



EDUCATION PERFORMANCE AUDIT REPORT

FOR

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

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SECTION I

MCDOWELL COUNTY SCHOOL DISTRICT

INTRODUCTION

At the direction of the West Virginia Board of Education, an Education Performance Audit was conducted of the McDowell County School District on October 22-25, 2001. It was the recommendation of the OEPA that the McDowell County School System be issued Nonapproval status and that extraordinary circumstances existed that constituted major impediments to the provision of education programs and services for students. The West Virginia Board of Education assigned Nonapproval status of the McDowell County School System and intervened in the operation of the school district.

The West Virginia Board of Education directed the Office of Education Performance Audits to conduct an Education Performance Audit Follow-up Review of the McDowell County School System to determine if progress had been made in correcting the noncompliances that resulted in the State intervention of the school system.

An Education Performance Audit Team returned to McDowell County Schools November 30 – December 2, 2005 and January 30 and 31, 2006. The Team reported that the McDowell County School District and its schools had made substantial progress and improvement in alleviating most of the original findings of noncompliance and achievement of the schools reducing the noncompliances from 260 to 17 noncompliances and 10 partial compliances. However, many facility issues remained that were being addressed through the Comprehensive Educational Facilities Plan (CEFP). The Office of Education Performance Audit recommended that nonapproval status be maintained with the county until such times as the remaining facility issues are resolved with the dedication of the new facilities in the design and construction phase. This recommendation was based on McDowell's history of backing off and not following through with facility improvement plans.

A Team returned to McDowell County May 5-7, 2009 to review the school district, Mount View High School, and the remaining facility issues. The purpose of this audit was to determine if the county board of education was prepared to regain county control or partial control of the school system. This review determined that a full county audit was necessary.

A full Education Performance Audit of the McDowell County School System was conducted November 17-20, 2009. The report was presented to the West Virginia Board of Education at its January 10, 2010 meeting.

The OEPA reported that the situation in McDowell County compared to the November 2001 OEPA report was much improved, but not acceptable. Because of the progress the county has made, partial control was returned to the McDowell County Board of Education in the following areas: Finance, Curriculum, Transportation, the

establishment and operation of a school calendar, and other decision making authorities of the local board of education according to the statutory provisions and West Virginia Board of Education policies.

Because of deficiencies remaining in personnel, the lack of resolve to update county policies, and the facility issues, the West Virginia Board of Education continued intervention in the following areas: Personnel, Facilities, and Policy development. The State Board issued the McDowell County School District Conditional Approval status and February 11, 2010, instituted an Exit Strategy for Returning Control to the McDowell County Board of Education.

An Education Performance Audit of McDowell County School District was conducted January 29 – February 1, 2013. The review was conducted as prescribed in the document, Exit Strategy for Returning Control to the McDowell County Board of Education. This report describes the Education Performance Audit Team's assessment of progress made by the 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, Deputy Director

NAME	TITLE	COUNTY	CATEGORY
Denise White	Coordinator, Office of Instruction	West Virginia Department of Education	AYP/Five Year Strategic Plan/High Quality Standards
Dr. Christi Chambers	Asst. Director - Office of Special Programs	West Virginia Department of Education	Special Education
Charlene Colburn	Director, Title I and Title II	Lincoln County Schools	Title I, Title II
Brenda Morris	Coordinator, Office of Instructional Technology	West Virginia Department of Education	Technology
Carroll Staats	Consultant	OEPA	Evaluation/Administrative Practices
Charles Callison	Consultant	Greenbrier County Schools	Policies
Dr. Teddi Cox	Consultant	OEPA	Leadership
Delores Ranson	Consultant	OEPA	Personnel/Hiring/Internship
Lisa Hedrick	Executive Director – Office of Professional Preparation	West Virginia Department of Education	Licensure
Chris Campbell	Treasurer	Putnam County Schools	Finance
Jody Lucas	Treasurer	Cabell County Schools	Finance
David Bailey	HVAC Technician – Office of School Facilities	West Virginia Department of Education	Facilities
Ken Hughart	HVAC Technician Office of School Facilities	West Virginia Department of Education	Facilities
Madelaine Shultz	Mechanical Engineer Office of School Facilities	West Virginia Department of Education	Facilities

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that McDowell County had undertaken initiatives for achieving Adequate Yearly Progress (AYP).

1. 7.2.1. County electronic strategic plan.

From the Five-Year Strategic Plan (dated January 17, 2013), the prominent initiatives and activities included the following.

- I. To improve student achievement in all curricula through high quality instruction.
 - a. The LEA will provide training and support for formative and summative assessments, standards-based grading practices and 21st century standards-based lesson design to ensure quality instruction.
 - b. The LEA will provide professional development to improve content knowledge and use of high-yield practices for district and school level administration and teachers in core content areas to improve student achievement.
 - c. Ensure accuracy of highly qualified data.
 - d. Develop a plan that focuses on recruiting, retaining and retraining highly qualified teachers in order to have 100% of core academic classes taught by highly qualified teachers.
 - e. Due to a high number of teaching vacancies, McDowell County will implement a McDowell County Transition to Teaching (TtT) Cohort.
- II. To promote a culture of high expectations through positive relationship building and the development of effective interpersonal skills.
 - a. Schools will implement an intervention model designed to identify at-risk students and provide support necessary to improve their physical/social/emotional well-being.
 - b. Review and evaluate progress toward strategic plan goals, objectives and actions on a regular basis.
 - c. Provide funding for an In-school Suspension teacher at Mount View High School via Rural Low Income Schools Funding.
 - d. Ensure a quality education for all students through strong partnerships between home, school and community.
 - e. Create a healthy and safe environment to promote student success and well-being.

- III. To provide personalized learning to ensure timely graduation with 21st century skills to become productive citizens.
 - a. Schools will implement an intervention model designed to identify at-risk students and provide support necessary to increase student achievement.
 - b. Provide intervention support for schools via RLIS funds in order to improve student achievement.
 - c. Increase growth in the number of students entering post-secondary education and/or career technology.
 - d. Schools will provide all students personalized learning opportunities to meet their individual needs.
- IV. The district will implement the Special Education programmatic requirements as defined by IDEA.
- V. To improve student achievement through increased access to 21st century teaching and learning.

Through interviewing staff at the central office, the Team determined that the county was making progress in achieving the goals listed in the McDowell County Five-Year Strategic Plan. The Team commended the goal-focused approach of the county. While McDowell County is making progress, the county school district will need to sustain the effort to see a change in student achievement.

2. 7.4.1. Regulatory Agency Reviews.

Overall, the operation and maintenance of the school facilities in McDowell County have significantly improved in the last few years. School administrators and staff seem to take more ownership for the physical appearance of the schools' environment and aesthetics. The skill levels of maintenance staff have also increased on the building control systems and more technical heating, ventilation, and air conditioning (HVAC) systems have been installed on the newer buildings. The maintenance staff members are allowed to attend workshops and training sessions held around the State which has also aided to improve their skills. The maintenance director implemented a painting program that has enhanced the aesthetics of the schools where the painting projects have been completed.

3. 7.6.1. Hiring.

The Team commended the personnel director. It was evident that the personnel director spent an enormous number of hours working toward full correction of the previous findings of noncompliance in personnel. Her work was high quality which resulted in a high functioning level of implementation of State Board Policy 2320. She had revised required forms, such as, employment application forms; job application forms; matrix to evaluate qualification of applications to gather and evaluate applicants per the requirements of W. Va. Code §18A-4-7a, etc. She has maximized technology by keeping data and records relevant to personnel. This enabled the personnel director

to provide the Team information, such as, postings; vacancies; number and names of substitutes working in long-term assignments; names and assignments of personnel who transferred 20 days prior to the beginning of the instructional period, along with the superintendent's report to the state superintendent; mentors in the beginning teachers/principal programs; tracking process of obtaining teacher certification; etc. The personnel director would be a valuable resource to share her work and expertise with other personnel directors statewide. She is also responsible for calling substitutes. In order to ensure bus operators and bus aides report to work on time, she starts calling substitutes at 4:00 a.m. each morning. She also makes evening calls for substitutes. The Team recognized her commitment to McDowell County School District and the hard work involved to ensure county compliance with all standards for which she is responsible.

4. 7.6.4. Teacher and principal internship.

The county begins the school year with a three-day summer academy for new teachers, principals, and mentors. The Team reviewed the academy program and found it to be high quality. This quality training continues throughout the year with monthly two-hour sessions for the novice teachers and principals. Time is allocated at each monthly principals' meeting to provide specific training for novice principals. McDowell County considers a novice teacher or principal to be an individual with less than five years experience. Every principal in the county is considered a novice principal. All participants are compensated for their attendance to training sessions outside their workday.

5. 7.7.2. Policy implementation.

McDowell County School District has done an exemplary job of developing, implementing and complying with the intent of West Virginia Board of Education Policy 4373 through policy 11-028. Continuing education to meet the requirements and intent of the State Board was thorough and well documented. This policy addressed many of the policy issues previously cited in the 2001 and 2009 audits dealing with disciplinary procedures, student due process rights, nondiscrimination, tobacco use and substance abuse.

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 McDowell County did not make adequate yearly progress (AYP). McDowell County failed to achieve AYP for the last five consecutive years. Chart 1 shows the grade span/assessment and subgroup(s) that did not make AYP for the current year assessed. It also shows the percent proficient for each grade span/assessment and subgroup.

The reviewers noted that when the performance of these subgroups listed in Chart 1 compared with the 2010-2011 No Child Left Behind (NCLB) data, subgroups identified below improved in academic performance in elementary mathematics in all subgroups except special education (SE), which declined slightly. In middle school mathematics, all subgroups experienced a decline of close to 7 percent except for the SE subgroup which declined by 2.1 percent. High school mathematics improved in all subgroups except for the SE subgroup which declined by 3.8 percent.

WESTEST2 2011-2012 scores in elementary reading declined in all subgroups with the special education (SE) subgroup showing a loss of almost 9 percent. At the middle school level in reading, the all students (AS) and racial/ethnicity white (W) students subgroups declined, while the SE and economically disadvantaged (SES) subgroups improved slightly. At the high school level in reading, all subgroups declined from the 2010-2011 percent proficient except for the racial/ethnicity black (B) subgroup which showed an 11.1 percent gain.

Chart 1

WESTEST2			
GRADE SPAN/ASSESSMENT	SUBGROUP	2011-2012 PERCENT PROFICIENT	2010-2011 PERCENT PROFICIENT
Elementary - Mathematics	All Students	43.5%	39.0%
Elementary - Mathematics	White	43.6%	39.0%
Elementary - Mathematics	Special Education	19.1%	19.6%
Elementary - Mathematics	Economically Disadvantaged	40.2%	35.6%
Middle – Mathematics	All Students	31.3%	38.1%
Middle – Mathematics	White	31.6%	38.3%
Middle – Mathematics	Special Education	8.2%	10.3%
Middle – Mathematics	Economically Disadvantaged	27.7%	34.7%
Secondary - Mathematics	All Students	31.7%	27.8%
Secondary - Mathematics	White	31.6%	29.3%
Secondary - Mathematics	Black	32.4%	21.8%
Secondary - Mathematics	Special Education	9.1%	12.9%
Secondary - Mathematics	Economically Disadvantaged	28.4%	24.5%
Elementary - Reading	All Students	38.7%	41.2%
Elementary - Reading	White	38.9%	40.0%
Elementary - Reading	Special Education	9.6%	18.5%
Elementary - Reading	Economically Disadvantaged	34.0%	38.3%
Middle - Reading	All Students	31.6%	33.6%
Middle - Reading	White	31.8%	33.3%
Middle - Reading	Special Education	7.1%	4.6%
Middle - Reading	Economically Disadvantaged	30.6%	29.4%
Secondary Reading	All Students	25.3%	26.0%
Secondary Reading	White	25.9%	28.9%
Secondary Reading	Black	23.8%	12.7%
Secondary Reading	Special Education	7.8%	11.0%
Secondary Reading	Economically Disadvantaged	22.5%	23.1%

Chart 2 shows that in the last five years, the number of McDowell County's schools identified for not achieving AYP has increased from 2 out of 11 schools in 2008 to 6 out of 10 schools in 2012. The only exception was 2010 when the number of schools failing to make AYP declined from the previous year, then continued to rise in subsequent years. This has directly affected the percentage of schools achieving AYP.

Chart 2

NUMBER OF SCHOOLS NOT ACHIEVING AYP		
Year	Number of Schools Not Achieving AYP/Total Schools	Percentage Achieving AYP
2008	2/11	81.8%
2009	5/11	54.5%
2010	4/11	63.6%
2011	5/10	50%
2012	6/10	40%

Charts 3 through 5 indicated that the 2011-2012 McDowell County School District student percent proficient in mathematics was below the State percent proficient with almost all subgroups in all three programmatic levels. The exception was in elementary mathematics in which the racial/ethnicity black (B) subgroup percent proficient was 6.6 percent higher than the State and the economically disadvantaged (SES) subgroup was 0.2 percent higher than the State.

Student assessment performance in reading/language arts (Charts 6, 7, and 8) was below the 2011-2012 State percent proficient at all three programmatic levels. In the elementary grades, the McDowell County School District percent proficient was 11.1 percent below the State for the all students (AS) subgroup. The deficit was 17.9 percent at the middle level and 18.8 percent at the high school level. For the special education (SE) subgroup, the gap between the State Percent Proficient and the McDowell County School District percent proficient was high in elementary (13.8 percent gap), lower at the middle level (7.5 percent gap), and least at the high school level (2.6 percent gap).

Chart 3

ELEMENTARY MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	43.5%	50.1%
White (W)	43.6%	50.9%
Black (B)	42.9%	36.3%
Special Education (SE)	19.1%	29.1%
Economically Disadvantaged (SES)	40.2%	40.0%

Chart 4

MIDDLE MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	31.3%	46.8%
White (W)	31.6%	47.4%
Black (B)	NA	34.2%
Special Education (SE)	8.2%	16.1%
Economically Disadvantaged (SES)	27.7%	36.1%

Chart 5

HIGH SCHOOL MATHEMATICS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	31.7%	46.6%
White (W)	31.6%	46.8%
Black (B)	32.4%	36.6%
Special Education (SE)	9.1%	12.7%
Economically Disadvantaged (SES)	28.4%	34.4%

Chart 6

ELEMENTARY READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	38.7%	49.8%
White (W)	38.9%	50.5%
Black (B)	37.1%	38.2%
Special Education (SE)	9.6%	23.4%
Economically Disadvantaged (SES)	34.0%	39.0%

Chart 7

MIDDLE READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	31.6%	49.5%
White (W)	31.8%	49.9%
Black (B)	NA	40.2%
Special Education (SE)	7.1%	14.6%
Economically Disadvantaged (SES)	30.6%	38.5%

Chart 8

HIGH SCHOOL READING/LANGUAGE ARTS 2011-2012		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	25.3%	44.1%
White (W)	25.9%	44.5%
Black (B)	23.8%	33.7%
Special Education (SE)	7.8%	10.4%
Economically Disadvantaged (SES)	22.5%	32.0%

ACT EXPLORE Assessment Results

According to the 2011-2012 Grade 8 ACT EXPLORE results in Chart 9, McDowell County students showed a fairly consistent trend in the composite score from 2007-2008 to 2011-2012. All five years of trend data showed scores below the State in all academic areas.

The ACT EXPLORE results for McDowell County have been consistently below the State scores in all areas. In West Virginia McDowell County ranked 51st in English, 52nd in Mathematics, 54th in Reading and 52nd, in Science on the 2011-2012 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 McDowell	12.0	11.8	12.0	12.0	12.4
Mathematics WV	14.7	14.3	14.6	14.8	14.6
Mathematics McDowell	12.9	13.3	12.7	13.8	13.6
Reading WV	13.9	13.6	14.0	14.1	14.0
Reading McDowell	12.4	12.3	12.5	12.8	12.7
Science WV	16.0	15.6	15.8	15.9	15.8
Science McDowell	14.8	14.3	14.5	15.1	14.7
Composite WV	14.9	14.5	14.8	14.8	14.8
Composite McDowell	13.2	13.0	13.1	13.5	13.4

ACT PLAN Assessment Results

Based on the 2011-2012 Grade 10 ACT PLAN results in Chart 10, McDowell County test takers showed a slight decline from 2010-2011 (15.0 to 14.7) in the composite score. While McDowell County ACT PLAN results were consistently below the State level in all areas of the test, results from year to year showed a pattern of ups and downs, with scores in all areas increasing in 2008-2009, declining in 2009-2010, increasing in 2010-2011 and declining again in 2011-2012. In West Virginia McDowell County ranked 55th in English, 53rd in Mathematics, 52nd in Reading, and 55th in Science on the 2011 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 McDowell	13.9	14.6	13.6	14.1	13.6
Mathematics WV	16.3	16.3	16.2	16.2	16.4
Mathematics McDowell	14.5	15.3	14.6	15.1	14.7
Reading WV	16.5	15.7	16.1	16.1	16.1
Reading McDowell	14.3	14.7	14.0	15.1	14.6
Science WV	17.5	17.1	17.3	17.3	17.3
Science McDowell	15.8	16.3	15.8	15.9	15.6
Composite WV	16.8	16.5	16.6	16.6	16.6
Composite McDowell	14.8	15.3	14.6	15.0	14.7

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)

McDowell County School District participation rates in reading and mathematics for 2011-2012 were 100 percent at all six elementary schools and at one middle school (Sandy River). Southside had a participation rate of 99.7 percent in mathematics and 99.3 percent in reading. Both high schools (Mount View and River View) had participation rates well above the State 95 percent minimum requirement and showed upward trends.

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 McDowell County School District attendance rate has remained above the State requirement of 90 percent for the last five reporting years. The State attendance rate was 97.3 percent for 2011-2012. The reviewer noted that the attendance rate at three of the eight elementary schools listed for NCLB data had attendance rates higher than the State level: Anawalt Elementary (98 percent), Fall River (97.57 percent) and Kimball Elementary (97.46 percent). The personnel director told the Team that several schools last year and the year before had buses not run due to unavailability of drivers, but the condition had been better this year. She indicated that there had only been two days this current school year (2012-2013) when all buses did not run.

Chart 11

ATTENDANCE RATE	
Year	Attendance Rate
2007-2008	94.17%
2008-2009	94.00%
2009-2010	92.93%
2010-2011	91.07%
2011-2012	92.89%

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:

4-Year Adjusted Cohort Graduation Rate	= $\frac{\text{\# of cohort members who earned a regular high school diploma by the end of the 2009-2010 school year}}{\text{\# of first-time 9th graders in fall 2006 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2006-2007, 2007-2008, 2008-2009, and 2009-2010}}$
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The 2010-2011 graduation rate for the McDowell County School District listed in Chart 12 provided the baseline graduation rate for the new adjusted graduation calculation in place in West Virginia. The State graduation rate was 77.9 percent.

Chart 12 showed that the McDowell County School District graduation rate has declined steadily over the past six years. A declining trend in graduation was present even before the federal “four-year cohort graduation” rate began in 2010-2011.

