Resource Directory, which is a complete listing of agencies and phone numbers for entities, such as, county service agencies that included: Adult/Child Abuse Hotline, Mingo Family Resource Network, Ambulance numbers for the various communities, Counseling and Mental Health organizations, Crisis Intervention, Day Care Facilities, and many more agencies available to help parents and community members.
11. Mingo County School District collaborated with other community agencies to provide the following events for parents and community members: 5-K runs in collaboration with Mingo County Diabetes Coalition, a Community Health fair, Head Start Transition, and the Smiles program for dental health.
12. Mingo County School District has a partnership with Glenville State College, Hidden Promise Scholars, which is designed to encourage students to attend college. The program focuses on students in Grades 8 through 12 who may not otherwise have considered going to college. Low to moderate income students are identified for participation and these students receive a college-enrolled mentor who helps them prepare for college. Hidden Promise Scholars attend free summer camps geared toward career exploration, ACT preparation, and college transition. Students receive a family pass and a student ID to access the Glenville State College campus.

7.5.2. 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)

Findings

The Team interviewed the director of student services and the assistant superintendent and reviewed records and policies on the Student Code of Conduct and the Employee Code of Conduct and found the policies were consistent with West Virginia Board of Education policy. The school system had effective procedures to deal with violations of the codes of conduct and implemented the procedures as needed. Principals and teachers were trained annually on the codes of conduct policies and procedures. All employees received and signed a copy of the Employee Code of Conduct and any part not understood was explained to them. Computer records showed student discipline violations increased from 2,795 during the school year 2009-2010 to 4,275 to date during the school year 2012-2013. Skipping school was the most frequent student violation. Schools were implementing several programs to help with student discipline which included: The Responsible Student Program, In-school suspension program, counseling services in all schools, and Positive Behavior Support in six schools. The county used the Early Warning Report from the student section of the WVEIS computer

program to identify and flag students at risk of dropping out of school and provided support to keep them in school.

Mingo County Central Office files contained copies of the Student and Employee Codes of Conduct. Documentation for the Employee Code of Contact was contained in the individual employee folders in the personnel office. Mingo County Policy 5500 included the Student Code of Conduct and followed West Virginia Board of Education Policy 4373.

7.5.3. Statewide assessment. Test security measures are in place for the WESTEST. All students in the school participate in the statewide assessment program that includes state content assessments on the WESTEST or West Virginia Alternate Performance Task Assessment (APTA) at grades 3-8 and 10 and the Writing Assessment at grades 4, 7, and 10. Students with disabilities who have an IEP or a Section 504 Plan may be assessed on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the standardized assessment under these conditions and who meet the alternate assessment criteria will participate in the West Virginia Alternate Performance Task Assessment (APTA). Education Performance Audit teams will verify the eligibility of any student tested under standard conditions, standard conditions with accommodations, alternate assessment, or medical emergency student exemptions. Students who are continuously enrolled in the public school from the fifth instructional day of school to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

Findings

1. The Team interviewed the county test coordinator and reviewed the security procedures for the statewide assessment materials and found the tests were secured according to the requirements of West Virginia Board of Education Policy 2340.
2. All tests in the WV-MAP program were administered and the results were communicated to parents and used to improve student achievement.
3. The West Virginia Security Procedures Agreement had been signed by the testing coordinator, principals, and all persons who administer the tests.
4. All persons involved with the administration of the tests had been trained.
5. All students who participated in the Alternate Performance Task Assessment (APTA) met the criteria for this testing.
6. The testing program was well organized and administered in accordance with all appropriate policies and procedures.

7. Central Office staff indicated that test security measures were in place at every school and teachers had been trained in proper test administration procedures. The participation rate for the Mingo County School District during the 2011-2012 school year was 98.8 percent in mathematics and 99.0 percent in reading/language arts.

7.5.4. Physical Assessment. The school participates in the appropriate statewide physical assessment program.

Findings

1. The Team reviewed information that showed students in all schools that included Grades 4 through 9 had been administered the Fitnessgram and the results were recorded on West Virginia Education Information System (WVEIS).
2. The Team learned through interviews with central office staff that physical education in the elementary schools did not occur daily in most cases. Schedules varied from school to school. Some elementary schools elected to have a physical education teacher, while others opted for an art or music teacher, and in those cases, each teacher taught his/her own physical education class.

7.6. PERSONNEL.

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

The Team reviewed 31 randomly selected postings for professional, service, and extracurricular positions, including coaches. The Team interviewed the Human Resources Director (HRD) to discuss the county's hiring practices.

Findings

1. Postings were placed on the county and State websites and posted in the county office and at all work sites (delivered via e-mail). Postings were also available on the county office phone system and were sent to the local newspapers and board members.
2. Postings for classroom teacher positions listed the location, position, and required certification. Certification requirements were not listed on the postings for coaches or other extracurricular positions. However, in postings the Team reviewed for coaching vacancies, all applicants held a professional license or were eligible for renewal of a coaching authorization. It was found, where applicants for coaching position included applicants with professional certification and applicants with coaching authorization (citizen coaches), that preference in hiring was given to the individual with professional certification.
3. With the exception of postings for a Wellness Coach and Sign Language Specialist, job descriptions were not included with the postings; however, the job posting stated that job descriptions are available in the personnel office upon request.
4. Several job descriptions were outdated; however, the county was updating all job descriptions. The Team reviewed several updated job descriptions. The Human Resources Director stated that the Science, Technology, Engineering, Mathematics (STEM) coordinator will place job descriptions on the county website.
5. Postings for service personnel positions listed the location, position, the starting and ending time of the daily shift for only personnel who work different shifts from others with the same classification title (such as, a multi-classification position of custodian III/watchman), period of employment (for a secretary position), and specific county requirements for aides. Successful passage of the State competency test was not listed as a qualification on service personnel postings or in job descriptions; however, postings of an aide stated, "Must be highly qualified."
6. Temporary positions had been posted as per W.Va. Code §18A-4-15 for positions of service personnel left vacant due to an employee being on workers' compensation or an approved leave of absence for more than 30 days.

