

**Office of Education
Performance Audits**

**Draft Education Performance Audit Report
FOR
PRESTON COUNTY SCHOOL SYSTEM**

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced (five days in advance) Education Performance Audit of the Preston County School District was conducted on April 16 – 18, 2008. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons the county had not achieved adequate yearly progress (AYP) during the past five years. The Team also reviewed district level high quality standards in accordance with appropriate procedures to make recommendations to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the high quality standards as required by W.Va. Code and West Virginia Board of Education policies.

The Education Performance Audit Team interviewed the Preston County Board of Education Vice President, school district personnel including the Superintendent, Assistant Superintendent, the Director of Special Education Programs, Director of Title I Programs, Director of Budget/Financial Operations, principals, and other county personnel. The Team examined documents including the Preston County Five-Year Strategic Plan; agendas and minutes of meetings of the Preston County Board of Education; personnel documents; personnel evaluations; the school system policy manual; regulatory agency reviews, i.e., financial audit, the Comprehensive Educational Facilities Plan (CEFP), etc.; and letters, faxes, and materials of interest to the Education Performance Audit.

This report presents the Education Performance Audit Team's findings regarding the Preston County School District.

EDUCATION PERFORMANCE AUDIT TEAM

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

<i>NAME</i>	<i>TITLE</i>	<i>COUNTY</i>	<i>CATEGORY</i>
Sharon Flack (April 16 – 17)	CAG Liaison	Office of Title II – School and School System Improvement	AYP/Five-Year Strategic Plan/High Quality Standards
Dr. DeEdra Lundeen (April 16)	Superintendent	Barbour County	AYP/Five-Year Strategic Plan/High Quality Standards
Allen Brock	Coordinator	Office of Education Performance Audits	AYP/Five-Year Strategic Plan/High Quality Standards
Delores Ranson (April 16 – 17)	Assistant Superintendent Retired	Jackson County	Personnel - Hiring/Licensure/ Internship
George P. Carver (April 16 – 17)	Treasurer/Chief School Business Official	Taylor County	Finance
John Lyonett	Assistant Superintendent	Brooke County	Policy Implementation/ Administration
Madelaine Shultz (April 8, 9, 10)	Mechanical Engineer	Office of School Facilities	Facilities
David Bailey (April 8, 9, 10)	HVAC Technician	Office of School Facilities	Facilities
Carroll Staats (April 16-17)	County Member Board of Education	Jackson County	Evaluation/Leadership

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Preston County had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

6.1.12. Advanced Placement (AP).

Preston High School received the 2006-2007 Siemens Awards from the Siemens Foundation and the College Board for Advanced Placement. The school received a \$1,000 grant to support science and math education.

7.7.2 Policy implementation.

The current policy manual had been completely updated and was current. Preston County recently contracted a consultant to update all their policies. All policies were in line with all State West Virginia Board of Education policies and legislation up to and including the most recently completed legislation session (2008). The policies were thorough, updated, and were aligned with all regulations and State Codes.

All new policies followed the same procedure: the formation of a committee, two readings by the Preston County Board of Education, and final passage of the policy. The committee submits the new policy out for reading and input before they send it to the board of education for review and readings before passage.

8.1.6. Regional Education Service Agency.

Preston County effectively utilized Regional Education Service Agency (RESA) VII services. RESA VII provided services that were indispensable to a county like Preston County with limited fiscal resources. The following are examples of programs and services that RESA VII provided to Preston County School District and its schools.

- Contracted the School Improvement Specialist for Terra Alta/East Preston School.
- Contracted a Reading Interventionist for Terra Alta/East Preston School.
- Offers testing out of certain classes for high school credit.
- Schedules administrator forum for principals and other administrators on current legal issues.
- Schedules regional presentation of personnel issues/legal concerns.
- Schedules regional staff development for various subject areas.
- Schedules training for principals on new year scheduling and other WVEIS tasks.
- Administers Preston County's Safe and Drug Free Schools Grant.
- Administers Preston County's GED Program.
- Oversees the hiring of part time people for the Juvenile Justice Grant.

- Oversees the hiring of part time staff for the 21st Century Grant.
- Provides a regional Instructional Materials Forum for teachers each year.
- Sponsored a regional help session on developing the SBA Safe Schools Plan.
- Sponsors regional Special Education Directors= meeting.
- Operates after school programs at two of our schools through Project Isaac Grant.
- Offers Substitute Training Program for non-education degree people.
- Hosts regional Staff Development meetings.
- Provides in-service training for school and county secretaries on WVEIS updates.
- Provides technology support for drop connections (wiring).
- Hosts regional child nutrition meetings.
- Helps support the regional nutrition buying coop.
- Hosts regional meetings for superintendents on various topics.
- Installs and maintains WVEIS software.
- Provides Network Engineer to help with all aspects of internet and intranet planning and design.
- Provides router technician to maintain all school routers.
- Provides substitute teacher permits for non-certified personnel.
- Beginning Teacher Mentor Program.

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 2006-2007 school year identified that Preston County did not make adequate yearly progress (AYP). Furthermore, Preston County failed to achieve AYP for the last five consecutive years and the county is on corrective action.

Subject and grade span for the spring 2007 assessment and subgroups that did not make AYP are shown in Chart 1. It also shows the percent proficient for each grade span/assessment and subgroup as well as the 2006 percent proficient for the 2007 subgroups that did not make AYP for assessing progress.

Chart 1

WESTEST			
GRADE SPAN/ASSESSMENT	SUBGROUP	2007 PERCENT PROFICIENT	2006 PERCENT PROFICIENT
Mathematics – Elementary	Special Education (SE)	54.3%	54.8%
Mathematics – Middle	Special Education (SE)	33.9%	34.5%
Reading – Elementary	Special Education (SE)	41.1%	45.5%
Reading – Middle	Special Education (SE)	30.6%	29.3%
Reading – Secondary	Special Education (SE)	17.0%	25.5%

The Team noted that when the performance of the subgroups listed in Chart 1 was compared with the 2005-2006 No Child Left Behind (NCLB) data, all special education (SE) subgroups identified above decreased in percent proficient, most notably in secondary reading/language arts (-8.5 percent). The middle school level SE subgroup percent proficient increased in reading/language arts by 1.3 percentage points.

Chart 2 shows that in the last five years, the number of Preston County's schools identified for not achieving AYP decreased from eight schools in 2002-2003 to four schools in 2004-2005 and 2005-2006, but increased to five schools in 2006-2007.

Chart 2

NUMBER OF SCHOOLS NOT ACHIEVING AYP	
Year	Number of Schools
2002-2003	8
2003-2004	6
2004-2005	4
2005-2006	4
2006-2007	5

An examination of the achievement gap between subgroups for the 2006-2007 assessment school year revealed a measurable achievement gap between the special education (SE) and economically disadvantaged (SES) subgroups when compared to the academic performance of the All Students (AS) and racial/ethnicity white (W) subgroups (Charts 3-8). The elementary and middle level SE subgroups did not make AYP in mathematics or reading/language arts. The high school level SE subgroup did not make AYP in reading/language arts.

Charts 3 through 5 indicated that the 2006-2007 Preston County School District student percent proficient in mathematics was below the State percent proficient at the elementary level, above the State percent proficient at the middle level with the exception of the special education (SE) subgroup (-3.1 percent), and above the State percent proficient at the high school level. Student assessment performance in reading/language arts (Charts 6, 7, and 8) indicated that the 2006-2007 Preston County School District student percent proficient was below the State percent proficient at all levels, most notably the special education (SE) subgroup (-7.3 percent at the elementary level, -9.3 percent at the middle level, -11.1 percent at the high school level).

Chart 3

ELEMENTARY MATHEMATICS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	78.1%	79.7%
Racial/Ethnicity White (W)	78.3%	80.2%
Special Education (SE)	54.3%	54.9%
Economically Disadvantaged (SES)	72.0%	72.7%

Chart 4

MIDDLE MATHEMATICS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	76.0%	75.4%
Racial/Ethnicity White (W)	75.9%	75.9%
Special Education (SE)	33.9%	37.0%
Economically Disadvantaged (SES)	69.4%	66.7%

Chart 5

HIGH SCHOOL MATHEMATICS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	72.0%	68.5%
Racial/Ethnicity White (W)	72.4%	69.2%
Special Education (SE)	26.9%	24.1%
Economically Disadvantaged (SES)	64.9%	58.6%

Chart 6

ELEMENTARY READING/LANGUAGE ARTS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	76.7%	81.3%
Racial/Ethnicity White (W)	76.8%	81.7%
Special Education (SE)	41.1%	48.4%
Economically Disadvantaged (SES)	68.4%	74.4%

Chart 7

MIDDLE READING/LANGUAGE ARTS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	77.6%	81.4%
Racial/Ethnicity White (W)	77.6%	81.7%
Special Education (SE)	30.6%	39.9%
Economically Disadvantaged (SES)	69.7%	73.9%

Chart 8

HIGH SCHOOL READING/LANGUAGE ARTS 2006-2007		
Subgroup	District Percent Proficient	State Percent Proficient
All Students (AS)	70.8%	75.1%
Racial/Ethnicity White (W)	71.3%	75.7%
Special Education (SE)	17.0%	28.1%
Economically Disadvantaged (SES)	59.5%	66.0%

Writing Assessment

Preston County School District's 2007 Statewide Writing Assessment performance depicted in Chart 9 was below the State percentage of students scoring at or above mastery at all tested grade levels. Grade 4 writing assessment percentage of students scoring at or above proficiency revealed a notable decline. Grade 7 (2007) writing assessment percentage of students scoring at or above proficiency increased 4 percentage points from the 2006 assessment. Grade 10 (2007) writing assessment percentage of students scoring at or above proficiency increased 6 percentage points from the 2006 assessment. Three year Grade 10 trend data showed Preston County performed above West Virginia in 2005 and 2006, but while the county school district's writing assessment results increased, the State's percent of students at or above mastery outpaced the county. The trend data provided an indication that improving writing performance is needed at all grade levels.