Chart 12

GRADUATION RATE	
Year	Graduation Rate
2007-2008	87.83%
2008-2009	85.06%
2009-2010	84.98%
2010-2011	77.39%
2011-2012	74.00%

Chart 12A showed the River View High School graduation rate for 2011-2012 was 86.57 percent. The Team further reviewed data by subgroup that showed 86.15 percent of white students and 100 percent of black students graduating. The special education (SE) subgroup had only 61.9 percent graduating and 84.26 percent of economically disadvantaged (SES) students graduated. The Mount View High School graduation rate was 69 percent for all students (AS) with white students at 67.50 percent and black students at 75 percent. The special education (SE) (50 percent) and SES (69.51 percent) subgroups did worse than those at River View High School. The graduation rate in McDowell County Schools has declined and the disaggregation by subgroup graduation rates provides compelling information for action by the McDowell County School District.

Chart 12A

GRADUATION RATE					
WVEIS#	School Name	2011-2012	2010-2011	2009-2010	2008-2009
060-520	River View High	86.57%	---	---	---
060-527	Mount View High	69.00%	70.09%	77.97%	72.57%
060-999	McDowell County Schools	74.00%	77.39%	84.98%	85.06%

SECTION II

DATA ANALYSIS

Chart 13 demonstrated the number of Advanced Placement (AP®), honors courses, and college credit courses offered in McDowell County's high schools. Central office staff indicated that more AP® and honors courses were offered at River View High School than at Mount View High School because of availability of teachers.

Advanced Placement (AP®) and Dual Credit courses taken and the enrollment are listed in Chart 13. The number of AP classes at River View High School increased this year.

*When asked about the College Credit Courses not being offered, a central office staff member explained that the courses were previously taught by McDowell County teachers in conjunction with Southern Community College. College credit courses are not being offered this school year (2012-2013) because Southern Community College is going through accreditation and the teachers who taught the courses do not have Masters degrees. The college has promised to work with the school system again next school year.

Chart 13

Advanced Placement	
Course	Number of Students Enrolled
AP US Civics (MVHS & RVHS)	28 & 14
AP Language & Composition (MVHS & RVHS)	16 & 27
AP Biology (MVHS & RVHS)	18 & 12
AP Calculus (MVHS) - virtual	1
AP US History (RVHS)	10
AP World History (RVHS) - virtual	1
AP European History (RVHS) - virtual	2
AP English Literature & Composition (RVHS)	1
AP Chemistry (RVHS) – virtual	3
AP Psychology (RVHS) – virtual	3
Dual Credit Course	
Course	Number of Students Enrolled
None offered in 2012-2013 school year	NA
*See comment above the chart	NA

Chart 14 provides college entrance testing information for the American College Test (ACT) and the advanced placement test (APT). Data are listed for each McDowell County high school, the county, and the State. McDowell County's percent of ACT test takers (42.2 percent) was lower than the State (61.1 percent). The McDowell County ACT composite score (18.8) was lower than the State composite score (20.6).

Data indicated the percent of (APT) test takers in McDowell County was below the State in Grades 10 and 11 and above the State in Grade 12. Data (AP School Summary by Student Demographics 2012) provided by the county showed that 61 total AP® exams were taken by River View High School students and four students obtained a score of three; 20 total exams were taken by Mount View High School students and no student scored 3 or above on the exam.

Chart 14

COLLEGE-ENTRANCE TESTING INFORMATION – ACT & APT 2010-2011					
ACT(American College Test)			APT (Advanced Placement Test) Test Takers		
Schools	Test Takers	Composite Score	Tenth Grade	Eleventh Grade	Twelfth Grade
River View High	0.0%	0.0	0.0%	0.0%	0.0%
Mount View High	43.4%	18.7	0.0%	0.0%	39.7%
McDowell County Schools	42.2%	18.8	0.0%	13.8%	26.5%
STATE	61.1%	20.6	1.8%	22.3%	22.4%

SAT/ACT Assessment Results

Chart 15 shows the McDowell County School District's Scholastic Aptitude Test (SAT) and American College Testing (ACT) results. The percent of SAT test takers is zero because students take the ACT test. ACT trend data showed an increase in the number of students taking the ACT from 84 in 2011 to 100 in 2012. The ACT composite score for McDowell County was 18 for the 2011-2012 school year, down from 18.8 in 2010-2011. The State composite score was 20.6 in both 2010-2011 and 2011-2012.

According to information provided by McDowell County, the number of students who took the ACT was over 100 and continued through 2008 and 2009 (117 in 2007, 124 in 2008, and 104 in 2009). In 2010 and 2011, the number decreased to 85 and 84 respectively. In 2012 the number of students increased to 100.

Chart 15

SCHOLASTIC APTITUDE TEST (SAT) - McDowell County Schools						
County	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
SAT Takers (%)	---	2.2%	1.8%	0.9%	2.2%	0%
SAT Math Mean Score	---	438	0	0	0	0
SAT Reading Score	---	455	0	0	0	0
SAT Writing Score	---	495	0	0	0	0
AMERICAN COLLEGE TESTING (ACT) - McDowell County Schools						
ACT Takers (%)	43.5%	46.4%	46.9%	36.6%	42.2%	45.0%
ACT Composite	17.8	18.4	17.9	17.5	18.8	18.0

NA – Less than 10 (Not Applicable)

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 2011 for McDowell County was 25.6 percent compared to the State's overall college going rate of 57.9 percent as presented in Chart 16.

In the McDowell County Five-Year Strategic Plan (dated January 17, 2013), data gathered from My College Options post-secondary planning program 2010-2011 indicated that 61.9 percent of students will be the first in their family to go to college and 84 percent planned to attend four-year institutions. Student survey results indicated that they need more information about college planning, financial aid, and student loans. **The Team recommended that counselors provide assistance to students in these areas of concern.**

Chart 16

ESTIMATED COLLEGE GOING RATE FALL 2011		
	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
McDowell County	199	25.6%

Source: West Virginia College Going Rates By County and High School Fall 2011, West Virginia Higher Education Policy Commission.

McDowell County's percent of students enrolled in developmental courses Fall 2012 was measurably higher than the State's percentage of students taking both mathematics and English developmental courses (Chart 17).

Ten of McDowell County's 50 first-time freshmen or 20 percent were enrolled in Developmental English during fall 2012 compared to the State total (17.40 percent). Nineteen graduates or 38 percent were enrolled in Developmental Mathematics compared to the State total (28.83 percent).

Although Mount View High School had more first time freshmen, they also had a larger percentage of students in developmental courses in both English and mathematics. Three of River View High School's 23 first-time freshmen or 13 percent were enrolled in Developmental English and 8 graduates or 34.80 percent were enrolled in Developmental Mathematics. Seven of Mount View High School's 27 first-time freshmen or 25.90 percent were enrolled in Developmental English and 11 graduates or 40.70 percent were enrolled in Developmental Mathematics.

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%
River View High	23	3	13.00%	8	34.80%
Mount View High	27	7	25.90%	11	40.70%
McDowell County	50	10	20.00%	19	38.00%

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

McDowell County School District instituted the following programs/activities to assure that the county's curriculum is based on the West Virginia Board of Education Content Standards and Objectives.

1. McDowell County School District is providing training to all teachers on the Next Generation Content Standards and Objectives for English Language Arts, Mathematics, and Social Studies.
2. McDowell County School District uses a standards-based report card in Grades K-6. The report card has been phased in beginning in Kindergarten and moved up through the grades, thereby, keeping parents familiar with this progress reporting system.
3. McDowell County School District utilized the Steven Edwards "Framing Your Success" program to provide a continuous improvement cycle. This program provides training to target instructional strategies in all schools, with more training in schools that have School Improvement Grant (SIG) funds. The Edwards group is available to all schools 24/7 through email and phone. This program has been used in McDowell County for a number of years. Due to turnover in administrative and teacher staffing, the district continues to utilize these services to maintain consistency in leadership, assessment, and instructional delivery.
4. Curriculum maps and pacing guides were created by a group of teachers under the guidance of the curriculum assistant superintendent and are available to all teachers online.
5. Short cycle assessments are utilized bi-weekly to provide informal assessments which are utilized to inform instruction. These assessments support personalized learning (SPL) by assisting teachers with planning for differentiated instruction.

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. The central office staff emphasized the importance of a continuous improvement cycle. McDowell County School District provided all administrators training in using the Instructional Practices Inventory (IPI) with their respective staffs.
2. One of the findings in the previous OEPA (January 2010) report indicated that some schools had low expectations for students. At this time new administrators have been placed at those schools. Some of the things being done to support high expectations included: Walkthroughs, 10-minute meetings, data notebooks, and continuous classroom level training for the teachers.

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

Findings

The Individual School Education Performance Audit Teams reported that the culture and climate had shown great improvement in most of the schools in McDowell County. The maintenance and housekeeping of most of the schools exhibited great improvement since the 2009 audit. School staff throughout the county displayed pride in their schools and individual school Education Performance Audits related that educators and students were happy to be in their schools and projected positive attitudes about school.

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)

Findings

The McDowell County Central Office curriculum staff reviewed courses to ensure that the classes and instruction were aligned with West Virginia Board of Education Policy 2510. Staff reviewed schedules and determined curriculum and personnel needs for 2013-2014. County staff also reviewed each school's strategic plan and achievement data to tailor professional development based on each school's particular needs. All schools' offerings and curriculum complied with 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. Numerous professional development offerings were provided to support the use of varied instructional strategies. These included:

- Model lessons presented by specialists (in class and in large groups).
 - Pre-K teachers developed mathematics strategies that corresponded with curriculum maps.
 - Differentiated Instruction training was presented to teachers in Grades 1-3.
 - The Edwards group works in all schools to model instructional strategies.
 - Mount View High School teachers were using word walls and pocket charts.
 - Instructional Practices Inventories (IPIs) have been done and teachers have analyzed data to improve instruction.
 - Teachers have been trained in the importance of text complexity.
2. One of the actions listed in the McDowell County Five-Year Strategic Plan dated January 17, 2013, was, “All schools will implement uninterrupted sustained silent reading for all students emphasizing student choice of the reading materials.” Because this is a strategy with a large research base showing its benefits for reading comprehension, fluency and vocabulary, the Team asked central office staff if the practice was in place in all schools. The reviewer was told that some schools are doing a great job, while others do not have it in place. If this is a strategy that is included in the Five-Year Strategic Plan as a method to personalize learning and improve reading scores, the Team recommended that a specific time period (10 minutes) be set and that the practice be in place in all schools daily with the teacher reading to model the process.

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)

Findings

1. McDowell County holds a contract with two retired teachers who provide on-going embedded writing training for all classroom teachers.
2. McDowell County uses the 6+1 Traits Writing Model as a basis for writing instruction.
3. Individual student Data Notes include a section entitled, “My Writing Goals” and charts for writing prompt scores and sentence dictation. The Team reviewed writing assessments results for McDowell County and found that these efforts were successful in students’ writing assessment.

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 schools have been connected to high speed Internet.
2. School Improvement Grant (SIG) funds were used to update content libraries at Sandy River Middle School (\$20,000), Southside K-8 School (\$20,000), Welch Elementary School (\$20,000) and Mount View High School (\$60,000).
3. The McDowell County Public Schools Library Renewal Project installed print libraries at River View High School (\$170,000) and Mount View High School (\$185,000). The county purchased 10 building level FollettShelf devices at \$6,000 each and one for the district at \$5,000. They also purchased Title EZ for secondary, middle, and elementary schools. The county also purchased digital subscriptions to the following:
 - Capstone Interactive Library,
 - Pebble Go Interactive Library, and
 - ABC-Clio Databases for American History, World at War, World Geography, Ancient Civilizations, US History, and Modern Era.
4. The assistant superintendent reported that all schools use a digital check out system.

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

Central office staff indicated that there is never an issue with having sufficient materials for students. This was further verified by the individual school audits.

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)

Findings

The county office audit and school audits indicated that the programs of study were being provided as listed in Policy 2510.

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)

Findings

The Team reviewed elective course offerings at both high schools and found that both schools offered courses based on approved content standards and objectives. Mount View High School offered 29 electives and River View offered 42 electives.

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. The assistant superintendent and guidance counselors updated the county Individual Student Transition Plans (ISTP).
2. The Team noted that students who were placed in alternative education had not received counseling services this year. When asked, central office staff indicated they had worked with Southern Highland to provide counseling services, but implementation had not occurred. They are currently working with Southern Highland to contract a counselor, but may end up posting the job. A McDowell Teen Drug Court was instituted this year to serve students. A juvenile probation officer comes to the programs to counsel students about making right choices.
3. The McDowell County Five-Year Strategic Plan (dated January 17, 2013), data gathered from “My College Options Post-secondary Planning Program 2010-2011” indicated that 61.9 percent of students will be the first in their family to go to college and 84 percent planned to attend four-year institutions. On the survey students indicated they need more information about college planning, financial aid, and student loans. The Team recommended that counselors provide assistance to students in these areas.

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

McDowell County Schools has a Cultural Diversity Policy and Procedures as specified by West Virginia Board of Education Policy 4373. The policy requires that all staff have diversity training at the beginning of each school year and that initiatives will be supportive of cultural diversity. Schools will conduct a variety of activities that address issues of diversity including age, disability, economic status, ethnicity, gender,

intellectual ability, marital status, national origin, race, religion, sexual discrimination, and/or harassment. Schools will also establish and maintain a productive and unified working and learning environment for staff and students with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment and violence.

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)

Findings

McDowell County School District maintains a master schedule of bell schedules and bus schedules. Central office staff also monitors daily schedules for each teacher and the master schedule for each school. The county monitors bus arrivals and departures to ensure that each school is meeting requirements for the instructional day.

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. McDowell County Career and Technology Center's Leadership Team and Curriculum Team work collaboratively to ensure that career and technical education programs and course offerings are directly aligned with the current and projected local, regional, state, and national labor markets. Of 31 recently identified "West Virginia Demand Occupations" in Workforce Investment Area 1 from 2012-2020, McDowell County Career and Technology Center's program offerings align with 27 of those jobs. This data are further validated through local newspaper "Help Wanted" advertisements and also by substantial recruitment contacts McDowell County Career and Technology Center receives from employers seeking recent graduates to work in local businesses.
2. McDowell County Career and Technology Center performs a curriculum audit to assess the current curriculum offerings. Teams use data from student surveys to shape existing programs to support students' career interests. Student interest data and economic data of labor market and employment trends and projections are used to ensure that McDowell County Career and Technology Center's programs prepare students for the 21st-Century job market.

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.

Related to student achievement, the reason the district was identified for improvement was because the NCLB data showed:

- WESTEST2 scores were consistently below the State level in all content areas tested.
- Only four of 10 McDowell County schools made AYP in the 2011-2012 school year.
- WESTEST2 ranks McDowell County 50th in Mathematics, Science and Social Studies and 54th in English/Language Arts.
- ACT, ACT PLAN, and ACT EXPLORE scores have been consistently low.

Findings

In the Five-Year Strategic Plan dated January 17, 2013, the county detailed all of the activities implemented to improve student performance. These have been described previously in the Initiatives for Achieving Adequate Yearly Progress section of this report.

McDowell County central office administrators are each assigned a specific school and visit routinely when the Edwards group is in the school. They also visit periodically to talk with administrators, teachers, and students. Central office administrators discuss successes and concerns for each of their schools at central office staff meetings and these are noted in the minutes.

7.2.2. 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)

Findings

McDowell County monitors lesson plans using the eWalk template. At monthly principals' meetings the administrators bring sample lesson plans with and without feedback and critique each other's feedback. They also share lesson plan templates.

7.2.3. 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

McDowell County School District has a 3-day retreat for school administrators each summer before school starts to examine the WESTEST2 results. An assigned central office staff participates with their assigned school as the data are reviewed. McDowell County School District provides different forms for data analysis so that schools can identify their strengths and weaknesses. They identify bubble students, those who can easily be moved from partial mastery to mastery. They also identify focus objectives. The principals return to their schools and repeat this training and data analysis with teachers in their building. McDowell County School District also monitors the Acuity Benchmark data and provides the information to individual schools. They provide scoring information on ACT, ACT PLAN and ACT EXPLORE.

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)

Findings

The county alternative education program is located at two separate sites: Mount View High School serving students in Grades 6-12 and River View High School serving students in Grades 6-12. The program operates from 3:30 p.m. to 6:00 p.m. Monday through Thursday. The central office reports that certified teachers were hired for the program and include both content area and special education teachers. Students are provided dinner at the site and a school administrator supervises the program.

Counseling services were not provided to students placed in alternative education, but the central office reported attempts to provide such services. The county assistant superintendent and superintendent are collaborating with DHHR to utilize a counselor from the drug court program. If this cannot materialize, the county is willing to contract with counselors working with Southern Highlands or to post a one day position through the county personnel office.

The central office staff reported that the alternative program allows for removal of students who are disruptive at the school level. The assistant superintendent reported that schools are safer with fewer interruptions due to the alternative schools. He also noted that the new program alignment and delivery model is in the best interest of students in McDowell County's schools. Career Technical Education (CTE) teachers provide summer support for students placed in alternative education to make up time on a case by case decision. The special education director reported that the program has assisted with a decrease in number of dropouts for students with disabilities.

The January 2010 Education Performance Audit report references High Qualified Standard 7.1.3. indicating that the Learning Environment of Phoenix Center needed to become safe and nurturing. According to the assistant superintendent, the classroom size is smaller at new program sites. He noted the program locations limit the travel for participants as opposed to the previous central location. Students are provided opportunity for credit recovery using Plato and on-Target which they can also access from home to continue learning. Students must provide their own transportation to the programs, but are allowed to ride home on the activity bus. Homebound services are provided to students (7 currently) if transportation is issue. The smaller size of student enrollment at each site has encouraged interaction where teachers build relationships with students.

Before alternative education placement can occur, a team at the school must meet with parents and discuss placement. Proof of interventions is submitted to superintendent and assistant superintendent to review to make the final decision for placement. The principal leads the meeting in which teachers address the student's behavior at the intake conference and set up goals and expectations for the students with the parent. A Student/Parent Contract must be completed. The county created exit criteria for students to re-enter their home school. The criteria included: Academic performance, attendance, and behavior.

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)

1. Finance

McDowell County School District

Fund Balance

The McDowell County Board of Education has had substantial total general fund balances, OPEB excluded, over the last few years. The treasurer reported a balance of \$10,825,416 at the end of 2009, \$14,077,290 at the end of 2010, \$13,963,828 at the end of 2011 and \$12,293,234 at the end of 2012. The Team noted the balance had decreased by \$1,670,594 from 2011. The treasurer believes the decrease was caused by a decline in property values resulting in a loss of excess levy taxes along with a major capital expenditure toward athletic facilities at River View High School.

Strategic Plan

The County Five-Year Strategic Plan was on file with a budget for Technology Planning. Funding sources to implement the plan were: Local, Title I, Special Education, and School Improvement Grant (SIG).

The Team examined financial reports and found budgets and expenditures for technology as noted in the Strategic Plan. The Team specifically reviewed a sample of invoices for technology purchases from local, Title I, and SIG funds. The county was spending funds for the activities listed in the plan.