7. Special education vacancies filled with long-term substitute teachers were being continuously posted.
8. Some positions filled with long-term substitute teachers had not been posted within the required 20 working days period according to the requirements of W.Va. Code §18A-4-7a(o)(B) for reasons, such as, “teacher placed in classroom with one student over the pupil-teacher ratio limit. In this situation, if one student leaves, the additional teacher will no longer be needed.” Therefore, a substitute teacher is used in this assignment. Additionally, the county does not post vacant positions after it begins the process for determining personnel needs for the upcoming school year. This is usually late December.
9. Job applications are retained in the posting file folder. For professional personnel, when a regularly employed individual applies for a classroom teacher position, the second set of factors found in W.Va. Code §18A-4-7a is used by the Human Resources Director to determine the most qualified applicant. There has been one posting, per the director, where the most senior applicant was not recommended; however, a letter of the reason was not requested from the most senior applicant. When applicants are new or regularly employed applicants do not meet the standards of the posting, the names and telephone numbers of the applicants are forwarded to the appropriate principal who is responsible for interviewing applicants and selecting the most qualified applicant. Recommendations are in turn sent to the Human Resources Director. An interview with the principal of Tug Valley High School indicated that he was knowledgeable of and implemented the hiring process as required in W.Va. Code §18A-4-7a. **It is noted, within 90 days of Senate Bill 539 going into law, a new hiring process will be implemented for professional personnel and this will no longer be a relevant finding.**
10. The county has employed 20 teachers on permits and seven on out-of-field authorizations. The out-of-field authorizations were approved by the West Virginia Board of Education as required by West Virginia Board of Education Policy 5202.
11. The county had 26 substitute teachers employed in long-term assignments. Certification waivers from the West Virginia Department of Education had been requested for 14 teachers.
12. In compliance with W.Va. Code §18A-4-7a(l), one professional person was transferred after 20 days prior to the beginning of the instructional program due to the person holding the position not having a valid certificate.
13. The county contracts with individuals when services are considered to be on an “as needed basis.” Contract services postings reviewed included: LPNs, reading interventionists, parent assistants, and academic coaches.
14. The county participates in the Transition to Teaching program (TTP). Several employees were “transition to teaching” teachers; however, only one employee was currently working toward completion of the program. Upon entering the TTP, teachers in the program are determined to be “highly qualified.”

Recommendations

1. The Team recommended that Mingo County School District include on the notice of all job vacancies for service personnel, the employment term, starting and ending time of the daily shift, the amount of pay and any benefits (W.Va. Code §18A-4-8b(g)(2). The amount of pay could be a range of pay (based upon years of experience) for the specific classification title.
2. The Team recommended, where required, that Mingo County include on the posting and in the job description, "Successful passage of the State Competency Test for the classification of the posted position." All service personnel classification titles do not have State Competency Tests, such as, truck driver.
3. The Team recommended that Mingo County School District place all updated job descriptions currently on file on the county's website or include or attach to the job description to the job posting. If the job description is outdated, the county will need to revise and update the job description prior to the posting the vacant position.
4. The Team recommended that Mingo County School District list certification requirements for coaches and for other extracurricular positions on the posting.
5. The Team recommended that Mingo County School District comply with W.Va. Code §18A-4-7a(o)(B) in posting vacant positions timely. The Team further recommended that the county confer with the West Virginia Department of Education's legal counsel regarding language to place on the posting when a position is posted after the deadline for notifying employees when there is a possibility of a reduction in force for the subsequent school term.

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The Team found only one licensure issue with W.Va. Code §18A-3-2 and West Virginia Board of Education Policy 5202.

Burch Elementary School – One educator.

The Team also examined educators authorized to teach by West Virginia Code and State Board policy, but did not meet the highly qualified federal definition and educators credentialed to teach based upon permits. This information may relate to other issues in this report affecting student achievement.

During the review of educators to determine if teachers were properly credentialed for their assignments, the Team reported that the following schools had teachers who held the appropriate credentials to teach, but did not meet the definition for highly qualified.

Burch Middle School – Two educators.
Burch Elementary School – Two educators.
Dingess Elementary School – Three educators.
Lenore K-8 School – Two educators.
Matewan Elementary School – Two educators.
Matewan Middle School – Three educators.
Mingo Central Comprehensive High School – Eight educators.
Tug Valley High School – One educator.
Williamson Middle School – Three educators.

The Team also identified educators teaching with permits.

Burch Elementary School – Two educators.
Dingess Elementary School – Three educators.
Gilbert Elementary School – One educator.
Kermit K-8 School – Two educators.
Lenore K-8 School – Three educators.
Matewan Elementary School – One educator.
Matewan Middle School – One educator.
Mingo Central Comprehensive High School – Six educators.
Tug Valley High School – Three educators.
Williamson Middle School – Two educators.

7.6.3. 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)

The Team reviewed new teacher hire logs for 2010-2012, 2011-2012, and 2012-2013, to determine the 0-3 years' experience for required observations/evaluations, compiled an alphabetical listing of personnel, and matched the list with current personnel files.

The Team also reviewed personnel evaluations for professional personnel with 4-5 years' experience, other professional personnel, support personnel, service personnel, coaches, etc., to determine that the evaluation process was conducted according to W.Va. Code §18A-2-12, West Virginia Board of Education Policy 5310, and county policy.

A random review of professional evaluations disclosed the following.

The Team reviewed the evaluation files of a 25 teacher sample that represented teachers from all the schools with the following results.

1. Twenty-four of the 25 teacher evaluations reviewed met all requirements of West Virginia Board of Education Policy 5310 and Mingo County Board of Education Evaluation Policy 3220.
2. One teacher did not have an evaluation during the 2011-2012 school year.

A random review of support personnel evaluations disclosed the following.

The Team reviewed the evaluations of nine members of the professional support personnel and found all evaluations reviewed met all requirements of West Virginia Board of Education Policy 5310 and Mingo County Board of Education Evaluation Policy 3220.

A random review of coaches' evaluations disclosed the following.

The Team reviewed a sampling of 12 coaches' evaluations from all schools with coaches with the following results.