Chart 9

WRITING ASSESSMENT RESULTS Percent Of Students At Or Above Mastery			
	2005	2006	2007
WV Grade 4	74%	75%	70%
Preston Grade 4	76%	63%	57%
WV Grade 7	73%	75%	76%
Preston Grade 7	67%	65%	69%
WV Grade 10	86%	79%	87%
Preston Grade 10	87%	80%	86%

SAT/ACT Assessment Results

Chart 10 shows the Preston School District's Scholastic Aptitude Test (SAT) and American College Testing (ACT) results. The SAT math mean score from 2004-2005 to 2005-2006 showed no significant difference. The SAT verbal mean score from 2004-2005 to 2005-2006 decreased from 550 to 506. The percent of test takers increased in 2004-2005 but declined the next year.

ACT composite trend data showed no significant difference from 2002-2003 through 2005-2006. However, the percentage of students taking the ACT showed an up and down trend during the past four years.

Chart 10

SCHOLASTIC APTITUDE TEST (SAT)				
County	2002- 2003	2003-2004	2004-2005	2005-2006
SAT Takers (%)	3.5	3.1	5.8	3.1
SAT Math Mean Score	525	613	559	554
SAT Verbal Mean Score	493	614	550	506
AMERICAN COLLEGE TESTING (ACT)				
ACT Takers (%)	67.4	56.8	63.3	56.6
ACT Composite	20.2	20.4	20.9	20.5

Source: State, County and School Data, 2005-2006 West Virginia Report Cards, West Virginia Department of Education.

Preston County ACT assessment results five year trend data in Chart 11 showed a moderate increase in all subjects from 2003 to 2007. The composite score for Preston County was comparable with West Virginia's composite score.

Chart 11

ACT ASSESSMENT RESULTS (FIVE-YEAR TREND)					
	2003	2004	2005	2006	2007
English WV	20.3	20.6	20.5	20.8	20.8
English Preston *	20.5	20.4	20.9	20.4	20.8
Mathematics WV	19.2	19.4	19.3	19.6	19.5
Mathematics Preston*	19.3	19.4	20.1	19.4	19.4
Reading WV	20.9	21.1	20.9	21.2	21.2
Reading Preston*	20.5	21.0	21.2	21.1	20.9
Science WV	20.3	20.3	20.4	20.5	20.5
Science Preston*	20.2	20.3	20.8	20.5	20.5
Composite WV	20.3	20.5	20.4	20.6	20.6
Composite Preston*	20.2	20.4	20.9	20.5	20.5

* Data provided by Preston County

ACT EXPLORE Assessment Results

According to the 2007-2008 Grade 8 ACT EXPLORE results in Chart 12, Preston County students showed a 0.5 point increase in the composite score as compared to the 2004-2005 results. Four years of trend data showed a modest increase in all four academic areas.

Chart 12

ACT EXPLORE RESULTS				
Grade 8				
	2004-2005	2005-2006	2006-2007	2007-2008
English WV	14.2	14.3	14.2	14.3
English Preston	13.4	13.7	13.6	13.8
Mathematics WV	14.2	14.5	14.5	14.7
Mathematics Preston	13.9	14.1	14.4	14.5
Reading WV	13.8	13.9	13.9	13.9
Reading Preston	13.2	13.4	13.4	13.7
Science WV	15.8	15.9	15.9	16.0
Science Preston	15.5	15.7	15.9	16.1
Composite WV	14.6	14.8	14.8	14.9
Composite Preston	14.1	14.3	14.4	14.6

ACT PLAN Assessment Results

Based on the 2007-2008 Grade 10 ACT PLAN results in Chart 13, Preston County test takers showed a measurable decrease (17.0 to 16.3) in the composite score. Three years of trend data showed a gain in English, mathematics, and reading results from 2004 to 2006-2007, then a substantial decrease occurred in these subjects in 2007-2008. Science scores were above the State average in 2004-2005 through 2006-2007, but decreased in 2007-2008 and were below the State average. The declining 2007-2008 ACT Plan results showed that Preston County must consider this as an area for school district improvement.

Chart 13

ACT PLAN RESULTS				
Grade 10				
	2004-2005	2005-2006	2006-2007	2007-2008
English WV	16.7	16.8	16.7	16.3
English Preston	16.4	16.7	17.1	15.8
Mathematics WV	16.4	16.5	16.6	16.3
Mathematics Preston	16.6	16.6	17.2	15.7
Reading WV	16.5	16.6	16.5	16.5
Reading Preston	16.4	16.5	16.7	16.0
Science WV	17.7	17.8	17.7	17.5
Science Preston	18.0	18.0	17.9	17.3
Composite WV	17.0	17.1	17.0	16.8
Composite Preston	17.0	17.1	17.4	16.3

CORRECTIVE ACTION:

Upon review of the report and further analysis of the data, the Preston County Schools Leadership Team has identified the following priorities.

1. To improve the academic performance of all students in reading and language arts, mathematics, science and social studies.
2. To lessen the achievement gap among all students and students who are identified with disabilities.
3. To lessen the achievement gap among all students and students who are found in the low socio-economic subgroup.
4. To improve writing skills of all students.
5. Increase the availability and usage of technology to increase academic performance throughout the district.

To achieve the identified priorities, the Leadership Team will implement the following strategies to improve student performance.

1. Provide leadership and professional development on identifying essential curriculum, curriculum mapping and implementing pacing guides.
2. Focus on 21st Century content standards and objectives.
3. Increase integration of technology.

ACTION STEPS	TIMELINE	RESPONSIBILITY	INDICATORS
Provide a summer academy focused on rigor, relevance and relationships.	August 14, 15, 18, 19, and 20, 2008	Title I Director	School teams submit action plans. Principals conduct Walk Throughs to ascertain implementation of action plans.

Provide follow-up to the academy throughout the school year.	Ongoing	District administrators	Professional development sessions Extended day activities
Administrators meet an additional day a month for professional development activities dedicated to meeting AYP.	August 2008 – May 2009	Assistant Superintendent	Agendas Records of Walk-throughs and school level implementation. Improved school strategic plans.
District administrations conduct additional individual school improvement conferences with principals and school leaders.	October 15, 2008 February 19, 2009	District administrators	Minutes Records of ongoing walk-throughs
Principals study and discuss <i>Annual Growth, Catch-up Growth</i> by Lynn Fielding	Monthly at Principals' meetings	Assistant Superintendent	Agendas Discussion notes
Increase Response to Intervention implementation through Grade 5.	Training August 22, 2008 with implementation to June 2009	Special Education Director	Intervention and lesson plans.
Implement Positive Behavior supports	August 2008 – June 2009	Special Education Behavior Specialist	Discipline records
Implement Advisor/Advisee at Preston High School	August 2008 – June 2009	PHS Assistant Principal	Discipline records, suspension records, drop-out rate
Implement Kansas Writing strategies Grade 3 - 12	September 2008 – June 2009	Assistant Superintendent	Writing Assessments
Establish District Literacy Team	October 2008	Title I Director	Agendas Minutes

Establish Parent Advisory Council	September 2008 – June 2009	Title I Director	Agenda Minutes Revised Policy
Improved computer laboratories and place Technology Integration Specialists at schools on improvement.	August 2008	Technology Coordinator	Computer and specialists in place.
Establish a progression of actions to decrease truancy rates.	August 2008 – June 2009	Attendance Coordinator	Increase attendance rate

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)

Preston County School District met the 95 percent minimum participation rate. One school (Central Preston Middle School) did not achieve the minimum participation rate in the special education subgroup.

CORRECTIVE ACTION:

The Special Education Director will provide increased guidance and monitoring in maintaining the required participation rate. A new principal has been assigned to Central Preston Middle School and will closely monitor policies and procedures. Administrators will institute a procedure to ensure that all the schools in the district maintain the required participation rate.

