



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

IAEGER HIGH SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Iaeger High School in McDowell County was conducted November 19, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Garland S. Elmore	Middle School Principal	Chapmanville Middle School Logan County
Dr. Jack Kaufman	Professor of Education	Mercer County
Anna L. Kincaid-Cline	Director of Curriculum, Secondary and Career Technology	Fayette County
Craig Lee Loy	High School Principal	Valley High School Fayette County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY
 Suzette Cook, Superintendent
526 IAEGER HIGH SCHOOL – Passed
 Kathy Gentry, Principal
 Grades 09 - 12
 Enrollment 433 (2nd month 2007-08 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	107	108	105	97.22	55.76	Yes	Confidence Interval	✓
White	107	108	105	97.22	55.76	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	85	86	84	97.67	55.42	Yes	Confidence Interval	✓
Spec. Ed.	18	19	19	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	107	108	103	95.37	60.78	Yes	Confidence Interval - Averaging	✓
White	107	108	103	95.37	60.78	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	85	86	82	95.34	55.55	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	18	19	19	100.00	27.77	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 93.2%

60 MCDOWELL COUNTY
 Suzette Cook, Superintendent
526 IAEGER HIGH SCHOOL – Passed
 Kathy Gentry, Principal
 Grades 09 - 12
 Enrollment 393 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	93	98	95	96.93	32.96	Yes	No	X
White	93	98	95	96.93	32.96	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	79	78	98.73	29.72	Yes	No	X
Spec. Ed.	18	20	19	95.00	27.77	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	93	98	95	96.93	38.46	Yes	Confidence Interval	✓
White	93	98	95	96.93	38.46	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	75	79	78	98.73	36.48	Yes	Confidence Interval	✓
Spec. Ed.	18	20	19	95.00	27.77	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 94.3%

IAEGER HIGH SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	98	93	95	91	96.94	24.18	42.86	29.67	3.30	0.00	32.97

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	98	93	95	91	96.94	8.79	52.75	36.26	2.20	0.00	38.46

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

IAEGER HIGH SCHOOL

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
laeger High	3	0	2

AP Courses Offered: AP Biology; AP English Language; AP US History

College Credit Classes Offered: Psychology; Sociology

Note: These courses were reported by the principal; however, the McDowell Central Office reported that four AP courses were offered and no honors or college level courses were offered.

Advanced placement (AP) courses were not offered or taught last year (2008-2009); consequently, no students took the examination as shown in the chart below. laeger High School offered AP courses during the 2009-2010 school year.

laeger High School	2008-2009
10 th Grade Test Takers (%)	0
11 th Grade Test Takers (%)	0
12 th Grade Test Takers (%)	0
10 th Grade Test Takers (%) with a score of 3 or higher	0
11 th Grade Test Takers (%) with a score of 3 or higher	0
12 th Grade Test Takers (%) with a score of 3 or higher	0

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
McDowell County	270	38.5%
laeger High	98	36.7%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
McDowell County	76	22	28.95%	31	40.79%
laeger High	25	5	20%	7	28%

The percentage of students enrolled in developmental English and Mathematics was higher than the State average. laeger High School and McDowell County must take appropriate steps to dramatically lower this percentage.

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that laeger High School did not attain adequate yearly progress (AYP) in 5.1.1. Achievement. Three subgroups designated in 5.1.1. Achievement were the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics. In accordance with Section 10.6 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. laeger High School and McDowell County were encouraged to revise the school and county Five-Year Strategic Plans when a subgroup is identified in any one year.

The percent proficient of all subgroups in both mathematics and reading/language arts was no higher than 38.46 percent. This is a serious countywide challenge in that all the school's subgroups are not succeeding across academic areas or across performance outcomes. laeger High School failed to achieve adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics. laeger High School achieved AYP in the AS, W, and SES subgroups in reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 11 – 67.03 percent in mathematics and 61.54 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Policy 2421 and Policy 5902.
2. Technology Updates.
3. Framing Your Success.
4. Using Excelsior and Acuity in the Classroom.
5. Data-Driven Decision Making.
6. Discipline with Dignity.