1. Eleven of the 12 coaches' evaluations met all requirements of West Virginia Board of Education Policy 5310 and Mingo County Board of Education Policy 3220.01.
2. One evaluation for an assistant football coach was completed March 12, 2013. This did not meet the West Virginia Board of Education Policy 5310 and Mingo County Board of Education Policy 3220.01 requirement for a coach's evaluation to be completed within four weeks after the end of the sports season.

A random review of service personnel evaluations disclosed the following.

The Team reviewed the evaluations of 11 school administrators with the following results.

1. Ten of the evaluations met all requirements of West Virginia Board of Education Policy 5310 and Mingo County Board of Education Policy 1530.
2. The evaluation for one administrator was only partially completed as the supervisor of this administrator had a health problem and was not working at the time the evaluation would have been completed.

A random review of service personnel evaluations disclosed the following.

The Team reviewed 24 service personnel evaluations with some evaluations from all schools and for each of the school personnel job classifications used in Mingo County. The evaluations reviewed consisted of four teacher aides, four secretaries, two mechanics, one payroll supervisor/auditor, four custodians, four cooks, two bus operators, and three maintenance personnel. All evaluations met the requirements of the Mingo County Board of Education Policy 4220.

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Findings

1. The county works toward following current West Virginia Board of Education policy and school law in implementing the beginning teacher and beginning principal internship programs. The county has 48 teachers and five principals in the internship programs. The elementary curriculum director coordinates the beginning teacher/principal programs. Her foremost responsibility is to ensure that all beginning educators have mentors. The mentors, in turn, are responsible for ensuring implementation of the program, including the orientation program, which is to be conducted prior to the beginning of the instructional term. Documentation was not available to verify that an orientation program was provided. The elementary curriculum director meets with the mentors at the beginning of each school year to review their responsibilities. Mentors are responsible for keeping a mentoring log documenting the number and dates of observations, conferences, and support meetings held. This documentation is forwarded to the elementary curriculum director at the end of the internship program and is filed in her office. The Team reviewed four mentor logs on file, which indicated that out of 27 weeks, 11 to 19 observations and seven to 11 conferences had been held. Out of 10 months, five to nine support team meetings had been held.
2. In addition to the certified mentors, Mingo County provided instructional coaches and administrative coaches to work with school personnel, including beginning teachers. Beginning teachers and principals also participated in county staff development provided to all teachers.
3. It appeared that the State will give counties an opportunity to develop and implement new professional practices to use in implementing the Beginning Teacher and Beginning Principal Internship programs. The elementary curriculum director was responsible for the county's development of its Support for Improving Professional Practice. A template was provided to counties from the West Virginia Department of Education. The county identified a need for a coordinator to oversee, plan, and manage the program for new teachers and principals. The plan also identified responsibilities of the coordinator, which included an orientation for beginning teachers in August, planning staff development, and working as a liaison between the new teachers and the support teams. The plan also identified specific responsibilities of the principal of new teachers.
4. The county plan also identified concerns with the current program, which included the amount of time required in the hiring process of mentors, travel time of a mentor whose mentee works in a different school, quality time to observe new

teachers, and no money (for substitutes) to release mentors to work with the new teachers.

5. The Support for Improving Professional Practice was sent to the West Virginia Department of Education March 15, 2013, for approval.
6. Twenty mentors were assigned to the 48 beginning teachers with two mentors assigned five beginning teachers placed at four different schools. Other mentors have as many as three or four beginning teachers. Four mentors are retired with one assigned three beginning teachers. Chart 18 describes the beginning teacher and assigned mentor.

Chart 18

Beginning Teacher	Loc.	Date of Hire	Date Mentoring Began	Mentor	Location/Retired
Educator	BMC	08-15-12	08-20-12	Mentor	MCHS
Educator	MCHS	07-12-12	08-20-12	Mentor	MCHS
Educator	MMS	03-06-12 RIF List	08-20-12	Mentor	MCHS
Educator	MCHS	11-01-12	11-07-12	Mentor	MCHS
Educator	WMS	07-12-12	08-20-12	Mentor	Retired
Educator	WMS	08-15-12	08-20-12	Mentor	RES
Educator	MMS	07-12-12	08-20-12	Mentor	RES
Educator	LK-8	08-15-12	08-20-12	Mentor	RES
Educator	GES	08-15-12	08-20-12	Mentor	RES
Educator	GES	01-02-13	01-22-13	Mentor	RES
Educator	MCHS	03-06-12 RIF List	08-20-12	Mentor	MCHS
Educator	MCHS	07-12-12	08-20-12	Mentor	MCHS
Educator	MCHS	07-01-12	08-20-12	Mentor	MCHS
Educator	DES	09-10-12	09-10-12	Mentor	DES
Educator	MCHS	08-15-12	08-20-12	Mentor	MCHS
Educator	MCHS	08-15-12	08-20-12	Mentor	MCHS
Educator	MCHS	11-07-12	11-08-12	Mentor	MCHS
Educator	MCHS	08-15-12	08-20-12	Mentor	MCBOE
Educator	MCHS	12-04-12	12-04-12	Mentor	MSBOE
Educator	MMS	11-01-12	11-01-12	Mentor	MCHS
Educator	LK-8	08-15-12	08-20-12	Mentor	LK-8
Educator	LK-8	07-12-12	08-20-12	Mentor	LK-8
Educator	LK-8	07-01-12	08-20-12	Mentor	LK-8
Educator	GMS	07-01-12	08-20-12	Mentor	GMS
Educator	MMS	08-15-12	08-20-12	Mentor	Ex. Learn
Educator	BES	07-12-12	08-20-12	Mentor	Ex. Learn