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 14 indicated the Preston County School District attendance rate has remained above the State 90 percent requirement of for the last four reporting years.

Chart 14

ATTENDANCE RATE	
Year	Attendance Rate
2003-2004	98.4% *
2004-2005	98.7% *
2005-2006	98.5%
2006-2007	98.1%

* Data provided by Preston County

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.

Chart 15 showed that the Preston County School District graduation rate met the State requirement of 80 percent for the last four reporting years. The graduation rate data has declined and should be included in the 2008-2009 county and high school Five-Year Strategic Plans.

Chart 15

GRADUATION RATE	
Year	Graduation Rate
2003-2004	84.5% *
2004-2005	82.3% *
2005-2006	83.6%
2006-2007	80.8%

* Data reported by county

CORRECTIVE ACTION:

The Attendance Director worked with the school administrators to establish a progression of actions to decrease truancy rates, a leading indicator of potential dropouts, and revised the referral to make it user friendly. Additional actions taken by the Attendance Director include:

- Published 3 articles in the Preston County Journal about the attendance policy, the importance of good school attendance, responsibilities of parents, and what to do if you are having problems.**
- Formed an attendance committee.**
- Presented a principal training with DHHR and the Prosecuting Attorney's office to increase valid communication with Youth Services, Child Protection Services and the prosecutor's office.**

- **Scheduled monthly meetings at each school to meet with the Student Assistance Team, parents, and principals about truancy problems in the schools.**
- **Provided WVEIS training to staff that enter attendance information into the system to correct common errors.**
- **Attend Multi Disciplinary Team meetings for all students that are in the court system for truancy.**

The Preston High School staff implemented an Advisor/Advisee program. By building stronger relationships with students, teachers hope to provide a more positive environment for students to learn and be successful.

SECTION II
DATA ANALYSIS

Chart 16 demonstrated the number of Advanced Placement (AP) courses, honors courses, and college credit courses offered in Preston County's high school for the 2007-2008 school year as reported by the county.

Chart 16

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2007-2008			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Preston High School	5 *	5 *	8 *

* Data reported by county

Preston County School District offered five Advanced Placement (AP) courses, five honors courses, and eight college credit courses for a total of 18 higher level courses offered in Preston County's high school for the 2007-2008 school year. The available courses are listed below.

Advanced Placement (AP) Courses *

- Calculus
- Statistics
- Studio Art
- Chemistry
- Physics

Honors Courses *

- English 10
- English 11
- CATS 9
- History 9
- History 10

Dual Credit Courses *

- WVED Algebra
- WVED Trigonometry
- Music Appreciation
- English 104
- Literature – Upper Level
- Advanced Human Anatomy
- History 108
- Political Science 1103

Chart 17 showed the percentage of Advanced Placement (AP) test takers increased from 2002-2003 to 2004-2005 in both grades 11 and 12. Both grades decreased to a very low percentage in 2005-2006 and increased in Grade 12 in 2006-2007. The percentage of 11th grade test takers with a score of three or higher increased from 66.7 percent in 2002-2003 to 100 percent in 2004-2005. Grade 12 test takers with a score of three or higher increased from 89.7 percent in 2002-2003 to 100 percent in 2005-2006 and decreased to 74 percent in 2006-2007.

Chart 17

ADVANCED PLACEMENT (AP) TEST TAKERS (COLLEGE BOARD)					
Preston County	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
10 th Grade Test Takers (%)	0.0	0.00	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.8	1.60	1.6	0.0	.3% *
12 th Grade Test Takers (%)	8.6	9.20	12.5	1.3	9.1% *
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.00	0.0	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	66.7	100.00	100.00	0.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	89.7	51.60	85.7	100.0	74% *

* Data reported by Preston County

The high school graduate overall college going rate for Preston County was 49.0 percent compared to the State's overall college going rate of 58.3 percent as presented in Chart 18.

Chart 18

ESTIMATED COLLEGE GOING RATE FALL 2006		
	Number of High School Graduates 2005-06	Overall College Going Rate Percentage
State	17,441	58.3%
Preston	290	49.0%

Source: West Virginia College Going Rates By County and High School Fall 2006, West Virginia Higher Education Policy Commission.

Preston County's percentage of students enrolled in any developmental course(s) at 14.2 percent was measurably less than the State's percentage (34.1 percent) of students taking developmental courses (Chart 19). The percentage of Preston County's high school graduates enrolled in Developmental Mathematics was 12.8 percent compared to 30.3 percent for West Virginia and 4.3 percent enrolled in Developmental English compared to 15.6 percent for West Virginia.

Chart 19

HIGH SCHOOL GRADUATES ENROLLED IN WV PUBLIC COLLEGES FALL 2005			
	% in Developmental Mathematics	% in Developmental English	% in Any Developmental Course(s)
State	30.3%	15.6%	34.1%
Preston County	12.8%	4.3%	14.2%

Source: Performance of High School Graduates Enrolled in Public Colleges and Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy Commission.

SECTION III

HIGH QUALITY STANDARDS

7.1. CURRICULUM

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)

Art, music and physical education were offered at all schools. Although music was offered to all schools, general music was not taught at Fellowsville Elementary School by a music specialist as per the principal's request. General music was provided by regular classroom teachers certified in elementary education at Fellowsville Elementary.

Programs of study were not consistent at the middle schools. For example, Home Economics was offered at South Preston Middle and West Preston Middle Schools, while Tech Ed. was offered at the East Preston Schools. These programs will phase out at the respective schools with the retirement of the teachers who provide the program. This is not due to a lack of need for the programs in the middle schools, but due to a lack of funds to continue to offer the programs.

CORRECTIVE ACTION:

Preston County Schools has hired an additional music teacher. All elementary and middle schools are served by an art, music, and physical education specialist.

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)

Only Grade 9 students attended high school the first day of the school year. Grades 10, 11, and 12 did not report to school. This did not allow equal access to the minimum 180 instructional days required.

CORRECTIVE ACTION:

All Preston High School students attended the first day of the 2008-2009 school year. An Advisor/Advisee program has been implemented to address the social emotional needs of all students including the incoming Grade 9 students.

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.

The county Five-Year Strategic Plan did an adequate job of analyzing data and identifying areas of need. County office staff reported that the county team meets four times a year to review the plan.

The plan identified three goals that focused on increasing achievement in English/language arts, mathematics, and the use of technology. Baseline data were identified for each goal and objective with targets for the next five years. The actual data compared to the targets (pages 9-10 of the plan) had not been updated in the plan.

The plan identified 20 high yield strategies. The high yield strategies multi-year implementation section (page 16 of the plan) needed to be completed. The plan needed to be reviewed and updated and more effectively align to the county staff development plan and various county initiatives with the Five-Year Strategic Plan.

CORRECTIVE ACTION:

The high yield section of the strategic plan is no longer required in strategic plans by WVDE. Preston County has identified the following strategies as priorities to strengthen improvement efforts.

- 1. Provide leadership and professional development on identifying essential curriculum, curriculum mapping and implementing pacing guides.**
- 2. Focus on 21st Century content standards and objectives.**
- 3. Increase integration of technology.**

Related to student achievement, the reason the district was identified for improvement, Preston County identified several areas of need.

- Special education subgroup at the elementary level in reading and mathematics.
- Special education subgroup at the middle level in reading and mathematics.
- Special education subgroup at the high school level in reading.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

It was reported that the central office was not active in the data analysis process at the schools. The assistant superintendent explained that this was more of a school based process. Given the low test scores in the schools, it is imperative that the central office staff play an integral role in the data disaggregation, dissemination, and monitoring progress.

CORRECTIVE ACTION:

The district provided a School Leadership Academy on August 14 and 15, 2008. Specific details are listed in the chart beginning on page 13. School leadership teams were provided planning tool kits and three additional days at the beginning of the school year to analyze data and use the information to plan for the 2008-2009 school year. The County requested assistance in strategic planning from WVDE. Following their suggestion, a strategic planning workshop was provided on September 17, 2008. District administrations will conduct additional individual school improvement conferences with principals and school leaders on October 15, 2008 and February 19, 2009. Benchmark assessments and action plans will be priority topics of discussion.

7.4. REGULATORY AGENCY REVIEWS

7.4.1 Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Finance

In the audit of Preston County Schools, the Team noted the following conditions.

The 2007 Form 11-10-10 and related Audit Report had not yet been completed. Discussion with the treasurer indicated that the 11-10-10 form was nearly complete. The West Virginia Auditors Office has scheduled the audit to be performed in June 2008. The 11-10-10 was required to be completed by September 30, 2007 and the Audit Report was due by March 31, 2008. The Team reviewed the 2006 Audit Report in lieu of the 2007 report. The Step 7 plan had been approved and funds were being expended in accordance with the plan.

The Fund Balance had increased from Fiscal Year 2004 through Fiscal Year 2007 (FY 2004 (\$469,397) FY 2005 (\$34,308) FY 2006 \$294,212). The Fund Balance for FY 2007 was not yet available. The county has gone from a negative fund balance to a positive balance.