7. Middle School Concepts.
8. Strategies for Teaching in the Block.
9. West Virginia Model for Positive School Climate.
10. Assessment For Learning Book Study.
11. RESA 21st Century Leadership Series.
12. ACT Plan Test Training.
13. Mentor Teachers Training.
14. Special Education Teacher Leadership Academy.
15. West Virginia State Technology Conference.
16. Strategic Planning/Lexile/Quantiles.
17. Read 180.
18. Culture: The Foundation of Successful Improvement Efforts.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

March 2006

- 4.15. Enrollment in advanced placement and/or honors classes. The percentage of students in grades 9 through 12 enrolled in advanced placement and/or honors classes is at or above five percent (5%). (W.Va. Code §18-9A-1; Policy 2510)

The principal and counselors reported that no advanced placement or honors classes were available. One class, Sociology, was a dual credit course with Southern Community College; however, enrollment in this class did not meet the 5 percent enrollment rate.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. An AP English class was being offered and an AP Calculus class was planned to begin second semester. Honors English 11 was being offered and a dual credit Psychology class was planned.

November 19, 2009

COMPLIANCE. The county reported that four AP classes were available for students.

- 5.1.4. Learning environment. School staff fosters an environment conducive to learning. (Policy 2510)

Ten students were not engaged in learning in three classrooms observed. Three students arrived late in one classroom. Two students left early. In one social studies class, students discussed the Concord College band and roads. Students who were grouped in two classrooms talked rather than completing the assignment. Bulletin boards were outdated. Material on the bulletin boards remained from last school year.

The school environment showed a lack of maintenance and cleanliness. Trash existed throughout the school. Several lockers did not have doors.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The learning environment of the school had improved. The school was clean and free of debris; however, the facilities are old and worn. The new school is under construction.

November 19, 2009

This is the final year for Iaeger High School due to consolidation.

- 5.1.14. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for early, middle, and adolescent levels, including career clusters and majors. Note: Any changes approved by the West Virginia Board of Education pursuant to the agreed order in Tomblin v. Gainer dealing with vocational programs will also be included. (Policy 2510; Policy 2520)

All students taking art and yearbook were listed as Art I or Yearbook I regardless of how many years the students had taken art and/or yearbook. Theatre was not offered as an elective.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Yearbook was being taught as a separate class. A course syllabus was required of each teacher. Theatre was still not offered.

November 19, 2009

COMPLIANCE. Theatre was offered.

- 5.1.15. Enrichment and acceleration. School personnel provide students enrichment and acceleration opportunities. (Policy 2510)

Although the school offers one dual credit course through Southern West Virginia Community College in Sociology, no advanced placement or honors courses were available. Few opportunities existed for students to explore higher-level courses.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Advanced Placement (AP) and dual credit courses were still scarce. Increased course offerings are planned for second semester.

November 19, 2009

COMPLIANCE.

5.2.3. Accounting practices. The county board's and individual school's accounting practices are consistent with state policies and procedures. (W.Va. Code §§18-9B-9, 10, 11; and 18-4-10; Policy 1224.1; Policy 8100)

1. One purchase order reviewed was dated after the invoice date. Purchase Order No. 526-1231 was written for pizza, which was purchased prior to the purchase order being issued. The purpose of maintaining a purchase order system is to provide the principal with a means of maintaining control over purchases to ensure that funds are available and to deter unauthorized purchases. Purchase orders need to be obtained prior to obligating funds.
2. A rubber stamp was used to stamp the principal's signature on purchase orders. The principal or his/her designee must approve in writing all purchase orders. According to an Attorney General's Opinion dated September 11, 1963, facsimile signatures produced by a mechanical or electrical device are authorized; however, this does not include the use of a rubber stamp.
3. Bank deposits were not being made in a timely manner. A receipt for \$635.50 was issued on July 31, 2001; however, the funds were not deposited until August 16. All funds collected must be deposited whenever total collections on hand exceed \$500 or before any extended school holiday. Bank deposits must be made at least weekly, regardless of the amount collected.

FOLLOW-UP REVIEW

NONCOMPLIANCE.