Monthly Finance Reports

Policy 8100 requires the treasurer to provide a signed monthly report to the county board of education, which indicates by fund, the beginning cash balance, the current month's receipts, the current month's disbursements, and the current month's ending cash balance. The current month's ending cash balance for each fund is to be further

described as to the location (depository) and as to the condition (demand or time deposits).

The treasurer provides the board a report of expense and revenue for the month compared to the budget, but does not report the beginning and ending cash balances nor their location or condition.

CORRECTIVE ACTION. The Team recommended that the treasurer report to the board cash balances as required by policy. This was resolved immediately at the next board meeting.

Policy 1224.1, Chapter 2 Other School Support Organizations requires a list of all groups that will be collecting funds in the name of any school must be approved by the board in advance. The McDowell County Board of Education did not approve a list of groups as required by Policy 1224.1.

CORRECTIVE ACTION. The Team recommended that the administrative staff compile a list of groups collecting funds in the name of any school and seek board approval.

Purchasing

County policy requires all purchase contracts of \$25,000 or more be approved by the board. A director caused a contract in the amount of \$54,000 to be given to DBA Bales Educational services without board approval. The Team examined one invoice, #3 dated October 25, 2012, in the amount of \$4,500 paid to the company and found minimum detail. Detail on the invoice simply said for consulting service without dates of service, specific description of service, or location of service.

CORRECTIVE ACTION. The director must comply with the County Purchasing Policy and require sufficient detail of services provided before approving payment.

Individual Schools

Bradshaw Elementary

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified, but amounts were not shown. It appeared that funds were being spent based on the strategic plan goals.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. The Team reviewed the December bank statement, financial statement, and a sample of transactions. The school was found to be in compliance with policy.

3. Members voted to not distribute teacher allocations and to let the money in Faculty Senate stand and pay for a portable stage to be used for academic assemblies in the gymnasium. West Virginia Board of Education Policy 1224.1, Section 1-37, requires that \$100 be allocated to each classroom teacher, counselor and librarian.

CORRECTIVE ACTION. The Team recommended that West Virginia Board of Education Policy 1224.1 be followed and each teacher be allocated the full allocation.

laeger Elementary

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified but amounts were not shown. It appeared that funds were being spent based on the strategic plan goals.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. The Team found 11 instances between August 23, 2012, and January 29, 2013, of receipts written to a generic payee (3 bus drivers, 5 visitors) instead of the individual from whom the funds were received. West Virginia Board of Education Policy 1224.1, Section 1-15, requires that every receipt issued must show the name of the individual from whom the funds were received.

CORRECTIVE ACTION. The school staff will need to follow State Board policy and indicate the name of the payee on each receipt.

3. The Team reviewed invoices from the beginning of the school year to the time of the Education Performance Audit (January 31, 2013), the purchase order requisitions were being cancelled, not the actual invoices. West Virginia Board of Education Policy 1224.1, Section 1-20, requires that all invoices should be marked as paid at the time payment is made to prevent paying an invoice twice.

CORRECTIVE ACTION. This was corrected by the school secretary during the audit visit. The Team recommended that the county office and school periodically review this school accounting finding for sustained corrective action.

4. From discussion with the Faculty Senate treasurer and review of the records, the treasurer checks to ensure each member has not exceeded their allocation, but no official records were kept by the member. West Virginia Board of Education Policy 1224.1, Section 1-37 requires that if the reimbursement method is selected, an account balance would need to be maintained for each individual.

CORRECTIVE ACTION. The Team recommended an official method of tracking each member's allocation, such as an electronic spreadsheet, running the records through the school's ISAC system, or a hand prepared spreadsheet.

5. All sales from soft drinks and healthy beverages are deposited into the General Fund. State Code §18-2-6a requires that 75 percent of the sales from soft drinks and healthy beverages shall be allocated by a majority vote of the Faculty Senate and 25 percent shall be allocated to the purchase of necessary supplies by the principal of the school.

CORRECTIVE ACTION. The Team recommended that the school principal and secretary contact the McDowell County School District treasurer to determine the proper way to transfer these existing funds.

6. A Faculty Senate check in the amount of \$48.20 was written to a vendor utilizing a statement. This appeared to be an isolated incident and was further determined to be an outstanding purchase from the prior year under a different treasurer. West Virginia Board of Education Policy 1224.1, Section 1-20, states that schools are not permitted to expend any funds unless an itemized claim (invoice) for payment is filed by the claimant.

CORRECTIVE ACTION. The Team recommended that the school follow State Board policy and request an itemized invoice from the vendor if one is not available.

Kimball Elementary

1. The Five-Year Strategic Plan had a budget only for the Technology Plan.

CORRECTIVE ACTION. The Team recommended that all financing sources to implement the entire plan be identified in detail.

2. The Team reviewed the December bank statement, financial statement, and a sample of transactions. The school was found to be in compliance with policy.
3. Based on a review of documents, the Faculty Senate was in compliance with policy

Welch Elementary School

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified, but amounts were not shown. It appeared that funds were being spent on the Strategic Plan goals.

CORRECTIVE ACTION. The Team recommended that the school include a detailed budget schedule in the plan.

2. Receipts were written by hand before being entered into the school accounting system. The secretary stated that she kept the receipt book in a bag and it was not available at the time of the visit. This would prevent a timely issuance of a receipt for money received on that date. West Virginia Board of Education Policy 1224.1, Section 1-15, requires a pre-numbered receipt to be issued for all collections at the time the funds are collected, regardless of whether the collections are in cash or by check.

CORRECTIVE ACTION. The Team recommended that the receipt book be kept in the office at all times.

3. A fundraiser was held on September 17, 2012. A 10-page Teacher's Cash Receipt Summary was prepared by the principal but it was not signed. There were 230 collections totaling \$11,054.70. A deposit of \$4,306.50 of cash receipted was deposited on September 17, 2012. A deposit of \$6,748.20 of checks received was deposited on September 19, 2012. In addition, over \$800 in late orders were receipted on October 1, 2012, and deposited on October 5, 2012. A profit/loss statement for this fundraiser had not been prepared at the time of the visit.

West Virginia Board of Education Policy 1224.1, Section 1-16, requires a bank deposit be made whenever total collections on hand exceed \$500.00. Section 1-34 requires a profit and loss statement be prepared and made available for public inspection for each fund raising activity conducted by a school that shows gross proceeds, cost of goods sold, and net proceeds.

CORRECTIVE ACTION. The Team recommended that the school follow State Board policy and make deposits as required and prepare the profit and loss statements timely.

4. A fundraiser for candles on February 15, 2011, indicated items paid in cash, but no cash disbursements were listed. From discussion with the principal, it was unclear why there was a discrepancy. West Virginia Board of Education Policy 1224.1, Section 1-23, requires all disbursements be made by check, except those from petty cash.

CORRECTIVE ACTION. The Team recommended the school ensure that all items are paid by check.

5. From review of documentation, a requisition was approved on 2/16/12. The order date was 2/23/12. The Purchase Order was dated 2/29/12. The invoice was dated 3/1/12 and was not signed by the principal indicating approval to pay. This is a repeat finding from the school audit report dated June 30, 2011, but was the only instance noted of an order placed prior to the purchase order date. West Virginia Board of Education Policy 1224.1, Section 1-19, requires that a purchase order be approved in writing by the principal or designee before a purchase is made.

CORRECTIVE ACTION. The Team recommended the principal ensure that all orders requiring a purchase order be approved in writing and that the purchase order be dated prior to an order being made.

6. During the visit the secretary was unable to locate financial statements and bank reconciliations for July 2012 – September 2012. She stated that she was currently working on October financial statements and bank reconciliations. The board treasurer requires the monthly reports by the 10th of the following month.

West Virginia Board of Education Policy 1224.1, Section 1-28, requires every bank account to be reconciled monthly as soon as possible after the bank statement is received. Section 1-41 requires that monthly financial statements be prepared in a timely manner.

CORRECTIVE ACTION. The Team recommended the school prepare all financial records in accordance with the timeline provided by the board treasurer.

7. Two original invoices were found in the check register not marked paid. From further review, the Team determined that these invoices were paid from faxed copies. West Virginia Board of Education Policy 1224.1, Section 1-20, requires invoices to be marked as paid at the time payment is made to prevent paying an invoice twice.

CORRECTIVE ACTION. The Team recommended paying from original invoices and marking these invoices paid. If circumstances require a payment to be made from a faxed or emailed copy and the original is later located, the original should be marked paid and placed with the other documentation to prevent paying an invoice twice.

8. From review of the Faculty Senate minutes, a Faculty Senate budget was not prepared and voted on by the membership. The October 8, 2012, minutes reflected a vote to allot each teacher \$200.00. West Virginia Board of Education Policy 1224.1, Section 1-37, requires a budget to be approved by the Faculty Senate and that this budget is included in the Faculty Senate minutes.

CORRECTIVE ACTION. The Team recommended the Faculty Senate prepare and approve a budget as required by State Board policy.

9. No evidence was found that accounting records were being maintained of the funds allocated to each member of the Faculty Senate. West Virginia Board of Education Policy 1224.1, Section 1-37, requires that if the reimbursement method is selected, an account balance would need to be maintained for each individual.

CORRECTIVE ACTION. The Team recommended an official method of tracking each member's allocation, such as an electronic spreadsheet, running the records through the school's ISAC system, or a hand prepared spreadsheet.

10. Purchase Orders were not approved by the principal or Faculty Senate treasurer. West Virginia Board of Education Policy 1224.1, Section 1-19, requires that all purchase orders must be approved in writing by the school principal or his/her designee and approval can only be made when sufficient funds are available.

CORRECTIVE ACTION. The Team recommended that the school follow State Board policy and ensure all purchase orders are properly approved.

11. There were several instances where invoices were not marked paid. West Virginia Board of Education Policy 1224.1, Section 1-20, states that invoices should be marked as paid at the time payment is made to prevent paying an invoice twice.

CORRECTIVE ACTION. The Team recommended that all invoices be marked as paid.

12. Bank reconciliations were not being completed in a timely manner. At the time of the visit (January 29, 2013), bank reconciliations for the Faculty Senate bank account had not been reconciled for any month in the school year. The bank statements for June 2012 through October 2012 were in the file, but the bank statements for November and December 2012 were not in file. It was noted that the amount on the June 6, 2012, and the September 30, 2012, bank statements agreed with the Faculty Senate balance at that time.

Policy 1224.1, Section 1-28, requires every bank account to be reconciled monthly as soon as possible after the bank statement is received.

CORRECTIVE ACTION. While Faculty Senates are allowed to maintain their own checking account, subject to the requirement of Policy 1224.1, the Team recommended the Faculty Senate of Welch Elementary School transfer their funds and accounting to a sub-account in the school's general fund. Such a move would relieve the burden of maintaining a checking account and financial statement from the teaching staff.

Southside K-8

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified, but amounts were not shown.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. The Team reviewed the December bank statement, financial statement, and a sample of transactions. The school was found to be in compliance with policy.

3. Faculty Senate

The Team could not find a budget in the minutes as required.

CORRECTIVE ACTION. The Team recommended that the Faculty Senate take action to approve a budget and include action in minute records.

Sandy River Middle School

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified, but amounts were not shown. It appeared that funds were being spent on the Strategic Plan goals.

CORRECTIVE ACTION. The Team recommended that the school include a detailed budget schedule in the plan.

2. All sales from soft drinks and healthy beverages are deposited into the General Fund. State Code §18-2-6a requires that 75 percent of the sales from soft drinks and healthy beverages shall be allocated by a majority vote of the Faculty Senate and 25 percent shall be allocated to the purchase of necessary supplies by the principal of the school.

CORRECTIVE ACTION. The Team recommended that the school principal and secretary contact the board treasurer to determine the proper way to transfer these existing funds.

3. Faculty Senate Purchase Orders were being cancelled, not the original invoice. West Virginia Board of Education Policy 1224.1, Section 1-20, states that invoices should be marked as paid at the time payment is made to prevent paying an invoice twice.

CORRECTIVE ACTION. The Team recommended that all invoices be marked as paid.

4. Faculty Senate check #1321 in the amount of \$1,095.00 was paid from a quote. West Virginia Board of Education Policy 1224.1, Section 1-20, states that schools are not permitted to expend any funds unless an itemized claim (invoice) for payment is filed by the claimant.

CORRECTIVE ACTION. The Team recommended that the school follow State Board policy and ensure that each payment is made from an invoice.

River View High School

1. The Five-Year Strategic Plan did not have a budget schedule. Sources of funds were identified, but amounts were not shown. It appeared that funds were being spent on the Strategic Plan goals.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. Check #2211 from October 11, 2012, to Godfather's Pizza had only one signature. West Virginia Board of Education Policy 1224.1, Section 1-23, requires two signatures on every check issued by the school.

CORRECTIVE ACTION. While this appeared to be an isolated incident, the Team recommended that each check be reviewed prior to issuance to ensure completeness.

3. A ticket seller's report was prepared for a January 8, 2013, event and was traced to a deposit. The principal's signature was present, but the seller's signature was missing. West Virginia Board of Education Policy 1224.1, Section 1-29, requires all forms to be signed by both the preparer and the school principal.

CORRECTIVE ACTION. While this appeared to be an isolated incident, the Team recommended that all forms be reviewed for completeness.

4. The minutes from the October 8, 2012, Faculty Senate meeting reflected that the Faculty Senate voted to change the \$100 reimbursement back to \$50. Per conversation with the Faculty Senate Treasurer, each member can spend \$200. From a review of the Faculty Senate Ledger, it appeared that each member has \$200 to spend. West Virginia Board of Education Policy 1224.1, Section 1-37, states that each member is to receive a \$100 allocation, with the remaining funds to be expended only for academic materials, supplies, or equipment in accordance with a budget approved by the Faculty Senate.

CORRECTIVE ACTION. The Team recommended that the minutes properly reflect the budget as approved. The Team also recommended that the school follow the \$100 allocation as a minimum.

5. The Team reviewed the bank reconciliation for November 2012, but the December 2012 reconciliation was not available for review at the time of the visit (January 30, 2013). The board treasurer requires the monthly reports by the 10th of the following month. West Virginia Board of Education Policy 1224.1, Section 1-41, requires that monthly financial statements are to be prepared in a timely manner.

CORRECTIVE ACTION. The Team recommended the Faculty Senate prepare all financial records in accordance with the timeline provided by the board treasurer.

6. All profits from the sale of soft drinks go into the Faculty Senate fund. All profits from the sale of healthy beverages go into the general fund to be used for students. State Code §18-2-6a and West Virginia Board of Education Policy 1224.1, Section 1-38, require that 75 percent of the sales from soft drinks and healthy beverages shall be allocated by a majority vote of the faculty senate and 25 percent shall be allocated to the purchase of necessary supplies by the principal of the school.

CORRECTIVE ACTION. The Team recommended the school principal and secretary contact the board treasurer to determine the proper way to transfer these existing funds.

7. Accounting records for the Faculty Senate were not well organized. Each Faculty Senate record was recorded in a separate Excel file. While the file for the individual members was eventually located, it was difficult for the Faculty Senate treasurer to locate these records and the audit team had to return after visiting another school in order to see these records. Running totals were kept for the accounting records; however monthly reports were not being prepared. West Virginia Board of Education Policy 1224.1, Section 1-41, requires that monthly financial statements be prepared in a timely manner.

CORRECTIVE ACTION. While Faculty Senates are allowed to maintain their own checking account, subject to requirement of Policy 1224.1, the Team recommended the Faculty Senate of River View High School transfer their funds and accounting to a sub-account in the school's general fund. Such a move would relieve the burden of maintaining a checking account and financial statement from the teaching staff.

Mount View High School

1. The School's Five-Year Strategic Plan did not contain a budget schedule.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. Policy 1224.1, Section 1-16, requires a bank deposit to be made whenever total collections on hand exceed \$500 or before any extended school holiday. The school deposited \$1,612.00 on December 5, 2012, for funds; receipt 4172, received on November 30, 2012, along with other receipts. According to policy, the deposit should have been made November 30, 2012.

CORRECTIVE ACTION. The Team recommended that the school staff follow policy regarding bank deposits of collections.

3. Policy 1224.1, Section 1.20, requires all invoices to be approved for payment by the principal or designee prior to the payment being made. The Team examined paid checks numbered 10502, 10512, and 10518 and found supporting invoices were not approved by the principal or designee before being issued.

CORRECTIVE ACTION. The Team recommended that school staff comply with Policy 1224.1.

4. Check number 10500 was issued to AT&T in the amount of \$109.82 for a November invoice. The invoice showed a past due amount of \$49.14 which was included in the total paid. The past due amount had been paid in the prior month; therefore, the December check resulted in an overpayment.

CORRECTIVE ACTION. The Team recommended that school bookkeeping staff research all past due amounts to ensure those amounts are actually due and to avoid further overpayments.

5. Faculty Senate. The Faculty Senate maintained its own checking account. Accounting records were not well organized. The last reconciled bank statement was for the month of September and the Team could not confirm the balance agreed with the financial statement. The treasurer said she had not prepared a statement for this school year. The Team could not confirm individual allocation balances from the records available. An interview with Faculty Senate treasurer did occur during class time so the treasurer/teacher, understandably, was focused on instructing the class and could not give much time to the Team.

CORRECTIVE ACTION. While Faculty Senates are allowed to maintain their own checking account, subject to requirement of Policy 1224.1, the Team recommended that the Faculty Senate of Mount View High School transfer their funds and accounting to the school's general fund. Such a move would relieve the burden of maintaining a checking account and financial statement from the teaching staff.

Career and Technology Center

1. The Five-Year Strategic Plan did not have a budget schedule.

CORRECTIVE ACTION. The Team recommended that the school include a detail of the budget schedule in the plan.

2. The Team reviewed the December bank statement, financial statement, and a sample of transactions. The center was found to be in compliance with policy.
3. Based on a review of documents, the Faculty Senate was in compliance with policy.

2. Facilities

The Education Performance Audit Team visited the schools in McDowell County. A narrative of the Team's observations follows.

Anawalt Elementary School (Grades Pre-K – 5)

Year of Construction: 2013 (Portable Units)

Total Square Feet: 10,211

Site Acreage: 4

% Site in Flood Plain: 0%

The original school building was closed by the fire marshal and has been temporarily replaced with a modular structure until a permanent school can be acquired. The majority of the modular school was very clean. Only a few classrooms were cluttered. Access to the electrical panels was blocked in several classrooms. This was identified and corrected during the visit. Carbon dioxide levels were elevated in all classrooms due to the improper thermostat control settings, which can be corrected with consultation from the McDowell County School District maintenance staff. Two portable toilets were still on site from the construction work over the summer months that needed to be removed.

A significant amount of water was standing under the entire facility that will cause rapid deterioration and indoor air quality issues in the near future. Additional landscaping and drainage work needed to be performed to eliminate this standing water underneath the portable classrooms and direct the water run off away from the school site. The playground equipment that was displaced by the modular classrooms has not been reinstalled.