The Audit Report for Fiscal Year 2006 noted the following deficiencies:

- 06-01 Purchase order system not adequate
- 06-02 Budget and expenditures over budget
- 06-03 Inadequate Internal Controls at individual schools
- 06-04 Fixed Asset Inventory not maintained
- 06-05 Debt Service Fund not recorded
- 06-06 Inaccuracies in financial statements

The FY 2005 Audit Report listed eight deficiencies and four of them were shown as having been corrected in the FY 2006 Audit Report. Discussion with the treasurer indicated that the six FY 2006 deficiencies were in the process of being corrected and several had already been corrected.

Individual school audit reports for Fiscal Year 2007 indicated a thorough review and areas for improvement. Board of Education reports were being provided as required, and individual school reports were being submitted.

Recommendations

1. Final Computations for Public Support Programs reported that in Fiscal Year 2009, the Preston County Board of Education is projected to be over formula by six professional personnel and over formula by 19 service personnel. Funding for professional staffing will be increased due to recent changes in the state aid formula that are phased in over the next five years. Funding for much of the overage in service personnel is provided by the food service program. The county should closely monitor staffing to stay within state aid formula funding

2. Unreserved funds. Preston County has been increasing their unreserved fund balance in the past few years. The county should continue efforts to improve their unreserved fund balance to provide a safety cushion for unexpected future contingencies.
3. The 2005 and 2006 Audit Reports noted that cash on the financial statements did not reconcile to WVEIS and bank records by minor dollar amounts. While the Team noted that the Finance Office reconciles its bank statements monthly, procedures should be strengthened to maintain a daily cash ledger and to reconcile the bank balance to WVEIS each month. The treasurer agreed with this and will work with other nearby county treasurers to model their processes.
4. County boards of education are required to prepare and publish financial statements for each fiscal year ending June 30 by September 30 and to have those financial statements audited by an independent accounting agency by March 31 of the year following the close of the fiscal year. Preston County should take steps to comply with these requirements.

CORRECTIVE ACTION:

Preston County Schools has contracted with a highly respected, retired school treasurer recommended by the WVDE School Finance office. He has provided assistance and will continue to serve as mentor to the district treasurer providing direction and assistance as needed to the district treasurer.

Facilities

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

Fellowsville Elementary (Grades K-5)

This facility was built in 1953 with additions/renovations performed in 1983 and 1990. The classrooms had window air conditioning units. The building was not mechanically ventilated. The facility had a newer water filtration system and gas boiler installed. The piping, heating coils, and plumbing fixtures appeared to be original to the building. The rest rooms needed to be cleaned and painted. A sizeable wall crack in the janitor's closet appeared to be a result of the building settling. The exterior of the building needed to be cleaned and painted. Gutters needed to be installed to channel water away from the building. The main building had numerous areas where roof leaks were present.

Two portable units were on site; one was currently being utilized as an art room. Both modular units were very old and are near the end of their useful life. The side walk leading to the modular units was in disrepair. This facility needed a more aggressive maintenance and housekeeping plan.

South Preston Middle School (Grades 6-8)

This facility was built in 1914 with additions/renovations in 1952, 1960, and 1971. The building was not air conditioned. Heat was provided by a gas boiler, and a coal boiler was also in operation at this facility. The building was not mechanically ventilated. The plumbing and electrical infrastructure appeared to be original to the building.

Several Americans with Disabilities Act (ADA) compliance issues existed with this building. Several stained ceiling tiles existed throughout the facility. The windows in the building needed to be replaced. The exterior brick needed repair. The brick chimneys at the rear of the facility needed to be repaired before they develop into a safety hazard. The entrance steps to the facility were cracking and needed to be repaired. The steps entering into the cafeteria needed to be secured to the floor. One of the lower classrooms had a floor that was sinking at the rear of the classroom. The playground was not equipped for middle school students. The band room was located in a detached building. The walkway to the building was not covered. The heat for the building was provided by a ceiling mounted gas fired heater. The heater installed was exposed in the learning space. A carbon monoxide detector needed to be installed in this space. The heater installation violated State Board of Education Policy 6200. The building appeared run down on both the interior and exterior. This facility needed a more aggressive maintenance and housekeeping plan.

Tunnelton-Denver Elementary (Grades K-5)

This facility was built in 1952 with additions/renovations in 1977 and 1992. The heat for the upper section of the building was provided by two fuel oil boilers. The lower section of the building was heated with electric. The building was not air conditioned. There was no mechanical ventilation. One of the fuel oil boiler gauges was damaged and needed to be repaired. Several areas on the walls and doors around the exterior of the building needed to be cleaned and painted. Some exterior block damage needed to be repaired. Efflorescence was on the wall along the ramp inside the building. A drainage system was installed at the rear of the building to help alleviate the moisture infiltration causing the efflorescence. The area that was excavated for the drainage installation was beginning to erode and needed to be addressed. The efflorescence should be cleaned from the wall and new paint applied. Two portable units were being utilized at this facility and both appeared to be near the end of their useful life. Some fascia had been blown off the side of the building and needed to be repaired. This facility needed a more aggressive maintenance and housekeeping plan.

Aurora Elementary (Grades K-6)

This facility was built in 1995. Roof top units provided the heating, cooling, and ventilation air to the building. The equipment was original to the building and approaching the end of its expected life. A few stained ceiling tiles in the facility appeared to be from active roof leaks. One of the exterior lights had a busted cover and

bulb. Some staining was building up on the exterior of the building that needed to be removed. Overall the interior of the facility appeared well maintained and clean. The building needed some minor routine maintenance to keep the facility in like new condition.

Valley Elementary (Grades K-5)

Portions of this school dated to 1925 with additions/renovations in 1977, 1983, and 1999. Gas fired boilers and a chiller provided heating and cooling to part of the building. The 5th grade wing currently only had electric heat. Staff reported that new air conditioning equipment had been purchased for the 5th grade wing and will be installed over the summer. Several stained ceiling tiles were due to roof leaks. The roof was in the process of being replaced during the walkthrough. Ventilation levels in the building could not be accurately measured during the visit. It was a mild day and several windows and exterior doors were open. Past inspections have found acceptable ventilation rates.

The gymnasium was housed in a detached building. Children must cross an access road to reach the gymnasium. The air handling equipment had accumulated a layer of dust and several items were stored on top and around the equipment. The equipment and equipment room should be cleaned and the manufacturers recommended clearances around mechanical equipment observed. The exterior of the building needed to be painted. This facility needed a more aggressive maintenance and housekeeping plan.

Rowlesburg Elementary/Middle School (Grades K-8)

This facility was built in 1987. The building received heating and cooling from a two pipe hydronic system that utilized gas boilers and a chiller. The mechanical system was original to the building. The building was mechanically ventilated. It was mild day during the visit and several classrooms had exterior doors and windows open which made it impossible to establish a ventilation profile on the building. The exterior brick around the building was stained and needed to be cleaned. A short section of hydronic piping in the mechanical room needed to be insulated. A few stained ceiling tiles existed throughout the facility. Paint was peeling off the interior walls in a few areas. There appeared to be small amounts of efflorescence, indicating some moisture migration may be occurring. The walls will need to be sealed and repainted. The interior of this facility appeared clean and well maintained. The building needed minor routine maintenance to keep the facility in like new condition.

West Preston Middle School (Grades 6-8)

This facility was constructed in 1918 with additions/renovations in 1950 and 1973. There was no air conditioning or mechanical ventilation. Heat was provided by some newer gas boilers. The structure needed to be cleaned and painted on both the interior and exterior. The access and parking were inadequate. There are several Americans with Disabilities Act (ADA) compliance issues with this building. The plumbing and building

infrastructure are all original to the building. Several areas appeared to be active roof leaks occurring. Several of the stained ceiling tiles appeared to have been left in place for some time. The building appeared run down on both the interior and exterior. There was little evidence of proper upkeep and maintenance on this facility. The cleanliness of the interior was below standard. This facility needed a more aggressive maintenance and housekeeping plan and program.

Preston High School (Grades 9-12)

The original structure was constructed in 1972 and has been added on to several times over the years. The facility also houses the Central Preston Middle School students after the closure of that facility. The county plans to move the middle school students into modular units starting in the fall of 2008. The many renovations and additions to this facility have changed the original design intent of many areas to where they are now not adequately heated, cooled or ventilated.

The vocational area of the school was not mechanically ventilated. The roof top HVAC equipment and unit ventilators had not been maintained; the coils needed to be cleaned and regular maintenance needed to be performed on this equipment. Continuous roof leaks throughout the facility have marked the ceiling tiles which have not been replaced for as much as four years. Chipped floor tiles existed throughout the facility. Windows in the 400 block of rooms leak and needed to be repaired to prevent further damage to the structure and the flooring. Science labs were not equipped with hot running water or fire blankets, the emergency gas shut off was missing the button in one room, and the hoods were either inaccessible and/or needed to be repaired. This facility needed a more aggressive maintenance and housekeeping plan and program.