Educator	MCHS	08-15-12	08-20-12	Mentor	Ex. Learn
Educator	MCHS	10-03-12	10-03-12	Mentor	Ex. Learn
Educator	WMS	07-12-12	08-20-12	Mentor	MELC
Educator	BES	07-12-12	08-20-12	Mentor	MCBOE
Educator	MMS	08-15-12	08-20-12	Mentor	MCBOE
Educator	MCHS	08-15-12	08-20-12	Mentor	MCBOE
Educator	MCHS	08-15-12	08-20-12	Mentor	MCBOE
Educator	MCHS	03-06-12 RIF List	08-20-12	Mentor	MCBOE
Educator	BES	08-15-12	08-20-12	Mentor	BES
Educator	WMS	03-06-12 RIF List	08-20-12	Mentor	Retired
Educator	WMS	07-12-12	08-20-12	Mentor	Retired
Educator	WMS	08-15-12	08-20-12	Mentor	Retired
Educator	WMS	07-12-12	08-20-12	Mentor	Retired/WMS
Educator	TVHS	03-06-12 RIF List	08-20-12	Mentor	TVHS
Educator	TVHS	02-08-13	02-08-13	Mentor	TVHS
Educator	LK-8	08-15-12	08-20-12	Mentor	TVHS
Educator	RES	10-03-12	10-03-12	Mentor	RES
Educator	MES	10-03-12	10-03-12	Mentor	MES
Educator	MES	09-19-12	09-10-12	Mentor	MES
Educator	BMS	02-08-13	02-08-13	Mentor	BMS

Beginning Principal (Assistant)

Educator	MCHS	01-02-13	01-02-13	Mentor	MCHS
Educator	BMC	08-15-12	08-20-12	Mentor	Retired
Educator	RES/ WMS	08-15-12	08-20-12	Mentor	DES
Educator	BES	08-15-12	11-07-12	Mentor	TVHS
Educator	GES	08-15-12	11-7-12	Mentor	Retired

Recommendation

Once the county's Support for Improving Professional Practice is approved by the West Virginia Board of Education, the county should work for full implementation of the plan.

7.7. SAFE, DRUG FREE, VIOLENCE FREE, AND DISCIPLINED SCHOOLS.

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Finding

The Team reported that school rules, procedures, and expectations had been developed and communicated to students, parents, and staff.

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)

W.Va. Code §18A-1-12a(17) states, “All official and enforceable personnel policies of a county board must be written and made available to its employees.”

Findings

Mingo County School District's policies complied with all West Virginia Board of Education policy requirements. The policies were current, thorough, and complete. The Team commended the county for the adoption of policies to support West Virginia Board of Education Policy 4373, *Expected Behavior in Safe and Supportive Schools*, and the thoroughness to which all related county policies have been aligned with the language and intent of this State Board policy. The Team also commended Mingo County for the thoroughness to which their policies have been updated, revised, and developed.

The county will need to develop the administrative guidelines and procedures for implementing the policies.

7.8. LEADERSHIP.

7.8.1. 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)

W.Va. Code §18A-2-12a (1) provides “The effective and efficient operation of the public schools depends upon the development of harmonious and cooperative relationships between county boards and school personnel.”

The Office of Education Performance Audits (OEPA) Team interviewed the Mingo County Board of Education members, the superintendent, and county office staff. The Team reviewed agendas, minutes, and transcripts of the Mingo County Board of Education meetings, the Mingo County School District Five-Year Strategic Plan, the Professional Development Plan, and the Curriculum Audit report. The findings are the result of the interviews and document reviews.

County Leadership

1. The district office staff exhibited professionalism, collaborative work habits, effective communication skills, and a strong commitment to improving student achievement. The staff was unified in developing all aspects of a strong education system.
2. The district superintendent provided information and updates to the Mingo County Board of Education on the county Five-Year Strategic Plan, curriculum, personnel, finance, West Virginia Board of Education policies, etc., which were relevant to decision-making.
3. Mingo County School District is moving forward with a well-planned and organized curriculum. The district staff instituted programs and initiatives to improve student achievement and improve the graduation rate.

Mingo County Board of Education

1. Board members have served for as long as 10 years and the newest member was appointed February 9, 2012, to fulfill the remaining term of a member that had resigned. This appointed member was later elected to office.
2. Board members expressed a desire to assume control of the school system. They identified personnel and finances as areas that they would like additional training.
3. Board members voiced personal goals of improving student performance and preparing students to lead successful lives after graduation. They would especially like to expand career technical programs.

4. Mingo County Board of Education members and district staff were especially pleased that a collaborative with Glenville State College had been established that encourages and supports Grades 8 through 12 students to pursue a college education.

General Procedural Technicalities.

1. Mingo County Board of Education minutes were scarcely more than a board agenda and did not include information to inform the public of board meeting business conducted. Furthermore, meetings did not state an end time. While a complete transcript of each meeting was maintained in a separate notebook, minutes should include a brief description of the board items, reports, presentations or discussion, and include an end time.
2. The schools' local school improvement council (LSIC) reports to the board for the 2012-2013 school year had been presented. In each instance, the board minutes included a statement "that pursuant to W.Va. Codes §18-5-14, §18-5A-2, and §18-5A-3. . . ." The board met with each LSIC; however, information was not included in the board minutes that verified a quorum of the LSIC membership was present or that the chair or member designee addressed the school's status in meeting the school and county improvement plans.
3. A review of board meeting minutes indicated little recognition of staff and student accomplishments throughout the year. The high attendance record of personnel and the lower student dropout rate indicated high morale. Additionally, the increase in academic programs illustrated a stronger focus on student learning. The board and administrators should establish processes to recognize academic successes.

Leadership Development Indicators.

1. A major responsibility of local school boards of education is ensuring that a long-term vision is established for the school system and that the district remains focused on learning and achievement for all students. Mingo County Board members provided sketchy information about the Mingo County Five-Year Strategic Plan. They did not know which member had participated on the planning committee and three members did not recall that the staff had been provided a Power Point presentation about the plan at a Workshop/Special Board Meeting held October 18, 2012. Mingo County's administrative assistant presented comprehensive and clear information regarding all aspects of the county's plan.

The county held a workshop for developing the plan and one member of the board attended the planning session and could not remember being a part of the plan's development. Another board member said, "This board has no input into the strategic plan." He further stated that he had no knowledge if the plan was submitted to the board and "it has not been analyzed or discussed in board meetings".