There was no asbestos or pest management plan at the school site. The school site did not have the five acres, was not easily accessible, and did not have room for future expansion. The playgrounds were not separated from streets and parking and were not well equipped for the age levels. The teachers' work room, art room, music rooms and physical education spaces were not adequate in size or equipment. The area used for health services was not adequate in size or have the proper equipment.

Bradshaw Elementary School

Year of Construction: 2009

Total Square Feet: 44,953

Site Acreage: Unknown

% Site in Flood Plain: 0%

This school was very clean and well maintained by the custodian staff. The school site did not have the five acres or room for future expansion. The playgrounds had ponding water that needed to be corrected by landscaping the water from the playground area.

Music and art were taught in the same space and this space was inadequate in size and equipment for both subjects. A dedicated teachers' dining space was not provided.

Fall River Elementary School (Grades Pre-K – 5)

Year of Construction: 1978

Total Square Feet: 38,285

Site Acreage: 20

% Site in Flood Plain: 0%

This school was very clean and well maintained by the custodian staff. The media center lacked electronic card catalogs, automated recirculation capacity, and on-line periodical indexes. The Kindergarten classroom was not located on the ground floor. No space was dedicated as an Art Room; therefore, the art facility area was not adequate in size and lacked many of the items specified for this type of area. The Music Room was not located away from quiet areas of the building and did not have a podium, music chairs with folding arms, music stands or acoustical treatment. The health services area was not adequate in size and lacked most of the resources specified for this type of space. Rest room exhaust fans were not operable.

laeger Elementary School (Grades Pre-K – 5)

Year of Construction: 1959, 1971, 1981

Total Square Feet: 43,344

Site Acreage: 2

% Site in Flood Plain: 100%

This site did not have 11 usable acres, was not easily accessible, was not conveniently located, was not large enough for future expansion, was not removed from hazards and undesirable noise and traffic, and did not have sufficient parking for staff and visitors. Playgrounds were not separated from streets and parking and were not well equipped for the age levels. The media center did not provide appropriate space and lacked the resources specified. The art/music room did not have access to natural light, sinks, display facilities, mechanical ventilation, ceramic kiln, black-out areas, music stands, a podium, or acoustical treatment. A dedicated teachers' dining space was not provided. The health services unit was not adequate in size and lacked a curtained or small room with cots, toilet, lavatory, and work counter. The physical education space lacked forced ventilation, drinking fountains, display cases, data projectors, and provisions for two or more teaching stations. There was no controlled access to the facility. Carbon dioxide levels were elevated in several rooms due to a lack of mechanical ventilation or improper settings on the thermostats. Several thermostats contained mercury. No exhaust fans were in the rest rooms. The electric panels in the hallways were not locked. Roof leaks were prevalent throughout the facility the gymnasium had active roof leaks. Access to the boiler room was not secured.

This site is scheduled to close once the new school is built in 2014-2015.

Kimball Elementary School (Grades Pre-K – 05)

Year of Construction: 1954, 1978

Total Square Feet: 47,455 Sq. Ft.

Site Acreage: 6

% Site in Flood Plain: 0%

This school was very clean and well maintained by the custodian staff. The school was not located away from hazards or undesirable noise and traffic. The media center did not have on-line periodical indexes. Art was taught in the regular classrooms; therefore, space was not dedicated as an Art Room. The Music Room lacked proper storage, music chairs with folding arm, and acoustical treatment. The health services area lacked a toilet, lavatory, and a work counter. The facility had several active roof leaks.

Mount View High School (Grades 9 – 12)

Year of Construction: 1978

Total Square Feet: 151,804

Site Acreage: 53

% of Site in Flood Plain: 0%

Painting has improved the aesthetics of many of the areas in this school. The art facility was not adequate in size and lacked most of the items specified. The gymnasium lacked display cases and data projectors. The science facilities were not adequate in size and lacked most of the items specified. The auditorium area did not have broadcasting capabilities.

Mount View Middle School (Grades 6 – 8)

This school is an addition to Mount View High School. The middle school and high school share the cafeteria, media center, and auditorium areas. The music facility was located in a basement classroom of the high school academic building. The music facility was not adequate in size and was not located away from quiet areas of the building. The music facility also lacked acoustical treatment, music stands, and a podium.

Sandy River Middle (Grades 6- 8)

Year of Construction: 1999

Total Square Feet: 53,850 Sq. Ft.

Site Acreage: 15.9 Acres

% Site in Flood Plain: 60%

Several windows were open throughout the building. The Music Room did not have acoustical treatment. Although most of the facility was very clean, dust accumulation on surfaces above eye level needed to be addressed. Ceiling mounted exhaust fan and return grilles had excessive dust accumulation. There were several damaged or missing emergency lights in the Gymnasium and Art Room. Room numbers were missing from

several classrooms. Roof leaks were prevalent in Room 9 and the Art Room. The Team observed evidence of smoking taking place in the “Wet Room” of the Mechanical Room. Smoking by staff on school property must be actively discouraged and eliminated.

Southside K - 8 (Grades K – 8)

Year of Construction: 2008

Total Square Feet: 72,608 Sq. Ft.

Site Acreage: Approx. 4

% Site in Flood Plain: 0%

This school was very clean and well maintained by the custodian staff. Painting has improved the aesthetics of the common areas of the halls and gymnasium. The school location and site did not have 11 usable acres. The site was not large enough for future expansion. The site was not well drained and water was ponding in the playground area. The site was not suitable for special instruction needs. The site did not have adequate parking for staff, visitors, and individuals with disabilities. The playgrounds were not well equipped and appropriate for the age level. Most of these issues will be resolved once the abandoned high school structure is removed and the land is converted to usable land for the Southside K-8 School.

Welch Elementary School (Grades Pre-K – 5)

Year of Construction: 1954, 1980

Total Square Feet: 49,290

Site Acreage: 3

% Site in Flood Plain: 0%

This site did not have 11 usable acres and was not large enough for future expansion. The school was not removed from hazards and undesirable noise and traffic. Playgrounds were not located away from the main road. The media center was not adequate in size and lacked most of the resources specified. A dedicated art and music room was available, but did not have the equipment or materials specified. The gymnasium was located next to the media center and lacked mechanical ventilation. There were stained ceiling tile throughout the facility. Carbon dioxide levels were elevated in several classrooms due to improper thermostat control settings.

River View High School

Year of Construction: New Construction

Total Square Feet:

Site Acreage:

% Site in Flood Plain: 0%

This site did not have 15 usable acres and was not large enough for future expansion. The school was not removed from hazards and undesirable noise and traffic. Carbon dioxide levels were elevated in several classrooms, indicating that a proper volume of outside air was not being delivered to the spaces. The Band Room did not have

acoustical treatment. A significant roof leak was in the Music Library Room. Efflorescence under the upstairs science room window needed to be removed and corrected before permanent damage occurs.

Career and Technology Center (Grades 11 – 12)

Year of Construction: 1945, 1967

Total Square Feet: 90,111

Site Acreage: 3

% Site in Flood Plain: 0%

Unsecured exterior doors around the facility allowed unrestricted access to all areas of the facility and did not meet the requirements of the School Access Safety policy. The Heating, Ventilation, and Air Conditioning (HVAC) systems at this site did not meet the ventilation requirements of West Virginia Board of Education Policy 6200. The HVAC system had been upgraded in various areas of the facility, but had not been installed to meet the code requirements of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE) which govern such installations and has been adopted by State Code and West Virginia Board of Education Policy 6200. Mercury thermostats were used to control HVAC equipment in various areas of the facility. The exterior grounds around the site were not maintained well. The interior areas of the “New Building” were very clean. A complete modernization of the mechanical, electrical, lighting, windows, roofing, and plumbing systems of this facility is needed to meet Policy 6200 and current building codes. The Team observed several staff and students smoking on the parking lot of the school facility. Smoking by staff and students on school property must be actively discouraged.

Countywide

The county has entered into a performance contract agreement that has targeted the inefficiencies of most of the school facilities to reduce utility costs and paying for the project using the savings from the reduced utility usage. A preventive maintenance program has also been implemented that is performed by a service contractor that will aid in keeping the heating, ventilation, and air conditioning (HVAC) systems at optimal efficiency and reduce unscheduled maintenance.

Recommendation

A practice of using staples, tape and hot glue by school staff to hang student work or other displayed items on walls and doors needed to be eliminated. These items disfigure and mar the surfaces, cause the aesthetics to diminish quickly, and cause extra labor to restore these areas. The Team recommended developing a county policy to prohibit this practice.

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

McDowell County School District has implemented many techniques to communicate with the parents of students and the community in understandable ways. The following are examples of communication techniques for helping students learn.

1. Four family literacy assistants were employed for four half-days a week to provide a comprehensive parent/family literacy involvement program to support the academic success of all students. These assistants provide for read aloud programs, maintain family literacy centers with programs for parents and students, plan schoolwide literacy activities, serve as a “parent connector” with the school, etc. Examples of the activities that have been provided include: A Polar Express P.J. Party, ornament exchange, Reading Booknik, and a book with an art activity connected.
2. In February 2013, the Read Aloud Program was based on the book, *Miss Nelson is Missing*. A copy of this book has been provided to each student for their home libraries. Parents were encouraged to read the book to their children. Theatre West Virginia performed the story for the students during February.
3. Newsletters with comprehensive information about the school system and activities occurring in the schools are provided parents in the fall, winter, and spring of each year.
4. County and school Parent Advisory Committees were formed and the committees hold monthly meetings to discuss school operations and student achievement.
5. The School Messenger System provides information to parents by telephone. This system notifies parents at 10:00 a.m. each morning if their children are not in school. It is also used to contact parents in emergency situations and to notify parents of upcoming important events at a school.
6. News releases are provided the local newspaper in Welch to inform parents and community of important events involving the schools.
7. Each family is provided annually a copy of a McDowell County School District Calendar which includes activities scheduled in schools each month. The calendar also contains important school policies and procedures which parents need to be informed.
8. The McDowell County Board of Education and each McDowell County school maintain a website which contains a wealth of information about the county and the schools.

9. Parents have the opportunity to participate in an annual survey concerning the operation of the schools.
10. Through a School Improvement Grant (SIG), the board of education employed four social workers who provide support for students who experience emotional and social needs. The social workers conduct home visits to provide personal contact and support for parents of the students with whom they are working.
11. McDowell County School District Title 1 program publishes a newsletter that is distributed to all parents and includes information on school activities, a menu of Title 1 services, dates of Parent Advisory Council (PAC) meetings, and instructional strategies parents can use with their children.
12. Each school, as well as the central office, has a School Messenger account that is used for school events and reminders. Calls alert parents of meetings, trainings, and inclement weather.
13. McDowell County School District events are publicized in *The Welch News*, a tri-weekly local newspaper.

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

Noncompliance.

The Teams reviewing facilities reported evidence of several staff and students using tobacco products (smoking) on school property at the Career and Technical Center. They also observed evidence of staff smoking in the “Wet Room” of the Mechanical Room at Sandy River Middle School. The Team reviewing the High Quality Standards observed students rampantly smoking cigarettes at Mount View High School.

1. The Code of Conduct for students and the Code of Conduct for employees were in place and have been made current with the approval of the McDowell County Board of Education policy implementing the requirements of West Virginia Board of Education Policy 4373.
2. Principals and staff have been trained on the requirements of the codes of conduct for students and employees.
3. Copies of the codes of conduct have been distributed to employees and to students in school handbooks and to parents in the calendar.
4. Teachers discussed the Student Code of Conduct with all students during presentations at the opening of the school year.
5. The Local School Improvement Council (LSIC) at each school prepared the annual report on student conduct as required by West Virginia Code §18-5A-2(1). These

reports have been submitted to the Countywide Council on Productive and Safe Schools and to the county superintendent of schools.

6. The codes of conduct for students and employees were being implemented and appropriate records were being kept. The codes appeared to be working well.
7. McDowell County School District has a policy and manual to support 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 Education Performance Audit Team reviewed the policies and procedures governing the statewide assessment program consisting of the WESTEST, WVAPTA (West Virginia Alternate Performance Test Assessment), Writing Test, ACT EXPLORE, ACT PLAN, and NAEP and found the necessary policies and procedures in place and properly implemented.
2. All State testing programs were under the direction and supervision of the McDowell County Testing Coordinator.
3. The Team reviewed the student testing records and provisions for securing and storing testing records and materials and found everything to be in compliance with the requirements of the policies and procedures relating to the State assessment program.

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

Findings

The Education Performance Audit Team reviewed the results from the administration of the 2012 Fitnessgram which measures the physical fitness of students. The Fitnessgram was administered to students in Grades 4, 5, 6, 7, 8, and high school physical education classes. All schools with students in these classes administered the Fitnessgram during the 2011-2012 school year and the testing results had been recorded in the West Virginia Educational Information System (WVEIS).

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)

Full Compliance. The hiring practices set forth in W. Va. Codes §§18A-4-7a, 18A-4-8, and 18-2E-3a were being implemented in McDowell County School District.

The Team reviewed 18 randomly selected postings from a data report listing all postings for the 2012-2013 school year for professional, service, and extracurricular vacancies. Posting information listed the posting number; posting date(s); position; location; required certification; specific skills and training, if listed on the job description; employment term; effective date; and pay scale. Job descriptions were available in schools and in the county personnel office. Postings were placed on the county and State websites and posted in all schools and at the county office. Postings, which were difficult to fill, such as those considered critical needs areas for teachers and substitute bus operators, were placed on Shantel Cable TV Station under classified ads. The personnel director was also working with the office of John White, Deputy Assistant Secretary for Rural Outreach, United States Department of Education, to post teacher vacancies on www.teach.org.

The Team pulled the posting file of each selected posting and reviewed the file in its entirety. Each posting file reviewed was complete and contained documentation to verify that W. Va. Codes §§18A-4-7a and 18A-4-8b were followed. The Team found that the county had revised all job descriptions since the last Education Performance Audit. A format for a job description was developed and approved by the West Virginia Department of Education. Each job description was extensive and detailed with required qualifications, duties, and responsibilities, as well as, other relevant information. Job descriptions written in 2009 were reviewed in 2010 and 2011.

Revised job application forms had been written for professional personnel which gathered qualification information as required in W. Va. Code §18A-4-7a. Qualification data were recorded for each applicant on the proper matrix which had been revised in accordance with W. Va. Code §18A-4-7a. When all applicants were new or included a regular employee who did not meet the standards of the posting, evidence was in the file that the first set of criteria in W. Va. Code §18A-4-7a was considered in determining the most qualified candidate. Interview questions used for the 7th criterion in the first set of factors were available for the Team to review. Recent changes in the interview process gave the principal responsibility for applicant interviews.

If the job posting had one or more regularly employed persons as an applicant, the second set of criteria in W. Va. Code §18A-4-7a was used. A completed matrix placed in the file identified the most qualified candidate for the position. The Team's review of the application documents found information for each applicant placed on the matrix to be accurate, i.e., certification, total amount of teaching experience, existence of teaching experience in the certification area, degree level, specialized training if listed in

the job description, evaluation rating in previous two evaluations, and seniority. The applicant identified and listed on the matrix as the most qualified clearly won the greatest number of the required criteria.

For service personnel vacancies, the county created a document to list/identify all applicants for service personnel positions along with their current classification, record of passing required State competency test, seniority, and evaluation of past services. The document, which followed hiring requirements of W. Va. Code §18A-4-8b, clearly identified the most qualified applicant for the posted position.

McDowell County has corrected all findings of noncompliance of its hiring practices that were identified and listed in the previous audit completed by the Office of Education Performance Audits in 2009.

McDowell County continues to have struggles and huge concerns in the area of personnel.

1. The opportunity to hire and retain certified/qualified teachers is a major struggle for the county. McDowell County currently has 20 long-term teacher vacancies. Vacancies (excluding teachers on leave of absence or positions to be filled with transfers at the beginning of next school year) remained posted.
2. Twelve (12) of the vacant (long-term) positions were currently filled by retired teachers.
3. Nine of the substitute teachers were not certified for the positions to which they were assigned and were working on waivers approved by the State Superintendent of Schools.
4. The county has added 12 new substitute teachers this year, but cannot always cover classes of absent teachers. During the Teacher Recruitment Fair at Concord College, the county personnel director worked to recruit substitute teachers.
5. Teachers within their respective buildings have agreements to cover classes on their planning periods and are compensated as follows: Middle and High School - \$100 for 10 Planning Periods; Elementary School - \$100 for 15 planning periods; and Elementary teachers are also compensated when additional students are added to the classroom.
6. Fifteen (15) professional individuals transferred into 2012-2013 positions after 20 days prior to the beginning of the instruction term, immediately leaving 15 vacancies to be filled. As required by W. Va. Code, this information was forwarded to the State Superintendent of Schools.
7. Although the county has 65 bus operators to serve the student body of 3,525 students, it still has difficulty covering bus operator absences.

8. The county currently funds several personnel positions outside the State aid formula: 18.8, professional and 65.911, service. Even with its high number of personnel paid outside the formula, McDowell County had to hire six LPN/Aides last year to serve the medical needs of students.
9. The county works with Bluefield State University and Concord University to recruit teachers. However, teacher candidates most often choose vacancies in Mercer County or Raleigh County over McDowell County. This is believed to be mainly due to the lack of housing in McDowell County and the distance the employee must drive to teach in McDowell County when living outside the county.
10. The county has two new principals at Mount View High School (grades 6-12), as well as new principals at River View High School and Anawalt Elementary School. The most senior principal in the county has less than five years experience in administration.
11. The county also has problems finding coaches for extracurricular athletic programs and will often work up to the opening of the season to hire a coach.

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 conducted a detailed review of the certified list, WVEIS Master Courses Schedule, and the WVDE Certification data base and identified licensure concerns with educators employed at the following schools:

Career and Technology Center – two educators,
Mount View High School – three educators, and
River View High School – four educators.

A detailed description of the courses and content the educators were assigned, the certification/status, specific findings are identified in Appendix A of this report.

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 connect 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.

Anawalt Elementary School – three educators,
laeger Elementary – one educator,
Mount View High School – 12 educators,

River View High School – six educators,
Sandy River Middle School – one educator,
Southside K-8 – seven educators, and
Welch Elementary – one educator.

Appendix B provides a detailed description of the educators who did not meet the highly qualified definition.

The Team also identified educators teaching with permits at the following schools:

Anawalt Elementary – two educators,
Bradshaw Elementary – one educator,
Career and Technology Center – three educators,
laeger Elementary – two educators,
Mount View High School – 14 educators,
River View High School – six educators,
Sandy River Middle School – three educators,
Southside K-8 – seven educators, and
Welch Elementary – one educator.

Note: Some educators may appear on both the Highly Qualified and Permit reports and are duplicates for both licensure areas.

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)

Findings

McDowell County did not currently have a policy to evaluate the performance of professional personnel. The current county policy 8-040, Personnel Evaluation Policy, approved 11/16/92 excluded references to professional personnel and further states, “This policy will remain in effect as the evaluation policy for service personnel only.”

Although the county has followed West Virginia Board of Education Policy 5310 for the evaluation of professional personnel and has provided documentation of continuing education for professional personnel and administrators evaluating professional staff, McDowell County has not developed its own policy with administrative guidelines as required nor has it submitted such for approval to the West Virginia Department of Education as required. According to the county superintendent, the county has a policy to submit for approval in the transition to the new evaluation system. Six of 10 schools were under new system and only four were using the old evaluation system.