Kingwood Elementary School (Grades K-5)

Kingwood Elementary School is a 1977 era facility. The facility consisted of three units: the main classroom building, including the gymnasium; the secondary classroom building, including the kitchen and cafeteria; and the modular units on the side of the facility. The school was located in an urban setting with little to no room for expansion.

Building 1. This facility was designed with an open classroom concept with blocks of four classrooms grouped together. A lack of storage throughout the building caused the classrooms to appear very crowded. Stained ceiling tiles existed throughout the facility due to repeated roof leaks. The tiles have remained in place for many years. A main air handling unit provided fresh air to this building. The room housing the air handler needed housekeeping, the make-up air dampers appeared to be disconnected, and the filter was very dirty and needed to be replaced. The railing on the upper loft was extremely loose and dangerous.

Building 2. This building is approximately 150 feet from the main building doors when taking the direct route via steps, if using the handicap ramp, the route is much longer. The walk is uncovered. The cafeteria and kitchen are located in this building. The hot water tank for the kitchen is located in the dry storage room. The sinks needed to be re-caulked to prevent water infiltration to areas that would be difficult to clean, i.e., behind the sinks.

Modular Units. Six modular units were in a state of disrepair. Not all of the toilets worked. The flooring in the units was cracked and peeling. Exit doors were blocked due to a lack of space. There was deterioration around the underpinning and around doors and windows. The modular units were approximately 150 feet from the main building entrance doors and the walk was uncovered.

This facility needed a more aggressive maintenance and housekeeping program and plan.

Terra Alta/East Preston School (Grades K-8)

The original structure was constructed in 1927 with additions in the 1960s, 1970s, and 1980s. The furnace room had two active leaks. There were no buckets in place to catch the water which had spread across the floor and was encroaching into the side hall. Cables from the roof heating had fallen over the side of the building and were gathered and tied so they would not drape over the side again. The roof heating system had not been used and the power had been disconnected; therefore, the remaining cables should be removed. The gymnasium showed signs of continuous water infiltration at the exit doors. The doors no longer wanted to close. There was also water infiltration along the roof pitch. The auditorium had been used for storage for a number of years. The flooring and seats have been removed in some areas. This room should be kept locked at all times to prevent student or staff injuries. This facility needed a more aggressive maintenance and housekeeping plan.

Bruceton School (Grades K-8)

Bruceton School consisted of three structures: the main classroom building, the Kindergarten building, and the gymnasium. The gymnasium was the oldest building on the site. The school was located in an urban setting with no county owned property for expansion.

Building 1. The kitchen was housed in a renovated section of the facility that was originally a vocational classroom area. The size of the kitchen was inadequate for the number of meals served. The cafeteria was across the hall in three former classroom spaces.

There is a main furnace room for this building. Excess items were stacked in the room and the room needed housekeeping. Items were leaning against the furnace itself. All mechanical rooms must be kept free of unrelated items and all equipment must be accessible on all sides at all times. A sump pump in the furnace room had questionable functionality. The gas powered lawn mower and snow-blower were stored in a former

assembly room. These items should be stored in a separate building in accordance to West Virginia Board of Education Policy 6200. This room was not locked. An enclosed vestibule with access to the parking lot and to the interior courtyard had not been cleaned on a regular basis. Cobwebs and dust had build up in this space. Students regularly crossed through this area for access to classes. Some of the classrooms had a curtain wall separating the spaces. Several instances of stained ceiling tiles existed throughout the facility.

Building 2. This building was heated with steam units in each classroom and a main furnace room. There was no temperature control for this system, making it difficult to maintain comfort levels in the spring and fall. The building did not have central air conditioning; however, each classroom was equipped with window air conditioners. It was very difficult to maintain adequate ventilation in this building. The kindergarten classrooms were not equipped with room sinks or rest rooms.

Building 3. The gymnasium was located approximately 25 feet from the main building via an uncovered walk. The gymnasium was heated with a coal furnace but did not have any mechanical ventilation or cooling. The locker rooms were located below the stage area and were accessible through stairwells on each side of the stage. These stairwells were partially obstructed and not well lit. The building and immediate grounds around the building need to be better maintained. Leaves and other debris were around the furnace room entrance doors.

This facility needed a more aggressive maintenance and housekeeping program and plan.

The Preston County School District Building Utilization is presented in Chart 21. Each school is listed with the student capacity, the current student enrollment, and the percentage of building utilization.

Chart 21

Preston County Building Utilization			
School Name	Capacity	Enrollment	Utilization
Aurora Elementary	170	131	77%
Bruceston	650	486	75%
Fellowsville Elementary	190	105	55%
Kingwood Elementary	655	602	92%
Rowlesburg	255	140	55%
Terra Alta	655	449	69%
Tunnelton/Denver	240	201	84%
Valley Elementary	510	449	88%
Central Preston Middle	497	286	58%
South Preston Middle	315	177	56%
West Preston Middle	390	230	59%
Preston High	1925	1328	69%

The Preston County Building Utilization chart shows that eight of 11 Preston County's schools are below the 80 percent recommended capacity for effective and efficient utilization. (Note: Preston County Middle School was relocated to Preston High School because the school was closed for safety concerns and is excluded from these numbers.) Preston County School District lacks the fiscal resources to update and renovate these schools to provide students a 21st Century education.

Students in Preston County are being denied the minimum, facilities and equipment for a basic education, schools that comply with the American Disabilities Act (ADA), schools that provide a safe and healthy environment, and schools that have the appropriate space and equipment for science instruction, physical education, and general education. This is the result of multiple factors. Some of these include geographic and climate conditions of the county, limited fiscal resources, not utilizing facilities to their maximum capacity, and decisions regarding use of facilities.

CORRECTIVE ACTION:

Preston County Schools is utilizing levy funds to address maintenance and facility issues at each of the schools. Additional crews were added in the summer to address needs. We are currently in the second year of funding for this levy. The levy generates \$1,500,000 a year for each of three years. Each school's Local School Improvement Council submitted a prioritized list to be addressed. Maintenance staff reviewed the list and then it was presented to the Board. Local School Improvement Council members reviewed their lists and will be submitting revised lists to the board during LSIC meetings in October 2008. See the schedule on page 45.

Currently, a bond will be placed before the voters in the November General Election in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county.

All recommendations are being reviewed and Preston County administrators will rectify as many of the issues as possible. Some of the recommendations are difficult to achieve with the facility, number of schools and personnel needed to operate them, and the financial constraints the county operates under.

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)

Findings

Review of Job Postings: Professional, Service and extracurricular

The Team reviewed postings for professional, service, and extracurricular personnel.

The professional personnel postings listed the vacancy, posting date, closing date, location, employment term, salary (based upon degree experience), and supervisor. The job description was a part of the posting. The county job description included the Performance Criteria listed in West Virginia Board of Education Policy 5310. The “required” certification for the posting was not listed on the posting or job description.

Service personnel postings listed the job vacancy, location, period of employment, and posting dates. It did not include the amount of pay and other benefits.

Noncompliances: Professional hiring as set forth in W. Va. Code §18A-4-7a

- **West Virginia Code §18A-4-7a (c) (6) and (d) (6).** Past evaluations are to be considered in the qualifications of an applicant if conducted pursuant to W. Va. Code §18A-2-12. It appeared in some postings that points were given for evaluations which were not pursuant to the above Code: See applicants for special education positions at Preston High.
- **Comparison of Candidate Qualifications.** New applicants: A completed matrix (grid), rating, or other system to show consideration was given to all criteria listed in W.Va. Code §18A-4-7a (first set) to evaluate and compare qualifications of candidates was not available. With several postings, there was no evidence that all candidates were considered.

The superintendent of Preston County Schools indicated that principals can independently determine how they evaluate the qualification of new candidates, including the consideration given to each of the seven criteria listed in W.Va. Code. This varies from school to school. Principals have the opportunity to interview teachers; however, an interview is not required. That is, principals can interview or not interview (when using the first set of criteria in W.Va. Code §18A-4-7a, although the interview is often included in (c) (7), the criterion which usually carries a heavier weight than the other six criteria listed in code.) The principal selects his/her teacher. Examples of this varied system are listed below.

- **Posting: Science 9-12 Preston High. August 10 – 16, 2007.** All applicants were new candidates for this position (no regular employee applied). The principal used the first set of criteria in W.Va. Code §18A-4-7a to evaluate candidates. Evidence showed that a point method was used to evaluate candidates at Preston High School.