The Mingo County Board of Education must closely examine the strategic plans of the county and schools to determine if they, as a board, adequately focus on student performance goals.

2. Board meetings were not productive, organized, or conducted within a reasonable amount of time.

Transcripts of the Mingo County Board of Education meetings indicated numerous instances in which members shifted off topic and discussions reverted to former issues. Transcripts showed board members talking over one another, interrupting each other, deviating from the subject, etc. The Mingo County Board of Education should follow the agenda and limit discussions about past issues and conflicts.

3. It was apparent that some board members allowed service personnel, teachers, and community members to come directly to them with concerns. Members did not follow policy and procedures in reporting concerns to the superintendent, rather board members generally expressed instances of dealing with parent and/or employee concerns directly.
4. Board members frequently did not follow law in conduct of board meetings.
 - a. **Secret Ballot.** A paper ballot was done at the February 9, 2012, Special Board meeting for filling the position of the term of a board member who resigned. During board member interviews, one member described this method as a “secret” ballot. Another member stated, “Nobody knew who voted” This use of a written vote was recorded in the transcript of board meetings dated and signed March 5, 2012. W.Va. Code §6-9A-8. Acting by reference; written ballots states, “(b) A public agency may not vote by secret or written ballot.”
 - b. **Official Board Capacity.** A board member disseminated a paper in his official capacity at a board of education meeting on March 5, 2013, “Economy of Scale”, prior to the levy. This paper was developed from other documents and appeared to politicize the upcoming levy. It specifically stated, “It is unconstitutional to call on parents to pay for textbooks and lab fees for required courses. And art, music, sports, basic educational support services and many extracurricular activities that promote learning, creativity and character are not luxuries; they too are essential features of a sound, basic education.” Source listed: newwoodburncommunityschool.org/2011/08/26/will-the-wv-school-building-authority-get-away-with-it/
 - c. **Personnel Employment.** During an interview, one board member stated, “They did hire one person I recommended, a bus driver.”
 - d. **Executive Session.** The agenda for the March 21, 2012, Special Meeting, included Presentations and Review Proposed Levy Rates for the Fiscal Year 2012-2013. The meeting recessed until April 17, 2012. The meeting convened April 17, 2012, and the agenda listed one item: Review Proposed Levy Rates for the Fiscal Year 2012-2013. A member moved to go into executive session according to §6-9A-4(A) and (B). The executive session

called by the board president was not listed on the agenda. The official transcript of the meeting reported the president stated the following authorization and motion for the executive session:

Matters arising from retirement, promotion, demotion, disciplining, resignation, discharge, dismissal, and so forth. And B, For the purpose of conducting a hearing on a complaint, charge, or grievance against a public officer, or employee. So having said that I will ask for a motion to go into executive session to discuss matters pertinent to those – one or more of those issues.

The county superintendent had previously dealt with this complaint and explained the procedure to address the complaint and the resolution. The board president requested a board meeting with the employee present to discuss things he, the board member, had been hearing. The meeting was held May 1, 2012, in which the employee was requested to attend an executive session to discuss the incident. The OEPA Team interviewed the employee who stated he thought things had been resolved at a personnel meeting held with the superintendent and assistant superintendent and the employee and the employee's representative.

- e. **Personnel Actions.** Board member(s) have been openly vocal about personnel and employment of personnel. According to interviews, a board member's friend went through the application process for a job posting. The county went through personnel procedures and concluded the required background check which disclosed a police record; consequently, the applicant was informed that he/she could not be hired. This board member called the Director of Human Resources and indicated that this person could be hired for the position. Other examples were found in transcripts of board meetings in which this member stated that he received calls about a lost application or misplaced application. The personnel office researched this and reported at the next meeting that the applicant lacked the qualifications in the job posting. The board member also questioned loss of an application for another applicant, which was explained to him. He further stated that people were calling him and crying because of the way they were treated by a specific individual in the personnel office, publically stating the name of the county office staff member.
- 5. Board members did not exercise boardmanship and leadership as demonstrated by the following actions and behaviors.
 - a. One board member wrote a letter to an office at the West Virginia Department of Education about a particular employee. The member stated, "As a board, if we had power of authority we could address that." This correspondence was not shared with the county superintendent.
 - b. Board members did not participate on the steering committee for renewal of the school levy. Most said, "Dr. Paine told us not to be on the Steering

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Committee.” Meeting transcripts showed that the superintendent invited and encouraged board members to participate on the Steering Committee to voice input.

According to meeting transcripts, a board member stated that he could not get information about the manner in which the school excess levy was developed. However, the transcript of minutes indicated that the board was officially requested to participate on the Steering Committee. Board members expressed that they did not approve of some things in the levy call, specifically the ATV safety program and archery class while not providing input into the levy call.

- c. **Open Meeting Law.** The July 9, 2013, agenda for a regular meeting of the Board of Education of the County of Mingo listed the following items: I. Roll Call, II. Call to Order. III. Minutes, IV. Discussion of Williamson Middle School and Williamson High School Properties Attorney, Paul Pinson, V. Personnel, VI. Employee and Citizen Input, VII. Board Member Comments, and VIII. Adjournment. During the July 9, 2013, Mingo County Board of Education meeting, the president proposed to hire an attorney to represent the Board. The president called for a vote on this item, and the board voted four to one to hire an attorney to represent the board. This item did not appear in the published agenda prior to the properly and duly noticed Mingo County Board of Education meeting.

The Open Governmental Meetings Act prohibits amending an agenda and adding items unless it is reported in the same manner as the agenda was originally posted at least two business days in advance of the meeting. Furthermore, the Mingo County Board of Education does not have legal authority to make personnel decisions pursuant to W.Va. Code §18-2E-5 with respect to the State intervention into all aspects of the local board’s authority in the operation of the school system.

INDICATORS OF EFFICIENCY

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.

Findings

Mingo County Central office staff meets with school principals and instructional coaches to audit the current programs by grade level. They analyzed the following: Purpose of program; frequency of delivery and by whom; required by (West Virginia Board of Education (WVBE), county, school, other); results based on data; alignment with WVBE expectations; and alignment with Next Generation Content Standards and Objectives. The proposed master schedule was then compared with West Virginia Board of Education Policy 2510 and revisions made accordingly.