The Team reviewed new teacher hire logs for 2010-2011, 2011-2012, and 2012-2013 to determine the 0-3 years experience for required observations/evaluations and 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.

The Education Performance Audit Team found the information and files on evaluation were well organized in the personnel department. The assistant superintendent had detailed records on personnel evaluations that made the task of reviewing personnel evaluations proceed smoothly.

A random review of teacher evaluations disclosed the following.

The Team reviewed performance evaluations for 18 teachers with the following results.

1. Sixteen (16) of the evaluations of teacher performance met all requirements of West Virginia Code and the West Virginia Board of Education Policy 5310.
2. One first year teacher had one evaluation and three observations. This did not meet the requirement of West Virginia Board of Education Policy 5310 for all first year teachers to receive two evaluations supported by six observations.
3. One first year teacher received one evaluation supported by three observations and one evaluation supported by two observations. This did not meet the requirement of West Virginia Board of Education Policy 5310 that first year teachers receive two evaluations supported by six observations. Documentation was provided subsequent to the Education Performance Audit that the evaluation requirements were met.

A random review of support personnel evaluations disclosed the following.

The Team reviewed the evaluations of eight (8) professional support staff members representing seven schools and the county office staff with the following results.

1. The evaluations of six professional support staff showed no evidence of a meeting between the supervisor and the professional support staff member to “review progress toward meeting the established goals”. The evaluations contained only the established goals and the evaluation comments.
2. One counselor had no evaluation in the personnel file for the 2011-2012 school year. Documentation was provided subsequent to the Education Performance Audit.

3. In the review of the 2012-2013 evaluations, no established goals were found for one psychologist, one counselor, and one school nurse. Documentation was provided subsequent to the review for the psychologist and counselor.

A random review of coaches' evaluations disclosed the following.

1. The Team reviewed evaluations for 12 coaches covering the 2011-2012 and 2012-2013 school years. Ten (10) evaluations of coaches for the 2011-2012 year and the 2012-13 year were complete and met all requirements of West Virginia Board of Education Policy 5310.
2. Two football coaches whose evaluation files were reviewed had no evaluation for the 2012 football season. Documentation was provided subsequent to the Education Performance Audit that the evaluation requirements were met.

A random review of service personnel evaluations disclosed the following.

The Team reviewed a representative sample of service personnel evaluations that included employees from each of the categories (cooks, secretaries, maintenance, custodians, etc.) of service personnel positions. The Team reviewed 17 service personnel evaluations with the follow results.

1. Eleven (11) of the evaluations reviewed met all requirements of the McDowell County Board of Education service personnel evaluation policy and procedures.
2. Evaluations of four (4) service personnel contained only one observation. This did not meet the requirement of the McDowell County Board of Education policy which requires two observations for each evaluation. Documentation was provided subsequent to the Education Performance Audit that the evaluation requirements were met.
3. One service person had no observations or evaluation for the 2011-2012 year.

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 to follow West Virginia Board of Education policy and West Virginia Code in implementing the beginning teacher and beginning principal internship programs. The PreK-12 curriculum coordinator is the coordinator of the beginning teacher/principal programs. She has worked to develop and implement exemplary programs. However, unfortunately, seven new teachers were working without an approved mentor.

2. A list of new classroom teachers (35) and beginning principals (4) with mentors' names was provided. Fifteen (15) mentors were currently assigned to 32 individuals, with one mentor assigned to four new teachers and three mentors each assigned to three new teachers. Two of the mentors are retired. Seven (7) new teachers had not been assigned a mentor as posted positions for mentors have not been filled.

Mentor 2012-2013	School	Beginning Teacher Last Name, First Name	Subject teaching
Mentor	Career and Technology Center	Beginning Teacher	Health Occupations
Mentor	River View High	Beginning Teacher	Multi-Cat
Mentor	River View High	Beginning Teacher	Multi-Cat
Mentor	River View High	Beginning Teacher	Multi-Cat
Mentor	Mount View High	Beginning Teacher	English 6-8
Mentor	Mount View High	Beginning Teacher	English 6-8
Mentor	Bradshaw Elementary	Beginning Teacher	PreK
Mentor	laeger/Bradshaw	Beginning Teacher	Music PK-5
Mentor	River View High	Beginning Teacher	Social Studies
Mentor	River View High	Beginning Teacher	English
Mentor	River View High	Beginning Teacher	Multi-Cat
Mentor	Southside K-8	Beginning Teacher	Kindergarten
Mentor	Southside K-8	Beginning Teacher	Kindergarten
Mentor	Career and Technology Center	Beginning Teacher	Carpentry
Mentor	Career and Technology Center	Beginning Teacher	Auto Tech.
Mentor	Anawalt Elementary	Beginning Teacher	Kindergarten
Mentor	Mount View High	Beginning Teacher	Gen. Science 9-12
Mentor	Southside K-8	Beginning Teacher	Grade 3
Mentor	Southside K-8	Beginning Teacher	Grade 5
Mentor	Southside K-8	Beginning Teacher	PreK
Mentor	Southside K-8	Beginning Teacher	English 6-8
Mentor	River View High	Beginning Teacher	Social Studies
Mentor	River View High	Beginning Teacher	Social Studies
Mentor	River View High	Beginning Teacher	PE/Health
Mentor	River View High	Beginning Teacher	Principal
Mentor	Anawalt Elementary	Beginning Teacher	Principal
Mentor	Mount View High	Beginning Teacher	Principal
Mentor	Mount View High	Beginning Teacher	Principal
Mentor	Bradshaw Elementary	Beginning Teacher	PE/Health K-5
Mentor	Bradshaw Elementary	Beginning Teacher	Grade 3
Mentor	Southside K-8	Beginning Teacher	Kindergarten
Mentor	Kimball Elementary	Beginning Teacher	Special Ed.
Unassigned	Bradshaw Elementary	Beginning Teacher	Grade 2
Unassigned	Bradshaw Elementary	Beginning Teacher	Grade 1
Unassigned	laeger Elementary	Beginning Teacher	Grade 5

Unassigned	Mount View High	Beginning Teacher	Special Ed.
Unassigned	Southside K-8	Beginning Teacher	Grade 4
Unassigned	Mount View High	Beginning Teacher	PE/Health
Unassigned	Welch Elementary	Beginning Teacher	PreK

3. The internship coordinator monitors the mentors' compliance with W. Va. Code §18A-3-2b regarding required observations and meetings with the beginning teacher. She visits with the mentor and beginning teacher at the school and reviews monthly Mentor Teacher Logs and Mentor/Mentee Reflection Logs which were available for review in her office. She will often use information gained in these reporting forms to develop training for subsequent monthly meetings. Although the Team did not interview mentors or beginning teachers, the coordinator reported that mentors meet the observation and conference time requirements of the program.
4. The coordinator also documented meetings of the professional support team (principal, chair; member of the county professional staff development council, and mentor) which meets monthly to discuss the performance of the beginning teacher.
5. McDowell County has ten approved mentors who are not serving as a mentor this year. This is due to the mentor not working in the beginning teachers' assigned schools and being unable to implement the beginning teacher program as required. The county was working to recruit more of its best teachers for training in the mentor program. It has worked with the Center for Professional Development (CPD) to bring the mentor training to McDowell County; however, to date the CPD has been unable to accommodate the request.
6. Although seven teachers have not been assigned a paid, official mentor, the school's team leader will act as a mentor to the new teacher until a mentor is hired and assigned.

Recommendations

1. The Team recommended that McDowell County continue to work with its outstanding teachers and encourage them to become State approved mentors.
2. The internship coordinator meets with the schools' principals and team leaders for ideas on how to recruit teachers to become trained mentors. If funds are available, the county should consider incentives such as supplemental pay to increase the pay of the mentor from \$600 to \$1000; a summer academy for the new teachers and mentors at a location away from the county, such as a state resort park; expense paid attendance of a minimum of two days at a State or national educational conference; approval for the mentor teacher to purchase materials for his/her classroom, for example, up to \$500, etc.

3. McDowell County should continue to strive for a 1 to 1 ratio of beginning teacher and mentor.

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)

Findings

A policy regarding school rules, procedures, and expectations had been revised according to West Virginia Board of Education Policy 4373 and submitted to the West Virginia Department of Education.

McDowell County Board of Education developed and implemented Policy 11-028 pertaining to school rules, procedures, and expectations.

The Team observed evidence of a violation of West Virginia Board of Education Policy 4373 at three schools. This was enumerated in 7.5.2. Codes of conduct of this report.

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

The county did not currently have a policy to evaluate the performance of professional personnel. The current county policy 8-040, Personnel Evaluation Policy, approved 11/16/92 excluded references to professional personnel and further states, "This policy will remain in effect as the evaluation policy for service personnel only."

Although the county has followed West Virginia Board of Education Policy 5310 for the evaluation of its professional personnel and provided documentation of continuing education for professional personnel and administrators evaluating professional personnel, it has not developed its own policy with administrative guidelines nor has it submitted such for approval as required. Since this policy has not been identified in

previous reviews and the county is complying with West Virginia Board of Education Policy 5310 and has worked diligently to meet all policy requirements, the Team highly recommended a county policy with administrative guidelines to address the evaluation of professional personnel receive immediate attention and be submitted promptly to the West Virginia Department of Education for approval.

As stated in the 2009 audit, the law firm of Bowles, Rice, McDavid, Graff and Love, LLP, has been retained to review, develop, and advise McDowell County on policy issues. In general, the development of county policies was greatly improved and the county has developed all policies listed above and as required in State Board Policies 2510 and 2320, with the exception of a professional employee evaluation policy. According to the county's spreadsheet, Policy Manual Log, the county has some 55 policies in various stages of approval at the West Virginia Department of Education. Additionally, the county has approximately 34 policies at the West Virginia Department of Education for approval to repeal.

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 McDowell County Board of Education members, the superintendent, and county office staff. The Team reviewed agendas and minutes of the McDowell County Board of Education meetings, the McDowell County School District Five-Year Strategic Plan, the Professional Development Plan, the Curriculum Audit, and agendas and reports from various committee meetings and trainings. The findings are the result of the interviews and document reviews.

Comments

1. The current superintendent was appointed by the West Virginia Board of Education in July 2012. Board members have served for as long as ten years and the newest for exactly one year. None of the board members has experienced the demands of having decision-making authority of the school district.
2. Minutes of McDowell County Board of Education meetings showed that the board meetings were conducted in a respectful and civil manner and according to statutory requirements.
3. The McDowell County School District Superintendent and the McDowell County Board of Education reported a positive working relationship. It was apparent from board member interviews that the lines of communication between the superintendent and the board were open and effective. According to board members interviewed, “The superintendent keeps the board up-to-date on everything we are entitled to hear.” The superintendent “has been upfront on everything.”
4. Board members voiced support of the superintendent and expressed a readiness to assume control of the school system. They related concerns about not having a policy manual to provide direction. Each member identified personnel training as a necessity for assuming control. The members assured the Team that political elements would not be permitted to influence personnel decisions. Board members expressed the readiness and necessity of examining the personnel overage in the State formula and following the superintendent’s recommendations in personnel decisions.

5. Board members expressed a common goal of improving student performance and preparing students to lead successful and fulfilling lives and to have better prepared graduates. They would like to expand career technical programs and improve the graduation rate.
6. Board members were knowledgeable about the McDowell County Five-Year Strategic Plan. One member served on the planning committee and reported back to the other members. Members articulated goals and explained planned strategies to address county and school needs.
7. McDowell County Board of Education members reported and board meeting minutes confirmed that central office staff had provided the board data and an explanation of WESTEST2 results, financial reports, survey results, and results of professional development programs. Board members communicated identified needs of the county and schools. The board knowledgeably conveyed long range planning and goals for McDowell County.
8. The district office staff has instituted programs and initiatives to improve student achievement. Numerous funding sources have been procured to provide personnel and programs to address identified school needs. McDowell County Board of Education members and district staff were especially pleased about a digital library that had recently been created.
9. The district office staff exhibited professionalism, collaborative work habits, effective communication skills, and a strong commitment to improving student achievement.

NEEDS IMPROVEMENT

1. McDowell County Board of Education minutes were scarcely more than the board agenda that had been submitted to the West Virginia State Superintendent of Schools. Minutes of meetings contained minimum information to inform the public of board meeting business conducted. While supporting information was usually provided as attachments, the review was cumbersome. Individual items should include a brief description of the report, delegation, or discussion.
2. The schools' local school improvement council (LSIC) reports to the board for the 2012-2013 school year had been presented. The board minutes should have included information that an agenda for the annual meeting which requires the chair or member designee to address such items as: School performance, curriculum, and status in meeting the school and county improvement plans had been provided by the county board as required by W.Va. Code §18-5-14 (a)(1)(B).
3. A member of the McDowell County School Board expressed concern about gaining the trust and respect of the staff and the community after several years of not having control over key decision-making areas. The Team recommended that the county board and superintendent be provided technical assistance on communication skills, building community involvement, and establishing strong public relations.

4. During interviews with county board of education members, the Team was concerned that a member(s) conveyed actions that had the potential to negatively influence the roles and responsibilities of the McDowell County Board of Education. These actions could negate the positive working relationship of the board of education. The distractors have potential to detract from the unity of the board in working to build a climate of trust with the citizens of McDowell County. Therefore, the OEPA recommended that the Executive Director of the West Virginia School Board Association engage board members in training on board membership and relationship development.

8.1. 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

1. McDowell County School District annually conducts a curriculum audit with all schools. This year the county determined a need for funding and professional development in secondary mathematics. The county implemented Carnegie Learning to assist students in mastering the mathematics content.
2. All high schools have the same course catalog and utilize On Target for credit recovery. Virtual courses are available to meet student needs and some of the courses are extended into the summer. Both high schools had state-of-the-art distance learning laboratories.
3. The Team questioned the array of reading programs found at the elementary level. The Team also noted the high expense of some professional development offerings. District office staff explained that given the high turnover of school staff and the need to improve student performance that they wanted to have all the tools available that a school staff might want to implement. The Team recommended that the district staff carefully evaluate programs and initiatives to determine their effectiveness and adjust 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

The efficiency and effectiveness of the transportation system had dramatically improved and was in stark contrast to the findings during the January 2009 audit report which states, "Due to a lack of bus drivers, school buses frequently do not run when the driver is absent resulting in students missing critical instructional time."

The Team interviewed the transportation director who stated that no bus runs had been canceled this year due to a lack of substitute bus drivers. Currently, all 59 regular bus driver positions were filled and through a program to certify substitute bus drivers started last school year, the number of substitute bus drivers has increased from eight substitute bus drivers last school year to 21 substitute bus drivers this school year.

Additionally, several steps have been made to improve the efficiency of the transportation system. After an analysis of the school system bus routes, a proposal to eliminate three routes for the 2013-2014 school year has been made. After reviewing where buses are parked between runs, the transportation department was able to reduce fuel consumption and contain costs by relocating the designated parking areas. Two bus garages will be consolidated into one bus garage at River View High School for next school year. The Fuel Master System and the use of bio-diesel have reduced fuel consumption and related costs. Job clocks are utilized to verify work hours of drivers and bus aides. All school busses are equipped with cameras and GPS systems and improvements in the two-way radio system have greatly improved the safety, effectiveness, and efficiency of the transportation department.

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

The school facilities in McDowell County are being operated and maintained much more efficiently than in previous years. The county has entered into a performance contract that has provided a boost in getting some of the older facilities in line with expected efficiencies by upgrading controls, replacing inefficient or obsolete heating, ventilation, and air conditioning (HVAC) equipment by using the money that is saved by the reduced energy usage. McDowell County has also entered into a preventive maintenance contract with a HVAC service provider that has aided in reducing the unexpected failures and downtime of their HVAC systems and has allowed their HVAC staff more time to effectively operate, train and troubleshoot the more technical systems that have been installed in recent years.

The maintenance director displayed a strong desire to improve the efficiencies and aesthetics of the school facilities while providing good leadership and support of the maintenance crew. The HVAC maintenance staff displayed a much better understanding of the various building automation controls than recent years and has started cross-training maintenance staff of other disciplines that is proving to be very effective in the overall understanding of their controls and HVAC systems. This understanding comes in part from the many training seminars that the maintenance staff has been allowed to attend. Along with the contracted preventive maintenance program, McDowell County Schools has also adopted a preventive maintenance program that includes tasks not related specifically to the HVAC systems, but to other functions of the facilities that will also aid in keeping the facilities in optimal condition.

The maintenance department has implemented a painting program that has greatly improved the aesthetics of the facilities that have been completed. The principals of most of the facilities seem to express a greater ownership of the cleanliness and appearance of their facilities than has previously been seen. Most of the school

facilities had well detailed and maintained floors and rest rooms which had been an issue in previous visits.

A few schools still had deficiencies in some areas, most of which were minor. The older schools still are deficient in mechanical system and security areas and the county has not corrected these issues due the possibility of closures or repurposing the facilities. Once the long term plans are determined, it is expected that McDowell County School District will make the needed corrections to meet all West Virginia codes and standards for the facilities.

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

The county assessment of the assignment of administrative personnel at the high schools indicated the need for a greater focus and leadership in curriculum. To work toward this goal and increase student achievement, McDowell County eliminated all assistant principal positions and established curriculum specialists. The high schools and Southside K-8 now have a principal and a curriculum specialist. The high schools have a dean of students who performs tasks, such as, discipline and attendance, which were once assigned to assistant principals. The school curriculum specialist works with county curriculum specialists. The high schools also have content team leaders for each content area in their respective schools who work with teachers within the content area, as well as, teachers across content areas to improve student performance and achievement.

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

A review of the county's enrollment data (2nd month report) showed a decrease in enrollment of 149 students from 2009-2010 to 2012-2013. In an interview with the superintendent, he discussed the county being over the school aid formula by 18.8 professional and 65.9 service positions. A recent increase of the number of personnel over formula was due to a recent need to hire six LPN/aides and a change in the employment days of custodians from 210 or 220 to 240. The change in employment days resulted in adding the equivalent of eight custodian positions. The superintendent stated that the county is working toward reducing the number of employees paid outside the formula and has identified 14-16 positions to be cut for the 2013-2014 school term.

As per the business official, positions outside the formula are paid from carry-over funds from general funds or the county's 100 percent excess levy.

The county contracts with RESA 1 for three computer technicians. It shares the cost of a 4th computer technician with another county. It also contracts with RESA 1 for a Transition to Teaching Specialist.

Employees paid from other sources include: Social workers (4) from School Improvement Grants (SIG) grants; technology system specialists (2); LPNs (2) from a State grant to Vocational Schools; adult special education teacher from a State Vocational Grant for Adult Education; special education director, psychologist, coordinator, teacher and two aides from Special Education funds; and a Title I Director and secretary from Title I funds.