With the above posting/vacancy, there was no matrix, grid, or rating sheets to show comparison of the candidates for this position. Although a matrix is not required by Code, there must be documentation to show all seven criteria were considered for each candidate. There was no evidence that any candidate other than the one selected was considered. Two ratings sheets completed by two different evaluators were in the application file. The rating sheets were not signed by the evaluators. No other rating sheets were in the file, although more than one applicant applied for the vacant position. Criteria points that should have been the same for the candidate regardless of the evaluator were not the same. For example, one evaluator gave 3 points for 3.5 years of experience, while the other evaluator gave 4 points. One evaluator gave 4 points for past evaluations, while the other gave 5 points. The candidate had not been evaluated as per W.Va. Code §18A-2-12, therefore, should have received zero points for this criterion.

- Rating Sheet for Candidates New to the System used at Terra Alta East Preston School were reviewed. As per the individual, this was a rating sheet created by the school principal and used to evaluate the 7-8 math candidates. For each criterion listed in W.Va. Code §18A-4-7a (first set), the candidates were rated: 1) very weak, 2) weak, 3) moderate, 4) strong, 5) very strong. As per the rating sheet for Math 7-8, Terra Alta East Preston School, an individual was considered the most qualified.
- At Central Preston Middle School, the following points were given for criteria listed in W.Va. Code §18A-4-7a: Criterion 1) either 1 or 0; 2) 1 point for each year of experience up to 7 points; 3) 1 point for BA and 2 points for MA; 4) Up to 3 points; 5) None since not listed in the posting; 6) 1 or 2 points if as per W.Va. Code §18A-2-12; and 7 points up to 15 points for interview, knowledge of school system, etc. A summary sheet of qualification points was in the application file, but the form did not identify the position or vacancy. Based on notes in the file it appeared that the position was science.
- The rating scale for new candidates for Central Preston Middle School follows: Criterion 1) 0-1 points; Criteria 2 through 6) 0-5 points; and Criterion 7) 0 -10 points.
- The same point system appeared to be used at Preston High School. However, evaluators gave a different point value to qualifications which should have been the same, as they were not judgment calls. For example, an individual was given 2 points for 3 years of experience by one evaluator and 3 points by another evaluator. The candidate was given 3 points for academic achievement (GPA) by one evaluator and 2 points by another evaluator. One evaluator gave 4 points for evaluation, while another gave 3. Finally one evaluator gave 8.5 points for the 7th

criterion and the other gave 5.4 points. (The 7th criterion could be one area where judgment would influence the score which could vary from evaluator to evaluator, as it is based on the applicant's interview.) Of all applicants who applied, there was a score sheet for only one candidate. Again, the score sheet in the application file did not identify a specific vacancy/posting. It was identified by the personnel secretary as the proper scoring sheet as it was in the only one in the application file.

Comparison of Candidate Qualifications: Including regular employees. Completed matrix (grid), rating and/or other documentation to evaluate and compare candidates' qualifications were not available.

- **Posting: Kindergarten, Kingwood Elementary School.** (Applicants included regularly employed teachers.) A review of the application file did not produce a matrix or comparison of applicants. There were eight "Bid Sheets" for the position. The winner of the position was not listed; however, an individual's bid sheet was in front of the file (Dated 10-01-07).
- **Postings: Social Studies teacher and first grade teacher at Terra Alta/East Preston.** Applicants included regular employees and the second criteria in W.Va. Code §18A-4-7a was used. The application included a matrix, but the winner of each area was not identified. There appeared to be a tie for the first grade position. The most senior person was not selected for the position. (Note: In this situation or another similar one, where the most senior person was not determined the most qualified, the most senior candidate called to inquire as to why she didn't get the job. The superintendent did not respond in writing, but did explain that the other candidate had more years of experience and a higher degree level. The "winner" later withdrew her application and took another job giving the job to the most senior candidate.)
- **Posting: First grade teacher at Tunnelton-Denver Elementary.** There were several bid sheets for the position, but no matrix to show the comparison of applicants or who got the position.

It is important to note, as per the superintendent, the same individuals often apply for more than one vacant position. Therefore, the county uses one matrix to serve all posted positions, and that matrix gets filed in only one of the application folders. One matrix the Team reviewed had only two names on it, although there were several individuals to apply for the position. The superintendent also stated that when a matrix is used, not all names are listed on the matrix, as he knows the applicants and knows who will win in the categories without putting the information on a matrix. (The Superintendent is the Personnel Director.)

Recommendation

- Preston County is currently posting all special education positions with autism certification, regardless if autism is needed. This may not hold up in a grievance decision, as posting are to reflect the certification needed for the position at the

time of posting. The Team recommended that the Personnel Director/Superintendent seek a legal opinion about this practice.

Recommendation. Filling of vacant positions with substitutes:

- As per the professional personnel secretary, approximately six positions were filled five days prior to the beginning of the instructional term. Four positions were elementary positions and were filled with substitutes certified in elementary education. One position was language arts at the middle school (grades 7 or 8). The position was filled by an individual who held elementary certification. She was not certified in language arts 7-8. No waiver or substitute permit had been requested as per West Virginia Board of Education Policy 5202. Subsequent to the Education Performance Audit, (May 14, 2008) the county superintendent submitted a waiver request to the West Virginia Board of Education. The State Board approved the waiver. The Team recommended that the personnel staff request waivers at the beginning of the school year.
- As per the superintendent only one professional position had not been filled (social studies, health, and physical education grades 6-8). The position requires health, physical education, and social studies certification and had been filled with a substitute who was certified in health and physical education. The current substitute was not certified in social studies and to date had not made application for a long term substitute permit in social studies (if he has completed 12 hours in social studies), neither has the county requested a waiver from Dr. Paine, State Superintendent, for the required social studies certification. It was stated that several different substitutes had been assigned to this position this year; therefore, with the current teacher, the county appeared to still be within its 30 days in which the non-certified teacher can teach. The position was posted and reposted (March 28, 2008). However, it was not posted at the time of the Education Performance Audit.

Noncompliance. Service Personnel Job Descriptions:

- Job descriptions needed to be updated. No service personnel job description reviewed listed as a required qualification "Successful passage of the State Competency Test or presently or previously held the specific classification."
- W.Va. Code §18A-4-8b (g) (2) states that the amount of pay or other benefits are to be listed on the posting. This was not observed on the posting.
- The job description for secretary listed under qualifications 1) requires extensive typing and office training and/or at least 5 years successful experience in similar work situation. 2) Typing speed at least 65 words per minute with a high degree of accuracy; shorthand or similar capabilities, etc. This appeared to be a violation of W.Va. Code §18A-4-7b (g) (2). Qualifications, as listed, do not require the state competency test for secretaries.

CORRECTIVE ACTION:

The certification requirement stated in the qualifications description on Preston County postings has been repositioned to the top portion of the description headings. Special Education postings now include the statement, “in the event there are no certified individuals applying we may employ someone eligible for a permit.”

We always followed the seven factors in hiring professional personnel. The Superintendent has personally reviewed the factors with each principal and advised them on being consistent with their rankings during interviews. All rating sheets/ matrices are reviewed by the Superintendent prior to recommending an individual to the Board to be employed. Matrix sheets are kept in the folders.

Service Personnel Postings:

For service positions the salary is included on the page with the job description. It states what the employment term is (200 days) and that the salary is based on the county salary scale.

Job descriptions have been updated to include the statement “Successful Completion of the State Competency Test is required”. A copy of Preston County’s Pay Scale and State Classification Areas for jobs is included with the postings.

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

The Team found the following inconsistencies with W.Va. Code §18A-3-2 and West Virginia Board of Education Policy 5202. Chart 22 explains the certification issues the Team observed through a detailed review of the certified list, WVEIS Master Course Schedule, and the West Virginia Department of Education Certification Database.

- Vacancy. Vacancy filled with (Certification: Elementary Education/Science/English). Not certified in special education. No certification pending for special education.
- As per the director of special education, six teachers were teaching students with autism; only one teacher was certified. No non-certified teacher had requested an out-of-field authorization or permit. The director of special education said that all teachers were working toward autism certification.
- An individual who taught severe/profound students, was not certified for this assignment.

- As per the superintendent, out-of-field authorizations were not approved by the Preston County Board of Education.
- Coach (Non-paid) An individual was approved November 13, 2007, as an unpaid Coach for Girls' Basketball at Terra Alta Preston Middle School. He did not hold a valid coaching license. The individual applied to renew his coaching authorization on April 11, 2008 (after the basketball season had ended). His certification was approved April 14, 2008.
- A Coaches' data base was not on file in Preston County. Although the verification documents of West Virginia Board of Education Policy 2320 ask who inputs data into the Coaches' database and how frequently is it updated, the personnel secretary and superintendent were not aware that there was such thing as a West Virginia Department of Education Coaches' Database.

Recruiting: The county superintendent states that the county has sufficient applicants for vacancies with the exception of autism. The county recruits teachers certified in autism by contacting colleges (local and out of state). No other formal recruiting was done.