8.1.2. Transportation. The school district evaluates the cost containment and effectiveness of the transportation system and provides students efficient transportation services consistent with State laws and policies.

Findings

1. Mingo County School District transports approximately 4,000 students daily utilizing 55 school buses and nine substitute buses. Although all regular bus runs were made during the second semester of the 2012-2013 school year, six regular bus runs were not made during the first semester of this school year due to a lack of available substitute bus drivers. Finding a sufficient supply of certified drivers has been a problem in the past three years. The school system has made a serious effort to alleviate this issue and is improving. Currently, the system has seven certified substitute bus drivers with two additional substitute drivers in the certification process. This will bring them close to their desired number of 10 substitute bus drivers. The county continues to post for additional substitute bus drivers and provides certification programs to qualified applicants.
2. The county uses bio-diesel fuel, an on-line parts inventory system, and a scheduled preventive maintenance program to improve the efficiency of the transportation system. Bus routes are evaluated, assessed and adjusted for efficiency. According to Team interviews with the transportation director, all bus routes are within recommended guidelines for one-way travel time as described in West Virginia Board of Education Policy 4336.

8.1.3. 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-16 (d))

Findings

1. The maintenance department for Mingo County has been without a maintenance director for several years. This has caused a lapse in efficiency and effectiveness of the maintenance department. The current maintenance supervisor did not display the necessary leadership skills to run the crew effectively. Work ethics and proficiency were very poor among the staff since guidance and leadership were lacking. The maintenance secretary has been given a temporary limited leadership role over the maintenance staff and has been assuming most of the tasks and responsibilities of the director. The maintenance staff, however, displayed attitudes of resentment for the secretary's new role, creating tension and discontentment in the department. The Team recommended that Mingo County School District hire a maintenance director with strong leadership skills and a strong facilities management/operations background.

Note: The Mingo County School District Superintendent was advised by the West Virginia Department of Education to not employ a maintenance director due to financial constraints.

2. The labor force of the maintenance department was being reduced, thereby, creating a need to supplement some of the duties that a full complement of staff would perform. The most prevalent need at this time is the maintenance of the heating, ventilation, and air conditioning (HVAC) and control systems throughout the county. Mingo County currently has only one HVAC technician for 14 schools and the other miscellaneous facilities operated by the school system. Basically, the only function that the technician can provide is reactive maintenance on the units that have failed. The existing HVAC systems are generally in poor condition and have not been maintained well. The units need to be cleaned and serviced annually, but the technician does not have enough time to perform these services on the equipment. The Team recommended that Mingo County School District pursue a preventive maintenance contract with a reputable HVAC service company that can perform these services on an annual basis to get the HVAC systems back to an acceptable condition.

Painting is another service in which the current maintenance staff seemed to be deficient. Only a few maintenance staff members had the skills to paint or were willing to paint. A countywide painting program needs to be initiated to keep up the appearances of the schools, but with just a few qualified or willing painting staff, this has not been possible. The Team recommended that contract painters be hired to perform this duty.

3. Several issues needed to be addressed within the maintenance department. Maintenance staff members had been taking vacation days without providing the required 7-day notice. This caused scheduling conflicts when the supervisor did not know who was going to be off work. Staff members had also been taking sick days without calling in and disciplinary actions had not been taken. Money acquired from recycling materials such as steel and copper from school projects was not returned to the county school system. Maintenance staff members do not take the initiative to repair items they find in the schools, rather all work is deferred until someone reports the issue and a work order is provided. The maintenance shop facility and grounds were disorganized and presented a poor appearance. Maintenance staff members do not properly fully finish or clean up after their projects. Items such as restoring the insulation, painting, and cleanup were not provided and often old parts and materials were left on the roof or in the Mechanical Rooms. Facility information such as the O&M manuals, warranties, construction drawings and documents were not stored or maintained well to provide readily accessibility to the documentation by staff or contractors.
4. In most of the Mingo County School District facilities, including the Board of Education offices, maintenance facility, transportation facility, and all other auxiliary buildings, the controls for the heating, ventilation, and air conditioning (HVAC) systems were never changed to operate in an unoccupied mode during holidays, school breaks, weekends or snow days. There are potentially 180 days during each year that the systems could be run at a lower operating expense. If this potential number of days of energy savings were added to the total number of snow days that occur each year, a very significant reduction of energy and the runtime on the HVAC equipment could be realized. Only two schools have HVAC control systems that can be programmed to automatically setback for non-school days or controls that can be remotely accessed to activate a snow day schedule. All other schools and facilities required local manipulation of the thermostats to achieve this type of operation. To implement this control strategy at each site, training will need to be provided for the designated staff members to properly change the thermostat settings for the non-school days, then back again to resume normal operation. Significant instant energy savings could be realized if the county adopted and implemented this type of control strategy or upgraded the control systems to automatically perform those functions.
5. Since most of the heating, ventilation, and air conditioning (HVAC) equipment in the schools were well past the life expectancy, replacement of these older units would also prove to be cost effective from both an energy and maintenance standpoint. Modern HVAC units are approximately 35-40 percent more efficient compared to the equipment installed in the 1990s. Since most of the HVAC units in the Mingo County School District are older than 15 years, replacement of the older units would yield a considerable annual savings. Additionally, the newer equipment would not be as prone to failure as the old units and would provide better learning environments with less maintenance. At this time, replacement of the older units is cost prohibitive for the county and the Team recommended that

other methods of funding be investigated. Performance contracting services are typically a good solution to this issue as it would improve the efficiency of the HVAC, lighting, and electrical systems of each facility using the funds that would be saved from the improved equipment efficiencies and other improvements.