1. The current review found that two purchase orders from the sample tested were dated subsequent to the invoice date. Purchase orders need to be obtained prior to obligating funds.
2. The current review found that the rubber stamp was no longer being used; however, one purchase order tested did not have the approving signature. The principal or his/her designee must approve in writing all purchase orders.
3. The current review found that one bank deposit was not made in a timely manner. Eight business days elapsed between the time of receipt and the deposit date. All funds collected must be deposited whenever total collections on hand exceed \$500 or before any extended school holiday. Bank deposits must be made at least weekly, regardless of the amount collected.

November 19, 2009

COMPLIANCE. The financial auditor at the central office reported that all financial issues at the school had been corrected.

- 5.5.1. Regulatory agencies. Fire marshal and health department citations have been corrected or a plan exists for correction. (W.Va. Code §§18-3-9a; 29-3-5; and 29-12-5a)

Requirements cited in the State Fire Marshal Report, April 12, 2001, had not been addressed and corrected. Many requirements have been in existence since 1996 and 1998, several since 1987, and one since 1979. Items included: Required fire door, emergency lighting, heat detectors, electrical panels, ceiling damage, smoke detectors, and storage.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Many requirements had not been corrected; however, the building will be closed with the construction of a new school.

- 5.5.2. Safe and healthy facilities. Buildings, grounds, furnishings, and equipment are free from observable safety hazards. (W.Va. Code §18-5-9; Policy 6200)

The Team observed the following facility issues.

1. Boys' and girls' rest rooms were not marked as such and the rest rooms were strewn with paper and debris.
2. Bleachers in the gymnasium were cluttered and filthy.
3. Halls and classrooms were generally dirty.
4. Art rooms were cluttered and did not have running water.
5. The chemistry classroom did not have eyewash stations.
6. Most sinks were not functional in the science classrooms. There was no cabinet for storing safety glasses.
7. The chemistry classroom did not have a cabinet for corrosives and flammable substances.
8. The boys' and girls' rest rooms were dirty and below acceptable standards. The following conditions were reported: A foul odor; evidence of tobacco use in all rest rooms, cigarette smoke and smokeless tobacco residue; clutter and filth in the main girls' rest room; toilets were not working; no rest room stalls; damaged ceilings and floors; and pervasive unsanitary conditions.
9. Lights to the Boiler Room stairwell were shorted out and created a safety hazard.
10. The Home Economics facilities were dirty and hot water was not available in sinks.
11. Substandard computer equipment existed in one of two business education classrooms. This equipment uses dot matrix printers and cannot accommodate current business software for instruction.

12. The cafeteria/dining room building was inadequate to accommodate the student enrollment. The kitchen was very small and the general condition of building was not clean. Garbage was present inside and outside the building.
13. Art and music classrooms did not meet minimum standards for adequate learning environments. Hot and cold water was not available for the Art Room. Outlets were below standards or did not exist. Music equipment for classroom activities was not available. The music class was in a building located dangerously close to a road.
14. Science classrooms were substandard and did not have the required equipment for safe and educational instruction. An emergency eyewash, blankets, and shower did not exist. Items that included ventilation hood, gas shut off switches, hot and cold water were not present. The fire extinguisher was out-of-date. An environment that impedes learning was present and posed a hazardous condition.
15. Current student parking created an unsafe environment. Cars were parked beside the road along the daily traffic pattern.
16. The cafeteria and classroom buildings were located within an unsafe distance of the roadway. Students must come within four feet of the main roadway beside the school to enter classes and go to the cafeteria.

FOLLOW-UP REVIEW

NONCOMPLIANCE.

1. Rest rooms were marked.
2. Bleachers were clean.
3. Custodian service appeared to be adequate.
4. The Art Room was somewhat cluttered at end of day, but the floor was clean. There was one sink but no hot water.
5. An eyewash had been added.
6. Chemistry room was in compliance.
7. A cabinet was provided.
8. Rest rooms were old and unattractive, but cleaner.
9. Lights had been repaired.
10. The facility was clean and the water had been fixed.
11. Computer equipment had been upgraded.
12. The kitchen was clean, but was still small.
13. The music classroom was still inadequate.
14. Unchanged.
15. Unchanged.
16. Unchanged.