Note: Staff members were not available in the county office to print the Highly Qualified Teachers Data from WVEIS. However, data were available to show that for the school year 2005-06, the county had 9.70 percent of its classes not taught by highly qualified teachers. For that year, only three schools Aurora Elementary, Fellowsville Elementary, and Valley Elementary had 100 percent of its classes taught by highly qualified teachers. Rowlesburg had 20.80 percent and Central Preston Middle had 16.70 percent of classes not taught by highly qualified teachers.

Chart 22

School Location	Educator	WVEIS Assignment	Current Certification	Correction Needed
070-103	Educator	4105-CMPSTN LOW 4106-CMPSTN LOW 4108-CMPSTN UP	Multi-Subjects HI	Needs one of the following endorsements (0800, 1000, or 1001) or correct with proper course code.
070-204	Educator	2615-Preschool HNDCP	Social Studies 7-12 Rdg Spec Pk-AD Gifted 5-12	Needs one of the following endorsements (4120, 4121, 4122 or 4123) or correct with proper course code. * Remains on schedule but no students assigned.
	Educator	No courses identified	Various	Identify courses or take out of Master Schedule

	Educator	Multiple classes coded w/ U	Multi-Subjects Multi-Cat	Must have Autism endorsement or a BD or BD including autism endorsement * Remained on schedule and no students assigned.
070-204	Educator	Multiple classes coded w/ U	Multi-Subjects Permit for Multi-Cat	Must have Autism endorsement or a BD or BD including autism endorsement * Remained on schedule and no students assigned.
	Educator	All courses code with sixth digit I	Multi-Subjects	Must have endorsement, permit etc for I (Mental Impairment)
070-206	Educator	2610- Preschool	RDG Spec PK-AD SLD BD	Needs Preschool Endorsement or correct to reflect accurate course code
070-207	Educator	No courses identified	Various	Identify courses or take out of Master Schedule
	Educator	Several courses coded with B, I and K in 6 th digit	Elem Early Ed	Needs endorsement for identified exceptionalities or Permit or correct course coding.
070-401	Educator	6061-L	General Science Biology	Needs one of the following endorsements (4100, 4104, 4109) or correct with proper course code.
	Educator	3008-C 7008/6008-0	Multi-Subj Severe/Profound SLD BD MI	Need the following endorsement (4203) or correct with proper course code. For 7008 and 6008 add correct exceptionality to 6 th digit or needs Permit or endorsement for General Science

070-401	Educator	Coded as 215 "Special Education Teacher"	Eng LA SLD BD	No courses coded for Spec Educ.
	Educator	Various –R in 6 th digit	Elem	Needs College Sig on current Pending Permit request
070-406	Educator	8007-0 ATT Director	Art	Needs Student Support Cert or Permit w/ Soc. Serv. Att. Director
070-507	Educator	3032 AP Calc BC	Math	**BC not College Board Approved, only AB
	Educator	6323 AP Physics B	Physics	**B not College Board Approved, only C
070-507	Educator	1645 1647 1649 1651 1701-1702	Math	Verify CISCO Training for 1645-1651 & Need the following endorsement (7030,7031,7033, 7035,7037, 7038, 7121,7131,7134 or 7212) or correct with proper course code for 1701-1702
	Educator	3511-0	Art Industrial Arts	Course code requires Music and visual arts
070-507	Educator	6201-0	Multi-Cat	Correct 6 th digit to reflect T
	Educator	All courses coded w/ Z	First-Class/Full- Time Permit for Multi-Cat	If truly Alternative courses, needs Temp. Authorization for Alt. Ed, or correct sixth digit to reflect T
	Educator	No courses identified	Various	Identify courses or take out of Master Schedule
	Educator	All courses coded K	Multi-Cat	Needs one of the following endorsements (4100, 4104, 4109) or correct with proper course code.
	Educator	Course coded V in 6 th digit	Elem MR	Check position of V or correct course code

CORRECTIVE ACTION:

Individual coding errors will be corrected. All certificates and licenses are reviewed regularly to determine accuracy. Citizen Coaches are not hired until they

have completed their paper work. The same is true for other professional positions. Names are withheld from the agenda until candidates have completed their first set of paperwork for certifications.

A listing of teachers with “Out of field” authorizations is provided to the Board at the end of the second month.

7.6.3 Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The Team reviewed new teacher hire logs for 2005-2006, 2006-2007, and 2007-2008 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.

1. One teacher in the 3-5 years status had one evaluation for 2003-2004, no evaluations for 2004-2005, 2005-2006, and 2006-2007.
2. One teacher who was in his third year of teaching had only one evaluation and should have had two evaluations.
3. One administrator was not evaluated during the 2006 and 2007 years in accordance with the policy for evaluating administrators.
4. Professional support personnel were evaluated using a “performance evaluation form” rather than by writing mutually agreed upon goals for the year and being evaluated on the meeting of those goals.
5. One professional support staff member was evaluated as an administrator and the goals were not agreed on until November 19, 2007, missing the November 1st deadline.

A random review of service personnel evaluations produced the following findings:

1. The three bus operators reviewed had not been evaluated since 2001.
2. A secretary had no evaluation for the 2006-2007 year.
3. One custodian did not sign his 06-08-07 evaluation.
4. The three maintenance personnel reviewed had not been evaluated since 06-19-03.
5. One cook should have had two evaluations for each of the 2005-2006 and 2006-2007 years, but only had one evaluation for each year.

CORRECTIVE ACTION:

The Evaluation Policy, including observations, was addressed at our May 21, 2008 Principals Meeting and again at our August 11, 2008 Opening of the Year Principals meeting. All administrators were reminded to review Policy 5310 and establish a schedule for their observations and evaluations. We also asked schools to check their file to locate copies of missing evaluations. Principals will submit evaluation schedules to the Assistant Superintendent for review.

The Superintendent has completed the goal setting conference for the Assistant Superintendent. The Assistant Superintendent has scheduled the remaining administrators' goal setting conferences for September 29-October 3, 2008. Midyear and end of the year conferences have been scheduled. Both the Superintendent and the Assistant Superintendent review data and set priorities for goal setting.

Service evaluation policy and processes have been reviewed with supervisors. A check list for submittal is being prepared. District Administrators will conduct periodic reviews of files to determine if they are in accordance with state policy.

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)

Preston County listed 19 beginning teachers who had mentors. Vacancies for mentors were not posted. The county had a list of teachers who successfully passed the mentor training. Once a mentor is needed the principal selects a person from this list to serve as a mentor for a beginning teacher. The Preston County Board of Education approved mentors for beginning teachers on November 26, 2007. All mentors were approved by the board.

CORRECTIVE ACTION:

All mentor positions were posted for the 2008-2009 school year for each beginning teacher. Mentors must have completed the required training through the Center for Professional Development. Placements are based on subject area and/or grade taught, and school assignment.

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

7.7.2 Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS

Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

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."

Recommendation

Preston County's operative personnel evaluation policy given to the Team was dated September 1999 and was not in compliance with the West Virginia Board of Education personnel evaluation policy which was revised September 11, 2006. Although Preston County had undergone a major policy revision process, this policy remained as active. The Team recommended that an updated personnel policy replace the September 1999 policy.

CORRECTIVE ACTION:

Personnel policies have been updated and are posted on the Preston County Board of Education website. Policies will be followed as monitored by county staff.

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."

It appeared that an effective working relationship existed between the Preston County Board of Education and the superintendent. The following commentary illustrates ways in which board of education and superintendent leadership may be enhanced.

Findings

1. The required meetings with the board and each school's Local School Improvement Council (LSIC) were not held as required by W.Va. Code §18-5-14 and §18-5A-2. Meetings were not conducted with each LSIC, a joint meeting was held with all the county schools' LSICs and groups were formed based on categories, i.e., business/industry, teachers, parents, school personnel, etc., with each group meeting with one board member. After this meeting, the concerns of each group were summarized. The board did not receive and discuss the schools' plans with the Local School Improvement Councils. There is no evidence

that the Local School Improvement Councils had a quorum of their membership present for annual meetings with the board.

2. The Preston County Board of Education had a policy concerning delegations addressing the board that limits the time of presentations to five minutes. The board did not enforce the policy or take appropriate actions to grant waivers to policy when needed. Board meetings would be less lengthy and more productive if the presiding officer followed the board's own policy.
3. The superintendent was evaluated by the board on March 14, 2005 (2004-2005) and on June 30, 2004 (2003-2004), but no evaluations of the superintendent were found for 2005-2006 or 2006-2007. The Team did not see a list of goals for the 2006-2007 year.

The superintendent's goals are to be annually established by September 15th, and the goals or objectives are to be written. The evaluation is to be completed by June 30th each year except when the superintendent's contract is expiring, and then the evaluation is to be completed by March 1. (In the interview with the board member, the Team asked about the superintendent's evaluation, and the board member did not remember them doing one.) If the superintendent's evaluation had been properly done, it would be in the file and goals or objectives would clearly be a part of it. Therefore, goals had not been established for 2007-2008.