6. The maintenance staff members were often hindered from performing their duties due to a lack of access to the buildings. Although a centralized card access system is in place, all areas of the facility cannot be accessed when needed without the aid of local school staff. The card access system generally allows the staff access through the main doors, but keys are required to access locked classrooms, electrical rooms, mechanical rooms and all other locked areas. This is generally not an issue unless an emergency after-hours or when the maintenance staff works at the schools during holidays or breaks when the local school staffs are not present. The Team recommended that the maintenance staff be provided unrestricted access to critical areas of the facilities.
7. Another issue that hindered the efficiency of the maintenance staff is the slow acquisition of purchase orders for parts and materials. The average time to get a purchase order from the treasurer's office is more than two weeks. Some repairs and materials needed often cannot be delayed for this period of time which is causing the maintenance staff to purchase the needed items without a purchase order. While this is a violation of policy, many instances require unplanned and immediate purchases to maintain the school safety or maintain proper indoor environment. A method to expedite purchase orders for critical purchases is needed. A purchasing card or additional quarterly blanket purchase orders should be considered.
8. Energy management and utility tracking is one area that is completely lacking in the Mingo County School District. Mingo County had previously employed an energy manager, but the position proved to be ineffective and the position was eliminated. With proper training and guidance, a proactive person in this position could be very cost effective at reducing utility usage and costs. Currently, no method was in place to determine how effectively each facility is operated and whether or not sites are using their utilities wisely.
9. Many of the schools in Mingo County employed night shift custodians. These positions were originally used to provide a means of security for the buildings over the night. Since all facilities now have closed circuit television (CCTV) security cameras and card access security systems, the role of a staffed security force at night is no longer needed. The Team recommended that Mingo County School District evaluate the effectiveness and need for night shift custodians.
10. One of the duties of the maintenance department is to deliver mail and custodian supplies to the schools at least twice per week. This process requires 8-man hours of labor and the use of a $\frac{3}{4}$ ton service van to make a typical route of 60+ miles for each trip. The Team recommended that Mingo County School District

investigate eliminating this duty by drop-shipping any and all materials to the schools and using the U.S. mail for postal items. Junk mail should be eliminated or correctly addressed to go to the correct school.

11. Technology advances in the equipment and controls used in newer school facilities are requiring more service calls to be issued to the vendors at a significant cost per visit. Although the maintenance staff received basic training on the systems that are put into the schools, the complexity of troubleshooting and maintaining these systems requires more training than what was provided by the initial training session. The Team recommended that the maintenance staff attend schools specialized in their fields of expertise to become proficient and certified with the systems. Specialized fields include: Fire alarm, card access, backflow preventers, and heating, ventilation, and air conditioning (HVAC) equipment and controls. It should be the goal of the maintenance staff to become independent of vendor service calls.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

Findings

1. The administrative personnel needs were assessed to determine the administrative structure needed to support the consolidation of four high schools. It was determined through this process, to place a principal and three assistant principals at the new consolidated school. One factor in the selection of the assistant principals was the strength of the applicants. One assistant principal was selected based on strength in curriculum, another was selected based on strength in career/technical education, and the third assistant principal was selected based on strength in administration and athletics to serve as athletic director/assistant principal.
2. Attempts were made to equalize administrative personnel at the two high schools based on student enrollment.
3. With the consolidation of two schools next year (2013-2014), the county plans to have a principal and assistant principal in each elementary school, except the small Dingess Elementary School.

8.1.5. 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.

Findings

1. A review of the county's enrollment data (2nd month report) showed a decrease in enrollment of 145 students from 2009-2010 to 2012-2013. There was a decrease of 38 students from the 2011-2012 to 2012-2013; however, that decrease did not appear to impact personnel needs. The superintendent discussed county staffing and the county being over the school-aid formula by 22 professional and 64 service personnel positions. The superintendent and his staff are working to reduce the number of staff paid outside the formula and have identified both professional and service positions that the county board may be able to eliminate. The majority of the cuts, including two administrative positions (principals) result from consolidating four schools into two as Riverside Elementary School and Williamson Middle School will consolidate into Williamson School PreK-8. Matewan Elementary and Matewan Middle will consolidate into Matewan School PreK-8. Other positions may be eliminated due to a decrease in the number of students in an elementary classroom. Once teacher positions are eliminated and the enrollment increases, the county is looking at possible split grades to meet the pupil/teacher ratio in lieu of adding more staff. Additionally, the county has reduced two secretary positions in the county board office by reassigning duties to other secretaries within the building. As per the treasurer and the superintendent, positions outside the formula are paid from the county's excess levy funds.
2. When determining personnel needs for the upcoming year, the superintendent met with his county office staff team, made up of the assistant superintendent, administrative assistant, and human resources director to review data which had been collected relating to personnel needs for 2013-2014. This data included projected enrollments in grade levels at the elementary level and the number of teachers needed to meet the state mandated pupil-teacher ratio in grades K-6. At the middle and high school levels, the county office staff team reviewed class enrollments along with information, such as, student interest to determine teachers needed to implement required and required elective programs of study. The staff, along with the special education director, also looked at projected enrollments in special education classes and the number of teachers needed to meet the individualized education programs (IEPs) of special needs students. A change in individualized education program (IEP) recommendation to reduce the one-on-one personal care of students showed fewer personal care aides were needed. The County team also met with other appropriate program directors, such as, Title I, nutrition, transportation, etc., to determine personnel needs for each respective program.
3. The county office staff team gave careful consideration to providing personnel and program equity among schools. The number of cooks at each school was based upon the number of meals served. The number of custodians was based upon the amount of square footage of the building.
4. Subsequent to county staff meetings, the county team met individually with principals to review personnel needs the principals had determined for their

respective schools for the upcoming school year. Once all information was gathered, the superintendent with his office staff team identified 27 professional and 35 service positions to be considered for elimination for 2013-2014. The county has notified, as required by West Virginia Code, all identified personnel who will be affected by the reduction-in-force.