November 19, 2009

NONCOMPLIANCE. This is the final year for laeger High School due to consolidation. While the facility was clean, many maintenance issues remained.

November 2009

7.1. Curriculum

- 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)**

One substitute teacher did not have lesson plans. A teacher left a substitute directions with worksheets instead of lesson plans. The principal must ensure that proper lesson plans are available for all substitute teachers.

- 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)**

Physics was not available for students, as required by West Virginia Board of Education Policy 2510. The reason given was the lack of a certified teacher.

- 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)**

One teacher left the class 30 minutes early with some students to supervise the lunch room; however, four students were left in the classroom unsupervised.

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.**

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

- 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)**

Counselors were unable to meet with students at least 75 percent of the time due to excessive clerical duties including: putting the master schedule into WVEIS, enrolling students, and sending transcripts. The counselors must be available to students at least 75 percent of the time.

7.6. Personnel

- 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)**

The principal indicated some teachers did not have mentors; however, the positions were posted but had not been filled. The principal indicated a “mentor buddy” was assigned to the teachers in the interim.

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

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

The boys’ rest room showed evidence of tobacco use.

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)**

Due to the number of deficiencies found at laeger High School, the Team determined that assistance from the McDowell Central Office administration, the West Virginia Department of Education, and RESA 1 be sought to assist the building administrator in the operation of the school. The McDowell Central Office needs to take an active role in school improvement and to address the issues of the school, including the low test scores.

RECOMMENDATION

- 7.1.7. Library/educational technology access and technology application.** Maintenance on computers appeared to be less than optimal. One teacher had requested that an instructional technology program be installed on the classroom computers and the central office refused. In discussions with students it was indicated library resources were minimally used. One teacher indicated the library was used only for research. The Team recommended that installation of instructional programs receive priority and to address the maintenance issues the central office could delegate basic duties like installing instructional software and minor computer repair issues. The school should utilize the library resources for enrichment and recreational reading.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

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

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

Although this is the last year for laeger High School due to consolidation with Big Creek High School, the issues found in the Education Performance Audit must be corrected. A majority of the issues found have the potential to be transferred to the newly constructed building and have a negative influence on student achievement. A Follow-up Education Performance Audit will be conducted at the new school to verify that the issues have been corrected.

Building Capacity to Correct Deficiencies

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

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

The Team recommended that the McDowell County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

Identification of Resource Needs

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

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (*Policy 6200 and Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site was not 15 usable acres plus one acre for each 100 students over 800 and was not easily accessible and conveniently located. The site was not large enough for future expansion and was not removed from hazards and undesirable noise and traffic. The topography was not varied enough to provide desirable appearance and without steep inclines. The site did not have stable, well-drained soil free of erosion and was not well landscaped. The site was not suitable for special instructional needs. The sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. There was not enough sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities. The playgrounds/recreational areas were not well equipped and appropriate for the age level.

- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area and sufficient work space and privacy were not provided.
- 19.1.3. Teachers' workroom.** Communication technology was not provided.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have adequate storage, counter space, mechanical ventilation, or a ceramic kiln. The music facility did not have adequate storage, music chairs with folding arms, or acoustical treatment. The physical education facility did not have forced ventilation, provisions for two or more teaching stations, a display case, network connection, Internet access, instructional technology equipment, or a data projector or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a sink, hot and cold water, compressed air, darkening provisions, gas, main gas shut-off, AC and DC current, ventilation fume hood, laboratory workspace, fire extinguisher, blanket, emergency showers, and a first aid kit.
- 19.1.12. Grades 7-12 auditorium/stage.** Acoustical treatment and broadcasting capabilities were not available.
- 19.1.14. Food service.** Drinking water, instructional board and bulletin board, a teachers' dining area, locker/dressing room, and chairs were not available. The kitchen was not adequate in size to meet food production needs and meal service type.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, work counter, and desk and chair.

Early Detection and Intervention

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

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified eight high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.8. Instructional materials.
- 7.1.9. Programs of study.
- 7.1.13. Instructional day.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.6.4. Teacher and principal internship.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

laeger High School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide laeger High School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct laeger High School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.