According to the coordinator of special education, the county is unable to find and employ speech therapists. Federal funds are used to implement the students' IEPs, through contract services with Four Seasons Rehabilitation, Inc., for speech therapy services. This contracted service (up to five speech therapists) costs the county \$340,000. Occupational therapy is contracted through Enduracare at a cost of approximately \$70,000 per year. The county has been unable to contract services for physical therapy and continues to search for such services. Parents of students in need of physical therapy were notified at the beginning of the school year that services were not available. The county has informed parents that the county will pay for services obtained by the parents in addition to paying for transportation of the student for such services. To date, no parent has used this service.

When determining personnel needs for the upcoming year, the county superintendent met with his office staff team that included: Assistant superintendents, personnel director, and business manager to review data collected relating to personnel needs for the upcoming school year. 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. Grade and class enrollments were reviewed at the middle and high school levels to determine teacher needs to implement required programs of study and required elective programs of study. The Team also looked at projected enrollments in special education classes and the number of teachers needed to meet the IEPs of students with special needs.

The superintendent also considered personnel and program equity among schools. For example, it was determined in the area of cooks, a change needed to be made to decrease a ½ cook position at one school and add the ½ cook position to another school. The number of cooks at each school was based on the number of meals served. The number of custodians was based on the amount of square footage in the building.

Subsequent to those meetings, the county team met with principals to review what the principals had determined as their personnel needs for the upcoming school year. Once all information was gathered, the superintendent with his office staff team identified 16 positions to be considered for elimination for 2013-2014. At the time of the Education Performance Audit, the county was in the process of notifying, as required by West Virginia Code, all identified personnel who will be affected by the reduction-in-force (RIF).

The superintendent stated that his biggest concern among personnel is the lack of teachers. His goal and desire is to have a regular full-time permanent teacher in every classroom. He is concerned about low student achievement and especially low reading achievement at the primary/elementary levels. He also expressed concern about the discrepancy of achievement levels between males and females. The county is utilizing supplemental reading programs (Head Sprout and Lexia) at the elementary levels that are designed specifically to increase student achievement; works with outside organizations such as "Save the Children," to provide books to children; and offers after-school tutoring programs through high school levels and summer schools.

The county offers all required programs of study. It offers both honors and advanced placement (AP®) courses. High school students are provided low incidence classes via Virtual School courses. Seventy-seven (77) students were enrolled in Geometry, one of the offerings at Mount View High School. Other offerings included: Foreign Language (Spanish and French), Earth Science, Pre-Calculus, Forensics, Geometry, and AP® classes in Psychology, Chemistry, World History, European History, Literature and Composition, and Calculus. Additionally, AP® courses taught at the school level included: US History, World History, US Civics, European History, English Literature and Composition, Language Composition, Biology, Chemistry and Psychology.

As per the assistant superintendent of curriculum, 136 students were enrolled in AP® courses with an unduplicated count of approximately 70 students. However, the percentage of students meeting the required score for college credit was low at 4.6 percent last year. No dual credit classes were offered to students this school year.

Instructional staffing at each school appeared to be comparable to provide instruction in art, music, and physical education. An itinerant teacher provided music instruction, including instrumental music, in elementary schools. Full-time counseling and health services are provided at the high and middle schools. Comparable services are provided to smaller elementary schools by itinerant counselors and itinerant school nurses.

Additional Findings

1. Staffing is determined by the curriculum audit. Master schedules are reviewed with each principal to determine if current staffing meets the needs of the students and changes are made as needed.

2. According to staff, McDowell County School District is over State aid formula due to the demographics of the county.
3. McDowell County's Five-Year Strategic Plan (dated January 17, 2013), indicated that the percentage of highly qualified teachers (HQT) dropped from 92.3 percent in 2011 to 79.4 percent in 2012. The personnel director provided a plan for assisting each non-highly qualified teacher gain HQT status. The reviewer had a conversation with the special education director who noted that a large percentage of the special education HQT issues were a result of incorrect schedule data entry or coding. McDowell County School District was provided an opportunity to correct these errors.

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. The Team interviewed the RESA 1 director, concerning McDowell County School District's participation in RESA programs. The director informed the Team that McDowell County Schools actively participates in all RESA 1 programs.
2. RESA 1 staff provides technical assistance and staff development assistance to low performing schools in McDowell County.
3. McDowell County School District and RESA 1 are pleased with the working relationship of the two agencies.

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.

McDowell County School District is working hard to build capacity for change in the school system. The superintendent and central office staff exhibited a sense of urgency for improvement and expressed their commitment to the students and staff of McDowell County Schools. The Five-Year Strategic Plan Update (dated January 17, 2013), detailed the activities and initiatives in place to improve student, school, and school system performance.

Due to high employee turnover at both the administrative and classroom level each year, McDowell County has to mentor and train staff. This creates a hardship with the continuous improvement process, but teachers and principals expressed satisfaction with the mechanisms, such as, walk-throughs and 10-minute meetings. McDowell County is strategically targeting resources to improve the teaching and learning process. Individual School Education Performance Audit Teams reported that the climate and culture of the schools in McDowell County showed significant improvement and will continue to evolve and strengthen. Students and staff exhibited a positive outlook regarding 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.

The Office of Education Performance Audits found that the McDowell County School District was monitoring student progress and had responded to achievement needs through the following instructional supports.

1. McDowell County School District was previously cited for not having a continuum of services for special education. In response, the special education director has arranged for co-teaching training with Dr. Marilyn Friend, a noted expert.
2. Teachers in PreK were using Early Childhood Positive Behavior Support (ECPBS) to provide behavior interventions and support.
3. All McDowell County schools were implementing Support for Personalized Learning (SPL) to address Core, Targeted, and Intensive instructional needs for all students.
4. Short cycle assessments were in place and Lexia Reading Assessment was used instead of DIBELS for screening.

MCDOWELL COUNTY SUMMARY

McDowell County is moving forward and showing progress. Problems that emerged in the January 2010 OEPA report had been addressed with noted improvements. Evidence throughout the report supports that the superintendent is providing sound leadership and the schools are progressing.

The January 2010 Approval Recommendations for McDowell County School District were presented to and approved by the West Virginia Board of Education, and the State Board issued McDowell County Conditional Approval status and initiated an Exit Agreement between the McDowell County Board of Education and the West Virginia Board of Education. The State Board returned partial control to the McDowell County Board of Education in: Finance, Curriculum, Transportation, the establishment and operation of a school calendar, and other decision making authorities of the local board of education according to the statutory provisions and West Virginia Board of Education policies.

Because of deficiencies that remained in personnel, the lack of resolve to update county policies, and the facility issues, the West Virginia Board of Education continued intervention in personnel, facilities, and policy development.

The OEPA determined that the McDowell County Board of Education completed all tasks set forth in the Exit Strategy Document. Previous deficiencies in personnel, policy development, and facilities have been resolved in an exemplary manner. However, the Office of Education Performance Audits (OEPA) remains concerned that the continuity and stability of the current progress be continued.

The Office of Education Performance Audits (OEPA) recommends the West Virginia Board of Education return local control of the county school system to the McDowell County Board of Education pursuant to the Memorandum of Understanding between the West Virginia Board of Education and the McDowell County Board of Education effective July 1, 2013, subject to the following conditions: That,

1. the current appointed superintendent remains in the position for four years;
2. training is provided to the McDowell County Board of Education in the following areas: Personnel, Finance, and Board Leadership; and
3. the McDowell County Board of Education be mindful that they are under the watchful eye of the WVBOE as noted in W.Va. Code §18-2E-5(q)(2) which indicates the State Board of Education may intervene immediately in the operation of the county school system, “. . . if the state board finds the following: That the conditions precedent to intervention exist as provided in this section and that the

May 2013

state board had previously intervened in the same school system and had concluded the intervention within the preceding five years.”

Pursuant to W. Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education (WVBOE) grant the McDowell County Board of Education full authority of the McDowell County School System and issue McDowell County Full Approval Status subject to the above conditions, effective July 1, 2013.

**APPENDIX A
CERTIFICATION FINDINGS**

School	Teacher Name	Schedule	Credential	Findings	Recommendations
Anawalt Elementary	Corrected all issues-no findings				
Career and Technology Center	Educator	1623-AUTO-BASIC 0 Grades: 1625-AUTO-BRAKES 0 Grades: 1627-AUTO-ELEC SY 0 Grades: 1629-AUTO-ENG PRF 0 Grades: 1631-AUTO-FNDMTL 0 Grades: 1633-AUTO-HT&AC 0 Grades: 1635-AUTO-AXLE 0 Grades: 1637-AUTO-SUSPN 0 Grades:		No Credentials are listed	Provide credentials for certification or remove from the schedule Application was denied because it was pending too long. Will need to reapply ASAP Pending V9
	Educator	1774-BLDG MNT & OPR I 0 Grades: 1775-BLDG MNT & OPR II 0 Grades: 1776-BLDG MTN & OPR III 0 Grades: 1777-BLDG MTN & OPR IV 0 Grades: 1822-BLUE CONSTR 0 Grades: 1824-BLDCNS-ADFP 0 Grades: 1826-BLDCNS-EXFIN 0 Grades: 1828-BLDCNS-BLCNA 0 Grades:	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired as of 8/29/2012 Current permit still pending.	Principal needs to contact OPP for status update. OPP is waiting for Form V10 to process. County sent in V10

Fall River Elementary	No Issues				
laeger Elementary	Corrected issues/no findings				
Kimball Elementary	No Issues				
Mount View High School	Educator	1623-AUTO-BASIC 0 Grades: 11 1625-AUTO-BRAKES 0 Grades: 12 1627-AUTO-ELEC SY 0 Grades: 11 1629-AUTO-ENG PRF 0 Grades: 11 1631-AUTO-FNDMTL 0 Grades: 11 1633-AUTO-HT&AC 0 Grades: 12 1635-AUTO-AXLE 0 Grades: 12 1637-AUTO-SUSPN 0 Grades: 12		No credentials or certifications listed	Provide complete information or remove from schedule Application was denied because it was pending too long. Will need to reapply ASAP Pending V9
	Educator	1822-BLUE CONSTR 0 Grades: 11 1823-BLDCNS-FINSH 0 Grades: 12 1824-BLDCNS-ADFP 0 Grades: 12 1826-BLDCNS-EXFIN 0 Grades: 12 1828-BLDCNS-BLCNA 0 Grades: 11 1829-BLDCNS-MSNRY 0 Grades: 12 1842-CARPENTRY I 0 Grades: 11 1843-CARPENTRY II 0 Grades: 11	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired as of 8/29/2012 Current permit is still pending	Principal needs to contact OPP to check status. OPP is waiting for Form V10 to process. County sent in V10
	Educator	7006-WRLD REGN-6 0 R-SPECIFIC LEARNING DISA Grades: 06 7007-WRLD GEO-7 0 R-	81 First-Class/Full-Time Permit 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp:	No permit for Social Studies.	Apply for permit for Social Studies endorsement. Pending Form 26

		SPECIFIC LEARNING DISA Grades: 07 7008-WV STUDIES-8 0 R-SPECIFIC LEARNING DISA Grades: 08 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades:	06/30/2013		
River View High School	Educator	1623-AUTO-BASIC 0 Grades: 10 11 12 1625-AUTO-BRAKES 0 Grades: 11 12 1627-AUTO-ELEC SY 0 Grades: 10 11 12 1629-AUTO-ENG PRF 0 Grades: 10 11 12 1631-AUTO-FNDMTL 0 Grades: 10 11 12 1633-AUTO-HT&AC 0 Grades: 11 12 1635-AUTO-AXLE 0 Grades: 11 12 1637-AUTO-SUSPN 0 Grades: 11 12		No credentials listed to determine certification.	Provide complete information or remove from schedule Application was denied because it was pending too long. Will need to reapply ASAP Pending V9
	Educator	1774-BLDG MNT & OPR I 0 Grades: 10 11 1775-BLDG MNT & OPR II 0 Grades: 10 11 1776-BLDG MTN & OPR III 0 Grades: 10 11 1777-BLDG MTN & OPR IV 0 Grades: 10 11 1822-BLUE CONSTR 0 Grades: 10 11 1824-BLDCNS-ADFP 0 Grades: 1826-BLDCNS-EXFIN 0 Grades: 1828-BLDCNS-BLCNA 0 Grades: 10 11	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired.	Principal needs to contact OPP to check status. OPP is waiting for Form V10 to process. County sent V10

		1842-CARPENTRY I 0 Grades: 1843-CARPENTRY II 0 Grades: 1844-CARPENTRY III 0 Grades: 1845-CARPENTRY IV 0 Grades:			
	Educator	6011-PHYSSCI9 0 R-SPECIFIC LEARNING DISA Grades: 09 11 6032-CHEM CNC 0 R-SPECIFIC LEARNING DISA Grades: 12 6201-ENV EARTH SC 0 R-SPECIFIC LEARNING DISA Grades: 10 11 12 6312-ENVIRO SCI 0 R-SPECIFIC LEARNING DISA Grades: 10 11 12 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:	19 Alternative Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 1000 -English Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 2600 - Biological Sciences Grds: 09-AD Exp: 06/30/2013 78 Content for Special Education 2900 -General Science Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2900 -General Science Grds: 05-12 Exp: 06/30/2013	Not certified to teach 6032.	Apply for permit or additional endorsement if eligible ASAP or remove course from schedule. Must hold endorsements in one of the following areas for Chemistry: 2700, 2705, 2710, or 2800
	Educator	3043-GEOMETRY 0 R-SPECIFIC LEARNING DISA Grades: 09 10 11 3044-CNCPTL MATH 0 R-SPECIFIC LEARNING DISA Grades: 11 12 6021-BIOLOGY 0 R-SPECIFIC LEARNING DISA Grades: 09 10 12 7821-PLANNING 0	21 Professional Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	Not certified in Math or Science	Apply for restricted endorsements in Math and Biology Form 26 ASAP or remove from schedule. Pending Form 26

		Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:			
Welch Elementary	Cleared-No Findings				

**APPENDIX B
HIGHLY QUALIFIED FINDINGS**

School	Teacher Name	Schedule	Credential	Findings	Recommendations
	Educator	3600-GEN MUSIC K 0 Grades: 0K 3601-GEN MUSIC 1 0 Grades: 01 3602-GEN MUSIC 2 0 Grades: 02 3603-GEN MUSIC 3 0 Grades: 03 3604-GEN MUSIC 4 0 Grades: 04 3605-GEN MUSIC 5 0 Grades: 05 7821-PLANNING 0 Grades:	81-1 First Class /Full Time Permit 2000 Music PK-AD 11/15/12-6/30/13	On Permit, not HQ	N/A
	Educator	3003-MATH 3 0 Grades: 03 3203-ART 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 6003-SCIENCE 3 0 Grades: 03 7003-SOC ST 3 0 Grades: 03 7821-PLANNING 0 Grades	81 First-Class/Full-Time Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013	Permit is not HQ	N/A
	Educator	2630-SPED SLFCNT 0 J- MENTALLY IMPAIRED:MODERATE Grades: 02 03 04 0K 7821-PLANNING 0 Grades:	21 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 0K-06 Exp: 06/30/2014 21 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 05-AD Exp: 06/30/2014 21 Professional Teaching Certificate 4113 -Mentally Impaired-Mild-Moderate Grds: 0K-06 Exp: 06/30/2014	Teacher is not certified to have MS-severe mental impairment on her caseload No Praxis scores for Specific Learning Disabilities, Mild- Moderate Mental Impairments	Verify Praxis scores or 21 hours academic major. Verify MS certification, apply for permit ASAP, or remove MS students from caseload Permit Pending. Permit, not HQ

			21 Professional Teaching Certificate 4113 -Mentally Impaired-Mild-Moderate Grds: 05-AD Exp: 06/30/2014		
Career and Technology Center	Cleared –No Findings				
laeger Elementary	Educator	3600-GEN MUSIC K 0 Grades: 0K 3601-GEN MUSIC 1 0 Grades: 01 3602-GEN MUSIC 2 0 Grades: 02 3603-GEN MUSIC 3 0 Grades: 03 3604-GEN MUSIC 4 0 Grades: 04 3605-GEN MUSIC 5 0 Grades: 05 7821-PLANNING 0 Grades:	81-1 First Class /Full Time Permit 2000 Music PK-AD 11/15/12-6/30/13	On Permit, not HQ	N/A
Mount View High School	Educator	4127-ENG LNG R 0 Grades: 06 4127-ENG LNG R 0 Grades: 07 4127-ENG LNG R 0 Grades: 08 7821-PLANNING 0 Grades:	22 Professional Teaching Certificate 3600 - Elementary Education Grds: 01-08 Exp: Permanent 22 Professional Teaching Certificate 4100 -Mental Retardation Grds: ----- Exp: Permanent	Not certified to teach 4127.	Verify certification, apply for permit or additional endorsements ASAP, or remove from schedule immediately. Substitute teacher; apply for permit Form 2 Waiver requested by county
	Educator	6031-CHEMISTRY 0 Grades: 11 12 6201-ENV EARTH SC 0 Grades: 10 11 12 7625-CAREER AWR 6 Grades: 7625-CAREER AWR 7 Grades: 07 7625-CAREER AWR 8 Grades: 7676-LINKS 0 Grades:	22 Professional Teaching Certificate 2600 - Biological Sciences Grds: 07-12 Exp: Permanent 22 Professional Teaching Certificate 2900 -General Science Grds: 07-12 Exp: Permanent 22 Professional Teaching Certificate 3300 - Professional		Substitute teacher; apply for permit Form2 Waiver requested by county for Chemistry

		7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	Development-MCE Grds: 05-08 Exp: Permanent 51 Middle Childhood Authorization 2900 - General Science Grds: 05-08 Exp: Permanent		
	Educator	3206-ART 6 0 Grades: 06 08 3207-ART 7 0 Grades: 06 07 08 3208-ART 8 0 Grades: 07 08 7676-LINKS 0 Grades: 06 07 08 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	81-1 First Class/Full Time Permit 0300 Art PK-AD 7/1/12 -6/30/13	On permit, not HQ	N/A
	Educator	3041-ALGEBRA II 0 Grades: 11 12 3044-CNCPTL MATH 0 Grades: 11 12 3045-GEOMETRY 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:	81-1 First Class/Full Time Permit 1900 mathematics 5-AD 7/1/12-6/30/13	On permit, not HQ Legal Review	N/A
	Educator	2630-SPED SLFCNT 1 J- MENTALLY IMPAIRED:MODERATE Grades: 06 08	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 Form 01 Full Time Permit/OOF 09/12/2012 Form 01 Full Time Permit/OOF 10/16/2012 Form 26 Special Ed Content Endorsement 10/16/2012	On Permit, not HQ	N/A