5. The county contracts with RESA 2 for an instructional facilitator, two administrative coaches, and two administrative support positions. Other contracted services, such as Reading Interventionists, Parent Assistants, Special Education PERC, and LPNs are paid from Title I or special education funds.
6. The superintendent stated the lack of certified special education teachers is his biggest personnel concern. The assistant superintendent attends teacher recruitment fairs at Concord University, Marshall University, Fairmont State University, and Glenville State College in an effort to bring new teachers into the county. Other county personnel have participated in teacher recruitment fairs at West Virginia University and West Virginia State University. The county also recruits from the University of Pikeville and Midway College in Kentucky.
7. The county offers all required programs of study. Honors, advanced placement (AP®), dual credit, and EDGE courses are offered at both high schools. Nine AP® classes in the areas of English, mathematics, science (chemistry), and history are offered to students. Seven dual credit classes through Southern West Virginia Community College are offered along with several EDGE courses. With the consolidation into Mingo Central Comprehensive High School, students there, as well as Tug Valley High School, are provided low incidence classes at the school. If needed, through Polycom, classes from either Mingo Central Comprehensive High or Tug Valley High can be delivered to the other school. Virtual School courses are also available via the West Virginia Department of Education; however, this delivery method was not being used this school year.
8. All students in Grades 9-12 have Lenova Notebook (Laptop computers). The classes use digital textbooks. Student achievement is increasing at the elementary and high school levels. Instructional coaches have been employed to work specifically with teachers of middle school students in an effort to increase achievement of middle school students. County ACT scores were higher than the last four years. The dropout rate has declined during the past three years and is lower than the State average.
9. Instructional staffing appeared to be comparable at each school to provide instruction in art, music, and physical education. The county has no instructional itinerant teachers. Elementary level schools have the opportunity to select staffing to teach art, music, and physical education. For example, Dingess Elementary School identified music as a need and requested a full-time music teacher. The regular classroom teachers teach art and physical education. The school population which is 92 percent poverty now has exposure to music that it has not had in the past. The school has a winds orchestra. Some students are playing instruments including the piano. Comparable counselor and health services are

provided to all schools. Counseling services are provided to Kermit K-8 and Dingess Elementary schools by one counselor. Gilbert Elementary School and Gilbert Middle School share a counselor. All other schools have full time counselors.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

Findings

1. RESA 2 provides assistance to low performing schools through extensive staff development programs to the school staffs and administrative coaches to provide embedded staff development at the schools.
2. Mingo County School District reported they are very satisfied with the excellent services they receive from RESA 2.
3. Mingo County School District has used the services of RESA 2 extensively. RESA 2 staff led trainings on how to improve scores on WESTEST2, Understanding the Next Generation Content Standards and Objectives, Depth of Knowledge/Rigor and Relevance, Student Engagement, Formative Assessment and Support for Personalized Learning (SPL).
4. RESA 2 also plays an active role with principal and teacher summer academies.
5. Mingo County School District contracts with RESA 2 to provide a (STEM) facilitator, Mathematics I coach, and administrative coaches.

CAPACITY BUILDING

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 Superintendent of Schools has demonstrated the capacity for targeting resources strategically to improve the teaching and learning process. Evidence of this has been exhibited by elementary students in all subgroups achieving at or above the State level and the high school improving from the previous year's assessment. A continuum of school improvement has been developed and implemented that resulted in the school district improving across student subgroups, academic areas, and performance outcomes.

The Mingo County Board of Education has not demonstrated the capacity to exercise board leadership, commitment, progress, cooperation, and fiscal responsibility. As a consequence, the school district superintendent and central office staff, schools and the community are affected by the actions and/or inactions of the local board of education.

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.

Mingo County has experienced a decline in the county's fund balances that came about by construction cost escalation due to board member(s) filing legal action impeding implementation of the State Board approved Comprehensive Educational Facilities Plan (CEFP) which involved constructing Mingo Central Comprehensive High School and the closure of four small high schools. This course of action also affected the completion of other projects in the CEFP and led to maintaining inefficient facilities and maintaining personnel over the State aid formula. These factors led to a decline in the county's fund balances each year from the Unrestricted Fund Balance History of \$6,518,552 Fiscal Year 6-30-09 to \$418,568 in FY 6-30-12. Consequently, the county superintendent has not replaced the Director of School Facilities and school reports reflect the outcomes of the absence of this position. Furthermore, all facilities "maintenance work, except emergency repairs or those that are determined to be absolutely necessary" was postponed per the direction of the West Virginia Department of Education.

In spite of the lack of support, obstacles, and distractions to leadership and organization presented by member(s) of the board of education, the county superintendent and staff have concentrated on teaching and learning and successfully built a countywide culture that combines high expectations and the provision of strong support and empowerment of teachers.

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APPROVAL RECOMMENDATION

The Office of Education Performance Audits recommends and a motion is requested that the West Virginia Board of Education approve the Mingo County Education Performance Audit Report as presented.

**MINGO COUNTY SCHOOL SUMMARY
EDUCATION PERFORMANCE AUDIT**

School	APM	Findings	Commendations	Recommendations
54-101 Lenore K-8		7.1.2; 7.2.2	None Identified	None Identified
54-102 Mingo County Extended Learning Center		None Identified	None Identified	None Identified
54-201 Burch Elementary		7.1.2	7.1.3; 7.8.1	None Identified
54-207 Dingess Elementary		None Identified	7.1.1; 7.1.2; 7.1.3; 7.8.1	None Identified
54-210 Gilbert Elementary		None Identified	7.1.2; 7.1.3; 7.8.1	None Identified.
54-221 Riverside Elementary		7.1.2	None Identified	None Identified
54-222 Matewan Elementary		None Identified	7.1.3; 7.8.1	None Identified
54-223 Kermit K-8		7.1.2	7.8.1	None Identified
54-402 Williamson Middle Closed – End of 2012-2013 School Year	5.1.1	None Identified	7.1.2; 7.1.3	None Identified
54-403 Matewan Middle Closed – End of 2012-2013 School Year	5.1.1	None Identified	None Identified	None Identified
54-406 Burch Middle		7.1.2	7.8.1	None Identified
54-407 Gilbert Middle		7.1.5; 7.2.3; 7.2.4	None Identified	None Identified
54-507 Tug Valley High		7.1.2; 7.2.3; 7.7.2	7.1.4; 7.8.1	None Identified
54-508 Mingo Central Comprehensive High		7.1.2; 7.7.2	7.1.3; 7.1.7	None Identified