			6/30/2013 90-2 Long Term Substitute Permit for 1000 English and 3000 Social Studies 5-AD		
	Educator	3012-MATH I - 9 0 R-SPECIFIC LEARNING DISA Grades: 09 3013-MATH I-9 LAB 0 R-SPECIFIC LEARNING DISA Grades: 09 11 3043-GEOMETRY 0 R-SPECIFIC LEARNING DISA Grades: 10 6021-BIOLOGY 0 R-SPECIFIC LEARNING DISA Grades: 10 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades	Form 01 Full Time Permit/OOF 09/18/2012 Form 36 Tuition Reimbursement 10/16/2012	Expired OOF Permit. Has caseload: LD, MM, and OH	Principal needs to contact OPP to see if there's a pending application. 81-1 First-Class/Full-Time Permit 8/12/12 – 6/30/13 for 4115 Multi Categorical 5 – AD Permit, not HQ
	Educator	6011-PHYSSCI9 0 Grades: 09 11 12 6103-ADV HMN ANAT 0 Grades: 11 12	81-1 First Class/Full Time Permit 2900 General Science 5-AD 10/24/12-6/30/13	Permit, not HQ	N/A
	Educator	4010-ENG LA 10 0 Grades: 09 10 11 4010-ENG LA 10 0 Grades: 09 10 4012-ENG LA 12 0 Grades: 12 7821-PLANNING 0 Grades:	65 Permit for Non-United States Citizen 1000 - English Grds: 05-AD Exp: 06/30/2013	Permit not HQ	N/A
	Educator	4009-ENG LA 9 0 R-SPECIFIC LEARNING DISA Grades: 09 7010-WORLD STUDIES - 10 0 R-SPECIFIC LEARNING DISA Grades: 09 11 7821-PLANNING 0 Grades:	81 First-Class/Full-Time Permit 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	No permit for English or World Studies endorsements Permit not HQ	N/A

		8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades:			
	Educator	7006-WRLD REGN-6 0 R-SPECIFIC LEARNING DISA Grades: 06 7007-WRLD GEO-7 0 R-SPECIFIC LEARNING DISA Grades: 07 7008-WV STUDIES-8 0 R-SPECIFIC LEARNING DISA Grades: 08 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades:	81 First-Class/Full-Time Permit 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	No permit for Social Studies. Permit not HQ.	N/A
	Educator	7009-US STUDIES - 09 0 Grades: 10 11 12 7009-US STUDIES - 09 0 Grades: 09 10 11 7033-GEOGRAPHY 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:	81 First-Class/Full-Time Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013	Permit not HQ	N/A
	Educator	3012-MATH I - 9 0 Grades: 09 10 11 3012-MATH I - 9 0 Grades: 09 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	90 Long Term Substitute Permit 1900 -Mathematics Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2600 -Biological Sciences Grds: 09-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2700 -Chemistry Grds: 09-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2900 -General Science Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary	Permit not HQ	N/A

			Education Grds: 0K-06 Exp: 06/30/2013		
River View High School	Educator	1774-BLDG MNT & OPR I 0 Grades: 10 11 1775-BLDG MNT & OPR II 0 Grades: 10 11 1776-BLDG MTN & OPR III 0 Grades: 10 11 1777-BLDG MTN & OPR IV 0 Grades: 10 11 1822-BLUE CONSTR 0 Grades: 10 11 1824-BLDCNS-ADFP 0 Grades: 1826-BLDCNS-EXFIN 0 Grades: 1828-BLDCNS-BLCNA 0 Grades: 10 11 1842-CARPENTRY I 0 Grades: 1843-CARPENTRY II 0 Grades: 1844-CARPENTRY III 0 Grades: 1845-CARPENTRY IV 0 Grades:	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired. Permit not HQ.	Principal needs to contact OPP to see if there's a pending application and update status, apply for permit ASAP, or remove from schedule. OPP is waiting for Form V10 to process. Sent V10
	Educator	3211-ART I 0 Grades: 09 10 11 12 3212-ART II 0 Grades: 11 12 3213-ART III 0 Grades: 3343-PHOTO (ART) 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:	22 Professional Teaching Certificate 0300 -Art Grds: 01-09 Exp: Permanent 22 Professional Teaching Certificate 3000 -Social Studies Grds: 01-09 Exp: Permanent 22 Professional Teaching Certificate 3005 Appalachian Studies Grds: 04-08 Exp: Permanent 22 Professional Teaching Certificate 3600 -Elementary Education Grds: 01-08 Exp: Permanent	Permit not HQ On permit for grades 10 – 12.	N/A HOUSSE for grade 9, 2012. Permit for 10-12

			81 First-Class/Full-Time Permit 0300 -Art Grds: PK-AD Exp: 06/30/2013		
	Educator	3013-MATH I-9 LAB 0 R-SPECIFIC LEARNING DISA Grades: 09 12 4009-ENG LA 9 0 R-SPECIFIC LEARNING DISA Grades: 09 11 12 4010-ENG LA 10 0 R-SPECIFIC LEARNING DISA Grades: 09 10 4011-ENG LA 11 0 R-SPECIFIC LEARNING DISA Grades: 10 11 12 7656-RETEACH/ENRCH 0 R-SPECIFIC LEARNING DISA Grades: 12 7821-PLANNING 0 Grades:	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 1900 -Mathematics Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2900 -General Science Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013 Form 01 Full Time Permit/OOF 08/09/2012	Not on permit for Specific Learning Disabilities or Mild Mentally Impaired Permit not HQ	Apply for permit in LD and MM ASAP or remove from schedule and caseload. Permit issued 8/20/12 thru 6/30/13 Permit not HQ
	Educator	6011-PHYSSCI9 0 R-SPECIFIC LEARNING DISA Grades: 09 11 6032-CHEM CNC 0 R-SPECIFIC LEARNING DISA Grades: 12 6201-ENV EARTH SC 0 R-SPECIFIC LEARNING DISA Grades: 10 11 12 6312-ENVIRO SCI 0 R-SPECIFIC LEARNING DISA Grades: 10 11 12 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:	19 Alternative Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 1000 -English Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 2600 - Biological Sciences Grds: 09-AD Exp: 06/30/2013 78 Content for Special Education 2900 -General Science Grds: 05-AD Exp: 06/30/2013 78 Content for Special	Not certified to teach 6032.	Apply for permit or additional endorsement if eligible ASAP or remove course from schedule. Verify Praxis scores or 21 hr for academic major for all certifications. Must hold endorsements in one of the following areas for Chemistry: 2700, 2705, 2710, or 2800

			Education 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2900 -General Science Grds: 05-12 Exp: 06/30/2013		
	Educator	8017-COLTCH-SPED 0 U-AUTISTIC Grades:	21 Professional Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 0K-06 Exp: 06/30/2014 21 Professional Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2014 21 Professional Teaching Certificate 4116 -Autism Grds: 05-AD Exp: 06/30/2014 21 Professional Teaching Certificate 4116 -Autism Grds: 0K-06 Exp: 06/30/2014 78 Content for Special Education 1000 -English Grds: 05-AD Exp: 06/30/2013 78 Content for Special Education 1900 - Mathematics Grds: 05-AD Exp: 06/30/2013	Listed as not HQ for 2012 Collaborative	Verify that collaborative teacher is certified/HQ. Classroom teacher not HQ for grades 10 - 12
	Educator	3043-GEOMETRY 0 R-SPECIFIC LEARNING DISA Grades: 09 10 11 3044-CNCPTL MATH 0 R-SPECIFIC LEARNING DISA Grades: 11 12 6021-BIOLOGY 0 R-SPECIFIC LEARNING DISA Grades: 09 10 12 7821-PLANNING 0	21 Professional Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	Not certified in Math or Science	Apply for restricted endorsements in Math and Biology Form 26 ASAP or remove from schedule. Pending Form 26

		Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:			
Sandy River Middle School	Educator	3006-MATH 6 0 B-BEHAVIOR DISORDERS Grades: 06 3006-MATH 6 0 I-MENTALLY IMPAIRED:MILD Grades: 06 3006-MATH 6 0 R-SPECIFIC LEARNING DISA Grades: 06 3007-MATH 7 0 I-MENTALLY IMPAIRED:MILD Grades: 07 3007-MATH 7 0 R-SPECIFIC LEARNING DISA Grades: 07 3008-MATH 8 0 I-MENTALLY IMPAIRED:MILD Grades: 08 3008-MATH 8 0 R-SPECIFIC LEARNING DISA Grades: 08 7627-CAREER EXP 0 Grades: 07 7651-LDRSHIP 0 Grades: 07 7658-EXP/ENRCH 0 Grades: 07 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 B-BEHAVIOR DISORDERS Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades: 8017-COLTCH-SPED 0	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013	Permit not HQ	Waiver requested by county for LD and MM

		R-SPECIFIC LEARNING DISA Grades:			
Southside K-8	Educator	3200-ART K 0 Grades: 0K 3201-ART 1 0 Grades: 01 3202-ART 2 0 Grades: 02 3203-ART 3 0 Grades: 03 3205-ART 5 0 Grades: 05 3207-ART 7 0 Grades: 07 3207-ART 7 0 Grades: 07 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	22 Professional Teaching Certificate 1900 - Mathematics Grds: 01-09 Exp: Permanent 22 Professional Teaching Certificate 3600 - Elementary Education Grds: 01-08 Exp: Permanent 59 Permanent Authorization 2205 - Health Education Grds: 07-08 Exp: Permanent 59 Permanent Authorization 2210 - Physical Education Grds: 07-08 Exp: Permanent	Will be on permit for art 7 th grade. Permit, not HQ	Waiver requested by county for art 7 th grade
	Educator	3000-MATH K 0 I- MENTALLY IMPAIRED:MILD Grades: 0K 3000-MATH K 0 R- SPECIFIC LEARNING DISA Grades: 0K 3001-MATH 1 0 I- MENTALLY IMPAIRED:MILD Grades: 01 3001-MATH 1 0 R- SPECIFIC LEARNING DISA Grades: 3004-MATH 4 0 I- MENTALLY IMPAIRED:MILD Grades: 04 3005-MATH 5 0 I- MENTALLY IMPAIRED:MILD Grades: 3005-MATH 5 0 R- SPECIFIC LEARNING DISA Grades: 05	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2014	Permit, not HQ	Waiver requested by county for Math, LD, and MI

		<p>4004-ENG LA 4 0 I-MENTALLY IMPAIRED:MILD Grades: 4004-ENG LA 4 0 R-SPECIFIC LEARNING DISA Grades: 04 4804-DEVLP READ 4 0 I-MENTALLY IMPAIRED:MILD Grades: 4804-DEVLP READ 4 0 R-SPECIFIC LEARNING DISA Grades: 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:</p>			
	Educator	<p>2615-PRESCH HNDPC 9 Grades: P4 2615-PRESCH HNDPC 9 Grades: P3 P4 7821-PLANNING 0 Grades:</p>	<p>59 Permanent Authorization 8000 - Community Programs Grds: PK-PK Exp: Permanent</p>	<p>Permit is expired. Invalid code 8000 Permit renewed 10/15/2012 – 6/30/2013 in 4122</p>	<p>Apply for permit and correct code 8000. Permit, not HQ</p>
	Educator	<p>3000-MATH K 0 Grades: 0K 4000-ENG LA K 0 Grades: 0K 4800-DEVLP READ K 0 Grades: 6000-SCIENCE K 0 Grades: 0K 6900-HEALTH K 0 Grades: 0K 7000-SOC ST K 0 Grades: 0K 7821-PLANNING 0 Grades:</p>	<p>90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2015 90 Long Term Substitute Permit 2900 -General Science Grds: 05-AD Exp: 06/30/2015 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2015 90 Long Term Substitute Permit 3600 -Elementary</p>	<p>No Praxis scores</p>	<p>Verify Praxis scores or 21 hr for academic major. Elementary permit issued 11-12-12 thru 6-30-13 Permit not HQ</p>

		7829-TEACHER DUTY 0 Grades:	Education Grds: 0K-06 Exp: 06/30/2015		
	Educator	3003-MATH 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 4803-DEVL P READ 3 0 Grades: 6003-SCIENCE 3 0 Grades: 03 6903-HEALTH 3 0 Grades: 03 7003-SOC ST 3 0 Grades: 03 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	Form 01 Full Time Permit/OOF 10/02/2012	Permit Elem Ed K – 6 10/1/2012 thru 6/30/13	Permit not HQ
	Educator	4006-ENG LA 6 0 Grades: 06 4007-ENG LA 7 0 Grades: 07 4008-ENG LA 8 0 Grades: 08 7633-DVLP GUID 7 Grades: 07 7651-LDRSHIP 0 Grades: 06 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	21 Professional Teaching Certificate 3600 - Elementary Education Grds: 0K-06 Exp: 06/30/2015 81 First-Class/Full-Time Permit 1000 -English Grds: 05-AD Exp: 06/30/2013	Permit not HQ	N/A
	Educator	3003-MATH 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 4803-DEVL P READ 3 0 Grades: 6003-SCIENCE 3 0 Grades: 03 6903-HEALTH 3 0 Grades: 03 7003-SOC ST 3 0	81 First-Class/Full-Time Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06	Permit not HQ	N/A

		Grades: 03 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	Exp: 06/30/2015		
Welch Elementary	Educator	2610-PRESCHOOL 9 Grades: 7821-PLANNING 0 Grades:	59 Permanent Authorization 8000 - Community Programs Grds: PK-PK Exp: Permanent Form 01 Full Time Permit/OOF 09/20/2012	Permit has been renewed 7/1/2012 – 6/30/2013 for 4122 and 3603	Permit, no HQ

**APPENDIX C
PERMITS**

School	Teacher Name	Schedule	Credential	Findings	Recommendations
Anawalt Elementary	Educator	3600-GEN MUSIC K 0 Grades: 0K 3601-GEN MUSIC 1 0 Grades: 01 3602-GEN MUSIC 2 0 Grades: 02 3603-GEN MUSIC 3 0 Grades: 03 3604-GEN MUSIC 4 0 Grades: 04 3605-GEN MUSIC 5 0 Grades: 05 7821-PLANNING 0 Grades:	81-1 First Class/Full Time Permit 2000 Music 11/15/2012 – 6/30/2013	On Permit	Permit not HQ
	Educator	2630-SPED SLFCNT 0 J- MENTALLY IMPAIRED:MODERATE Grades: 02 03 04 0K 7821-PLANNING 0 Grades:	21 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 0K-06 Exp: 06/30/2014 21 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 05-AD Exp: 06/30/2014 21 Professional Teaching Certificate 4113 -Mentally Impaired-Mild-Moderate Grds: 0K-06 Exp: 06/30/2014 21 Professional Teaching Certificate 4113 -Mentally Impaired-Mild-Moderate Grds: 05-AD Exp: 06/30/2014 81-1 First Class/Full	On Permit for 4104 Severe Disabilities	Permit not HQ

			Time Permit 4101 Severe Disabilities PK – AD 1/30/13 – 6/30/13		
Bradshaw Elementary	Educator	3003-MATH 3 0 Grades: 03 3203-ART 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 6003-SCIENCE 3 0 Grades: 03 7003-SOC ST 3 0 Grades: 03 7821-PLANNING 0 Grades:	81 First-Class/Full-Time Permit 3600 - Elementary Education Grds: 0K-06 Exp: 06/30/2013	Permit	N/A
Career and Technology Center	Educator	1774-BLDG MNT & OPR I 0 Grades: 1775-BLDG MNT & OPR II 0 Grades: 1776-BLDG MTN & OPR III 0 Grades: 1777-BLDG MTN & OPR IV 0 Grades: 1822-BLUE CONSTR 0 Grades: 1824-BLDCNS-ADFP 0 Grades: 1826-BLDCNS-EXFIN 0 Grades: 1828-BLDCNS-BLCNA 0 Grades:	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired as of 8/29/2012 Current permit is still pending.	Principal needs to contact OPP for status update. OPP is waiting for Form V10 to process. Sent V10
	Educator	1034-SEM CORRECT 0 Grades: 1035-SEM LAW ENFORCE 0 Grades: 1036-SEM SEC/PROT SRV 0 Grades: 1037-STRAT SEC/PROT 0 Grades: 1039-PR APP PUB SFTY 0 Grades: 1225-FUND PUBLIC SFTY LDSP 0 Grades: 1226-ETHL IIU PUBL	87 First-Class/Full-Time Permit for Career Technical Education 7710 Criminal Justice Grds: 09-AD Exp: 06/30/2013	Permit	N/A

		SFTY 0 Grades: 6709-FITNESS/COND 0 Grades:			
	Educator	1003-ECE I 0 Grades: 1004-ECE II 0 Grades: 1008-ECE III 0 Grades: 1009-ECE IV 0 Grades: 1135-TEACHER PREP 0 Grades: 1301-FED 0 Grades: 1302-SLDD 0 Grades: 1304-ED PSY LRNG 0 Grades:	22 Professional Teaching Certificate 3605 -Multi-Subjects Grds: 0K-08 Exp: Permanent 22 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 0K-08 Exp: Permanent 22 Professional Teaching Certificate 4300 -Reading Specialist Grds: PK-AD Exp: Permanent 52 Out-of-Field Authorization 3603 - Early Education Grds: PK-0K Exp: 06/30/2013	Permit for 1003; 1004; 1008; and 1009	N/A
Fall River Elementary	No Permits				
laeger Elementary	Educator	3600-GEN MUSIC K 0 Grades: 0K 3601-GEN MUSIC 1 0 Grades: 01 3602-GEN MUSIC 2 0 Grades: 02 3603-GEN MUSIC 3 0 Grades: 03 3604-GEN MUSIC 4 0 Grades: 04 3605-GEN MUSIC 5 0 Grades: 05 7821-PLANNING 0 Grades:	81-1 First Class/Full Time Permit 2000 Music 11/15/2012 – 6/30/2013	On Permit	Permit not HQ
	Educator	8023-COUNSELOR 0 Grades:	81 First-Class/Full-Time Permit 0005 -Counselor Grds: PK-AD Exp: 06/30/2013	Permit	N/A
Kimball Elementary	No Permits				

<p>Mount View High School</p>	<p>Educator</p>	<p>6031-CHEMISTRY 0 Grades: 11 12 6201-ENV EARTH SC 0 Grades: 10 11 12 7625-CAREER AWR 6 Grades: 7625-CAREER AWR 7 Grades: 07 7625-CAREER AWR 8 Grades: 7676-LINKS 0 Grades: 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:</p>	<p>22 Professional Teaching Certificate 2600 -Biological Sciences Grds: 07-12 Exp: Permanent 22 Professional Teaching Certificate 2900 -General Science Grds: 07-12 Exp: Permanent 22 Professional Teaching Certificate 3300 -Professional Development-MCE Grds: 05-08 Exp: Permanent 51 Middle Childhood Authorization 2900 - General Science Grds: 05-08 Exp: Permanent</p>		<p>Substitute teacher; apply for permit Form2 Waiver requested by county for Chemistry</p>
	<p>Educator</p>	<p>4008-ENG LA 8 0 Grades: 08 4008-ENG LA 8 0 Grades: 08 4127-ENG LNG R 0 Grades: 08 7821-PLANNING 0 Grades:</p>	<p>21 Professional Teaching Certificate 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2015 81-1 First Class/Full Time Permit 1000 English 5 – 9 11/14/12-6/30/13</p>	<p>On Permit for English</p>	<p>Permit, not HQ</p>
	<p>Educator</p>	<p>3041-ALGEBRA II 0 Grades: 11 12 3044-CNCPTL MATH 0 Grades: 11 12 3045-GEOMETRY 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:</p>	<p>81-1 First Class/Full Time Permit 1900 Mathematics 5-AD 7/1/12 – 6/30/13</p>	<p>On Permit Legal Review</p>	<p>Permit, not HQ</p>
	<p>Educator</p>	<p>1822-BLUE CONSTR 0 Grades: 11 1823-BLDCNS-FINSH 0 Grades: 12</p>	<p>V09 Full Time/Sub Voc Permit 08/29/2012</p>	<p>Permit has expired as of 8/29/2012 Current permit is still pending</p>	<p>Principal needs to contact OPP for status update. OPP is waiting for Form V10 to process.</p>

		1824-BLDCNS-ADFP 0 Grades: 12 1826-BLDCNS-EXFIN 0 Grades: 12 1828-BLDCNS-BLCNA 0 Grades: 11 1829-BLDCNS-MSNRY 0 Grades: 12 1842-CARPENTRY I 0 Grades: 11 1843-CARPENTRY II 0 Grades: 11			Sent V10
	Educator	3206-ART 6 0 Grades: 06 08 3207-ART 7 0 Grades: 06 07 08 3208-ART 8 0 Grades: 07 08 7676-LINKS 0 Grades: 06 07 08 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	Form 01 Full Time Permit/OOF 09/11/2012	Applied for renewal of permit 9/2012. Application pending.	Permit is not HQ.
	Educator	2630-SPED SLFCNT 1 J-MENTALLY IMPAIRED:MODERATE Grades: 06 08	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 Form 01 Full Time Permit/OOF 09/12/2012 Form 01 Full Time Permit/OOF 10/16/2012 Form 26 Special Ed Content Endorsement 10/16/2012 90-2 Long Term Substitute Permit	Current permits are pending.	Principal needs to contact OPP for status update. 90-2 Long Term Substitute Permit for 1000 English and 3000 Social Studies 5-AD Permit, not HQ 1/1A Permit Pending

			7/1/2010- 6/30/2013		
	Educator	3012-MATH I - 9 0 R-SPECIFIC LEARNING DISA Grades: 09 3013-MATH I-9 LAB 0 R-SPECIFIC LEARNING DISA Grades: 09 11 3043-GEOMETRY 0 R-SPECIFIC LEARNING DISA Grades: 10 6021-BIOLOGY 0 R-SPECIFIC LEARNING DISA Grades: 10 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades	Form 01 Full Time Permit/OOF 09/18/2012 Form 36 Tuition Reimbursement 10/16/2012	Expired OOF Permit. Has caseload: LD, MM, and OH	Principal needs to contact OPP to see if there's a pending application. 81-1 First-Class/Full-Time Permit 8/12/12 – 6/30/13 for 4115 Multi Categorical 5 – AD Permit, not HQ
	Educator	4010-ENG LA 10 0 Grades: 09 10 11 4010-ENG LA 10 0 Grades: 09 10 4012-ENG LA 12 0 Grades: 12 7821-PLANNING 0 Grades:	65 Permit for Non-United States Citizen 1000 -English Grds: 05-AD Exp: 06/30/2013	Permit	N/A
	Educator	4009-ENG LA 9 0 R-SPECIFIC LEARNING DISA Grades: 09 7010-WORLD STUDIES - 10 0 R-SPECIFIC LEARNING DISA Grades: 09 11 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades:	81 First-Class/Full-Time Permit 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	No permit for English or World Studies endorsements	Apply for permit for English and Social Studies endorsements. On Permit for 4115. Permit, not HQ
	Educator	7006-WRLD REGN-6 0 R-SPECIFIC LEARNING DISA Grades: 06 7007-WRLD GEO-7 0 R-SPECIFIC LEARNING	81 First-Class/Full-Time Permit 4115 -Multi-Categorical (LD, BD, MI) Grds: 05-AD Exp: 06/30/2013	No permit for Social Studies.	Apply for permit for Social Studies endorsement. Form 26 pending

		DISA Grades: 07 7008-WV STUDIES-8 0 R-SPECIFIC LEARNING DISA Grades: 08 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 I- MENTALLY IMPAIRED:MILD Grades:			
	Educator	7625-CAREER AWR 6 Grades: 06 7676-LINKS 0 Grades: 06	81 First-Class/Full-Time Permit 0005 -Counselor Grds: PK-AD Exp: 06/30/2013	Permit	N/A Pending 20S
	Educator	4007-ENG LA 7 0 Grades: 07 4007-ENG LA 7 0 Grades: 07 4127-ENG LNG R 0 Grades: 07 7821-PLANNING 0 Grades:	Form 01 Full Time Permit/OOF 08/14/2012	Permit has expired.	Principal needs to contact OPP for status update of any pending applications or apply for permit ASAP. Permit issued 8/20/12 thru 6/30/13 Permit, not HQ
	Educator	7009-US STUDIES - 09 0 Grades: 10 11 12 7009-US STUDIES - 09 0 Grades: 09 10 11 7033-GEOGRAPHY 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:	81 First-Class/Full-Time Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013	Permit	N/A
	Educator	3012-MATH I - 9 0 Grades: 09 10 11 3012-MATH I - 9 0 Grades: 09 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	90 Long Term Substitute Permit 1900 -Mathematics Grds: 05- AD Exp: 06/30/2013 90 Long Term Substitute Permit 2600 -Biological Sciences Grds: 09-AD Exp: 06/30/2013 90 Long Term Substitute Permit 2700 -Chemistry Grds: 09-AD Exp: 06/30/2013	Permit	N/A

			90 Long Term Substitute Permit 2900 -General Science Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013		
River View High School	Educator	1774-BLDG MNT & OPR I 0 Grades: 10 11 1775-BLDG MNT & OPR II 0 Grades: 10 11 1776-BLDG MTN & OPR III 0 Grades: 10 11 1777-BLDG MTN & OPR IV 0 Grades: 10 11 1822-BLUE CONSTR 0 Grades: 10 11 1824-BLDCNS-ADFP 0 Grades: 1826-BLDCNS-EXFIN 0 Grades: 1828-BLDCNS-BLCNA 0 Grades: 10 11 1842-CARPENTRY I 0 Grades: 1843-CARPENTRY II 0 Grades: 1844-CARPENTRY III 0 Grades: 1845-CARPENTRY IV 0 Grades:	V09 Full Time/Sub Voc Permit 08/29/2012	Permit has expired.	Principal needs to contact OPP to see if there's a pending application and update status, apply for permit ASAP, or remove from schedule. OPP is waiting for Form V10 to process. Sent V10
	Educator	3211-ART I 0 Grades: 09 10 11 12 3212-ART II 0 Grades: 11 12 3213-ART III 0 Grades: 3343-PHOTO (ART) 0 Grades: 09 10 11 12 7821-PLANNING 0 Grades:	22 Professional Teaching Certificate 0300 -Art Grds: 01-09 Exp: Permanent 22 Professional Teaching Certificate 3000 -Social Studies Grds: 01-09 Exp: Permanent 22 Professional	On permit for grades 10 – 12.	N/A HOUSSE for grade 9 for 2012 Permit for 10 -12

			Teaching Certificate 3005 Appalachian Studies Grds: 04-08 Exp: Permanent 22 Professional Teaching Certificate 3600 -Elementary Education Grds: 01-08 Exp: Permanent 81 First-Class/Full-Time Permit 0300 -Art Grds: PK-AD Exp: 06/30/2013		
	Educator	3013-MATH I-9 LAB 0 R- SPECIFIC LEARNING DISA Grades: 09 12 4009-ENG LA 9 0 R- SPECIFIC LEARNING DISA Grades: 09 11 12 4010-ENG LA 10 0 R- SPECIFIC LEARNING DISA Grades: 09 10 4011-ENG LA 11 0 R- SPECIFIC LEARNING DISA Grades: 10 11 12 7656-RETEACH/ENRCH 0 R-SPECIFIC LEARNING DISA Grades: 12 7821-PLANNING 0 Grades:	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 1900 -Mathematics Grds: 05- AD Exp: 06/30/2013 90 Long Term Substitute Permit 2900 -General Science Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013 Form 01 Full Time Permit/OOF 08/09/2012	Not on permit for Specific Learning Disabilities or Mild Mentally Impaired	Apply for permit in LD and MM ASAP or remove from schedule and caseload. Permit Pending Permit issued 8/20/12 thru 6/30/13 Permit , not HQ
	Educator	8025-DEAN 0 Grades:	21 Professional Teaching Certificate 4115 -Multi-Categorical (LD, BD, MI) Grds: 05- AD Exp: 06/30/2014 78 Content for Special Education 1900 - Mathematics Grds: 05-	Permit	N/A

			AD Exp: Permanent 81 First-Class/Full-Time Permit 0006 - Supervisor General Instruction Grds: PK-AD Exp: 06/30/2013 81 First-Class/Full-Time Permit 0015 -Principal Grds: PK-AD Exp: 06/30/2013		
	Educator	1031-SEM CTS/LGL SYS 0 Grades: 10 11 1032-PRIN INVEST 0 Grades: 10 11 1034-SEM CORRECT 0 Grades: 12 1035-SEM LAW ENFORCE 0 Grades: 12 1036-SEM SEC/PROT SRV 0 Grades: 10 11 1037-STRAT SEC/PROT 0 Grades: 12 1039-PR APP PUB SFTY 0 Grades: 12 6709-FITNESS/COND 0 Grades: 10 11 7821-PLANNING 0 Grades:	87 First-Class/Full-Time Permit for Career Technical Education 7710 Criminal Justice Grds: 09-AD Exp: 06/30/2013	Permit	N/A
	Educator	6811-DRVR ED 0 Grades: 10 11 12 6952-SFTY 1ST AID 0 Grades: 10 11 12 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	22 Professional Teaching Certificate 2000 -Music Grds: 07-12 Exp: Permanent 52-1 Out of Field Authorization 0900 Driver Education 9 –AD 11/21/12-6/30/13	On Permit	On Permit for 0900
Sandy River Middle School	Educator	3206-ART 6 0 Grades: 05 06 3206-ART 6 0 Grades: 06 3207-ART 7 0 Grades: 07 3207-ART 7 0 Grades: 07 3208-ART 8 0 Grades: 08	Form 01 Full Time Permit/OOF 09/20/2012	Permit expired.	Principal needs to contact OPP for status update on pending application ASAP. Issued 7-1-12

		3208-ART 8 0 Grades: 08 3212-ART II 0 Grades: 06 3212-ART II 0 Grades: 07 3212-ART II 0 Grades: 08 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades			thru 6-30-13
	Educator	3006-MATH 6 0 B-BEHAVIOR DISORDERS Grades: 06 3006-MATH 6 0 I-MENTALLY IMPAIRED:MILD Grades: 06 3006-MATH 6 0 R-SPECIFIC LEARNING DISA Grades: 06 3007-MATH 7 0 I-MENTALLY IMPAIRED:MILD Grades: 07 3007-MATH 7 0 R-SPECIFIC LEARNING DISA Grades: 07 3008-MATH 8 0 I-MENTALLY IMPAIRED:MILD Grades: 08 3008-MATH 8 0 R-SPECIFIC LEARNING DISA Grades: 08 7627-CAREER EXP 0 Grades: 07 7651-LDRSHIP 0 Grades: 07 7658-EXP/ENRCH 0 Grades: 07 7821-PLANNING 0 Grades: 8017-COLTCH-SPED 0 B-BEHAVIOR DISORDERS Grades:	90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013	Permit, not HQ	Waiver requested by county for LD and MM

		8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:			
	Educator	7007-WRLD GEO-7 0 Z-TEACHER OF ALTERNATIVE ED Grades: 07 7008-WV STUDIES-8 0 Z-TEACHER OF ALTERNATIVE ED Grades: 08	31 Professional Student Support Certificate 0005 -Counselor Grds: PK-AD Exp: 06/30/2014 81 First-Class/Full-Time Permit 0015 -Principal Grds: PK-AD Exp: 06/30/2013 Form 38 Temporary Authorization 10/12/2012	Not certified to teach 7007 and 7008. Temp Authorization expired 10/12/2012	Principal needs to contact OPP for status update on pending application. Form 38 Pending Issued 7-16-12 thru 6-30-13
Southside K-8	Educator	3200-ART K 0 Grades: 0K 3201-ART 1 0 Grades: 01 3202-ART 2 0 Grades: 02 3203-ART 3 0 Grades: 03 3205-ART 5 0 Grades: 05 3207-ART 7 0 Grades: 07 3207-ART 7 0 Grades: 07 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	22 Professional Teaching Certificate 1900 -Mathematics Grds: 01-09 Exp: Permanent 22 Professional Teaching Certificate 3600 -Elementary Education Grds: 01-08 Exp: Permanent 59 Permanent Authorization 2205 - Health Education Grds: 07-08 Exp: Permanent 59 Permanent Authorization 2210 - Physical Education Grds: 07-08 Exp: Permanent	Permit, not HQ	Waiver requested by county for art 7 th grade
	Educator	3004-MATH 4 0 Grades: 04 3204-ART 4 0 Grades: 04 4004-ENG LA 4 0 Grades: 04	90 Long Term Substitute Permit 1000 -English Grds: 0K-06 Exp: 06/30/2013 90 Long Term	Permit	N/A

		<p>4804-DEVLP READ 4 0 Grades: 6004-SCIENCE 4 0 Grades: 04 6904-HEALTH 4 0 Grades: 04 7004-SOC ST 4 0 Grades: 04 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:</p>	<p>Substitute Permit 3000 -Social Studies Grds: 05-AD Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013</p>		
	Educator	<p>3000-MATH K 0 I- MENTALLY IMPAIRED:MILD Grades: 0K 3000-MATH K 0 R- SPECIFIC LEARNING DISA Grades: 0K 3001-MATH 1 0 I- MENTALLY IMPAIRED:MILD Grades: 01 3001-MATH 1 0 R- SPECIFIC LEARNING DISA Grades: 3004-MATH 4 0 I- MENTALLY IMPAIRED:MILD Grades: 04 3005-MATH 5 0 I- MENTALLY IMPAIRED:MILD Grades: 3005-MATH 5 0 R- SPECIFIC LEARNING DISA Grades: 05 4004-ENG LA 4 0 I- MENTALLY IMPAIRED:MILD Grades: 4004-ENG LA 4 0 R- SPECIFIC LEARNING DISA Grades: 04 4804-DEVLP READ 4 0 I-</p>	<p>90 Long Term Substitute Permit 1000 -English Grds: 05-AD Exp: 06/30/2014</p>	Permit, not HQ	Waiver requested by county for Math, LD, and MI

		<p>MENTALLY IMPAIRED:MILD Grades: 4804-DEVL P READ 4 0 R-SPECIFIC LEARNING DISA Grades: 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades: 8017-COLTCH-SPED 0 I-MENTALLY IMPAIRED:MILD Grades: 8017-COLTCH-SPED 0 R-SPECIFIC LEARNING DISA Grades:</p>			
	Educator	<p>2615-PRESCH HND CP 9 Grades: P4 2615-PRESCH HND CP 9 Grades: P3 P4 7821-PLANNING 0 Grades:</p>	<p>59 Permanent Authorization 8000 - Community Programs Grds: PK-PK Exp: Permanent Form 01 Full Time Permit/OOF 10/01/2012</p>	<p>Permit is expired. Invalid code 8000 Permit renewed 10/30/2012-7/1/2017—2000 Music</p>	<p>Apply for permit and correct code 8000. Permit, not HQ</p>
	Educator	<p>3003-MATH 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 4803-DEVL P READ 3 0 Grades: 03 6003-SCIENCE 3 0 Grades: 03 6903-HEALTH 3 0 Grades: 03 7003-SOC ST 3 0 Grades: 03 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:</p>	<p>Form 01 Full Time Permit/OOF 10/02/2012</p>	<p>Permit expired.</p>	<p>Principal needs to contact OPP to check status of any pending applications. Permit Elem Ed K – 6 10/1/12 thru 6/30/13 Permit not HQ</p>
	Educator	<p>4006-ENG LA 6 0 Grades: 06 4007-ENG LA 7 0 Grades:</p>	<p>21 Professional Teaching Certificate 3600 -Elementary</p>	<p>Permit</p>	<p>N/A</p>

		07 4008-ENG LA 8 0 Grades: 08 7633-DVLP GUID 7 Grades: 07 7651-LDRSHIP 0 Grades: 06 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	Education Grds: 0K-06 Exp: 06/30/2015 81 First-Class/Full-Time Permit 1000 -English Grds: 05-AD Exp: 06/30/2013		
	Educator	3003-MATH 3 0 Grades: 03 4003-ENG LA 3 0 Grades: 03 4803-DEVLP READ 3 0 Grades: 6003-SCIENCE 3 0 Grades: 03 6903-HEALTH 3 0 Grades: 03 7003-SOC ST 3 0 Grades: 03 7821-PLANNING 0 Grades: 7829-TEACHER DUTY 0 Grades:	81 First-Class/Full-Time Permit 3600 - Elementary Education Grds: 0K-06 Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013 90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2015	Permit	N/A
Welch Elementary	Educator	2610-PRESCHOOL 9 Grades: 7821-PLANNING 0 Grades:	Permit has been renewed 7/1/2012 – 6/30/2013 for 4122 and 3603	Permit, not HQ	N/A

Coaching Database

School	Coach	Findings	Recommendation
Anawalt Elementary	No findings		
Bradshaw Elementary	No findings		
Career and Technology Center	No findings		
Fall River Elementary	No findings		
laeger Elementary	No findings		
Kimball Elementary	No findings		
Mount View High School	No findings		
River View High School	No findings		
Sandy River Middle School	Coach		
Southside Elementary	No findings		
Welch Elementary	No findings		

**MCDOWELL COUNTY SCHOOL SUMMARY
EDUCATION PERFORMANCE AUDIT**

School	APM	Findings	Commendations	Recommendations
60-203 Anawalt Elementary School		None Identified	None Identified	None Identified
60-206 Bradshaw Elementary		None Identified	7.2.4.	None Identified
60-210 Fall River Elementary		7.1.2; 7.1.5; 7.2.4	None Identified	None Identified
60-213 Jaeger Elementary	5.1.1	7.1.2; 7.2.3	None Identified	7.1.7
60-217 Kimball Elementary		None Identified	7.2.4	None Identified
60-222 Welch Elementary	5.1.1	7.1.2; 7.1.13	None Identified	None Identified
60-223 Southside K-8	5.1.1	7.1.2	7.1.4	7.1.12
60-304 Sandy River Middle		None Identified	7.1.7; 7.8.1	7.1.3
60-520 River View High		None Identified	None Identified	None Identified
60-527 Mount View High	5.1.1	7.1.2; 7.1.3; 7.2.3; 7.7.1; 7.7.2	None Identified	None Identified
60-731 Career and Technology Center		None Identified	7.1.2; 7.2.2	None Identified

The Education Performance Audit of the individual schools in McDowell County was conducted January 29-30, 2013 and February 27-28, 2013. School audits consisted of an examination of the 2012 WESTEST2 results and the structures in place for delivering curriculum. Audit Teams also took note of indicators of efficiency, capacity building resources, and early detection and intervention concerns.

Based on the results of the Education Performance Audits, it is recommended that the West Virginia Board of Education approve the individual school reports.