4. March 24 Preston County Board of Education minutes showed personnel recommendations (transfers/reduction in force). Of four personnel on the list, three requested a hearing. The board called an executive session. When the meeting resumed, the superintendent revised his recommendation. In an interview with a member of the board of education, the Team inquired about this action and was told the board would not vote for the transfers. Not following the superintendent's personnel recommendation resulted in at least one grievance and potentially more by other personnel who were transferred. This action has the potential to involve administrative time in resolving the grievances as well as additional expenses for a county of limited resources.
5. Related to Number 4, the Preston County School System does not have an excess levy to support personnel salaries and the school maintenance program. Local board of education decisions as in the situation noted above, directly affect the effective and efficient use of scarce resource.
6. Preston County has requested to amend its Comprehensive Education Plan (CEFP) in which four modular units were purchased to house Central Middle School's students and be located at the Preston High School site. Middle school students are currently in classrooms at the high school. The current condition of the modular units has not undergone all agency inspections to ensure they meet all the safety and health requirements. The high school enrollment and percent utilization show that the facility could accommodate these students. Resistance from educators has presented obstacles to this course of action. A review of an architect's examination of the modular units and photographs showed the units to be substandard. It seems that the superintendent and board of education would

consider cost effectiveness, the condition of the modular units, and the best educational environment for students. It is recommended that the Superintendent of Preston County and the Preston County Board of Education seek assistance from the West Virginia Department of Education, Office of School Facilities, and develop a cost effective solution to this issue.

CORRECTIVE ACTION:

The Preston County Board of Education has revised its Local School Improvement Council (LSIC) meetings to occur at each school site. See the following schedule.

October 9, 2008	Fellowsville and Rowlesburg
October 13, 2008	Preston High and Central Preston
October 14, 2008	Aurora and Terra Alta/East Preston
October 16, 2008	West Preston and Valley
October 28, 2008	Tunnelton-Denver
October 30, 2008	Bruceton and Kingwood

The feedback received from the LSICs was positive toward the group meeting. Each school submitted reports related to their schools before the group meeting and were provided to the BOE with agendas. LSICs meet in different groups. Then the LSIC members could ask questions of the board. Principals and LSIC chairs have been informed that a quorum is a must.

The Superintendents' evaluations for each year were located and replaced in the file. Goals were identified and approved in the BOE minutes, August 11, 2008 for the current school year.

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.

There was no central office curriculum director. The curriculum and instruction duties were divided among central office staff. No one person was responsible for leadership in curriculum development.

CORRECTIVE ACTION:

The Assistant Superintendent has been assigned the duties related to curriculum and instruction and will be monitored by the Superintendent.

8.1.3. Facilities. Schools are operated efficiently, economically, and without waste or duplication, and the number and location of schools efficiently serve the student population. (W. Va. Code §18-9D-15 and §18-9D-16 (d))

Eight of Preston County's 11 schools are below the recommended 80 percent utilization capacity: five schools at 55-59 percent utilization; two schools at 69 percent utilization; two schools at 75-77 percent utilization; two schools at 84-88 percent utilization; and one school at 92 percent utilization.

The grade levels in Preston County's schools vary with six different configurations. These include three K-5 schools; one K-6 school; four K-8 schools; two 6-8 schools; and one 9-12 school. This diverse structure may contribute to a loss of effectiveness and efficiency in operating and maintaining facilities and providing equal curriculum opportunities and support services.

All 11 school structures needed an aggressive maintenance plan, and nine of the 11 needed an aggressive housekeeping program. The facilities in Preston County have various deficiencies and all are old and the modular units at least two schools are unpleasant for teachers and students. Many of the schools have separate buildings with no covered walkway for students and staff. A kindergarten program at one school does not have sinks or restrooms in the classrooms. Science laboratories in the high school do not have hot and cold water, a fire blanket, and other essential equipment. Many of these issues make it difficult for the county to comply with the Safe Schools Act and a lock down situation.

The current condition of the facilities in Preston County impedes the delivery of the West Virginia Board of Education content standards and objectives at all grade levels.

CORRECTIVE ACTION:

Preston County Schools is utilizing levy funds to address maintenance and facility issues at each of the schools. We are currently in the second year of funding with this levy. The levy generates \$1,500,000 a year for each of three years to be directed at only maintenance. Each school's Local School Improvement Council submitted a prioritized list to be addressed. Maintenance staff reviewed the list and then it was presented to the Board. Local School Improvement Council members are revising lists and will submit their new list during October 2008.

Additionally, a sink has been installed in one laboratory and a classroom has been converted into another laboratory. Fire blankets have been requisitioned for science laboratories and delivery is imminent.

Currently, a bond will be placed before the voters in the General Election in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county.

All recommendations are being reviewed and we will attempt to address as many of the issues as we can. Some of the recommendations are difficult for us to achieve with the facility, number of schools and personnel needed to operate them, and the financial constraints of the county.

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.

The assignment of school principals affects Preston County Schools' ability to provide equitable and sufficient administrative services in schools to establish a high quality curriculum and provide the leadership for school improvement. For example, three of the twelve schools have enrollments of approximately less than 150 students and have full-time principals while the largest elementary schools with around 600+ students has only one full-time principal and a full time secretary. The central office staff reported that another school with a high enrollment has one principal. The larger school experienced achievement deficiencies on the statewide assessment program and would benefit from administrative support. The assignment of principals at the elementary schools needs to be reviewed to maximize effectiveness and efficiency.

CORRECTIVE ACTION:

Preston County has placed a half-time principal in the two larger elementary schools that needed administrative support to provide the leadership necessary for school improvement efforts. Following West Virginia code inhibits the ability for small schools to share principals.

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

Over the last three years, Preston County has realized a slight, but not significant, increase in student enrollment. Itinerant personnel serve smaller elementary schools. According to the superintendent all schools meet the requirements of physical education.

Programs of study were not consistent at the middle schools. For example, Home Economics is offered at South Preston and West Preston Schools, while Technical Education is offered at East Preston Schools. These programs will phase out at the respective schools with the retirement of the teachers who provide the program. This is not due to a lack of need for the programs in the middle schools, but due to a lack of funds to continue to offer the programs.

According to the superintendent all required programs of study are offered at the high school. Dual credit is offered through Fairmont in English and Social Studies. AP classes are offered at Preston High School.

The county uses Federal Funds (Title I, Title II, Special Education, Medicaid, etc.) to help fund personnel. The following programs/positions are funded/contracted through RESA and are not list on WVEIS: School Improvement Specialist, five 21st Century Project Coordinators, Safe and Drug Free Schools Coordinator, Occupational Therapist, Part-time Secretary (food-services). Some of the above positions are paid at an hourly rate, while others are paid at a flat rate. Other support personnel, such as the school psychologist, are provided through contracted services. As per the superintendent, currently, there are sufficient personnel to meet the county needs. The Team disagrees regarding the assignment of one principal in each of the two larger schools and the lack of a curriculum director.

However, to better serve the students, and to better equalize the caseload among teachers, the superintendent states that the county needs another counselor, nurse, high school science teacher, middle school language arts teacher, and alternative education teacher. One counselor, for example, now serves four schools.

To determine the county's staffing needs, in later winter the superintendent has each principal to provide him with a list of his/her needs for the upcoming year based upon on projected enrollment, special student needs, etc. Once all those needs are collected the superintendent works with his administrative staff to determine personnel for the 2008-2009 school year.

Recommendations:

1. Update County Policy. As per county policy, Personnel Management, 8-18, dated May 23, 1983, and current practice, jobs are posted during the school months in schools, outside the board office, in the lower hall of the board office, school bus garage and in the supply room. Since vacancies are also announced on the county's personnel hot line and placed on the county and state web page, the county needs to update its policy to include the new posting areas.
2. Revise Letter to Unsuccessful Applicants. A letter is sent to all individuals who make application for service positions who are not accepted for the position. However, to meet the requirements of school law, the letter needs to be expanded to include "the status of his/her application." See §18A-4-8b(g) (4).
3. Certified Mail. Although the service personnel secretary stated that they met the requirement of sending all employees on the reduction in force (RIF) list certified copies of the postings, she had not filed her return notices in a matter to verify that this had been done. The Team recommended that the Certified Receipt be filed with a copy of the posting and placed in a special file or in the employee's personnel file.
4. The Team recommended strongly that all postings be number by fiscal year, location, and actual posting number. Each posting should be kept in a separate file with a copy of the posting, job description, verification of posting on-line, applications of all applicants and hiring documentation (matrix, grid, etc.) to determine the most qualified candidate, as well as name of candidate who was recommended for the position.
5. List the "required" certification on the posting or job description. Currently, the certification is not listed on the posting. However, the job description does note that the applicant must be certified for the appropriate subject area.
6. The County should be consistent in its selection of applicants by having a "county system" to evaluate candidates, instead of each principal using his/her own method of determining qualifications of a candidate.
7. The hiring forms need to be revised. More information should be obtained on the bidding sheet reflecting the applicant's qualifications as listed in W.Va. Code §18A-4-7a. The name of the vacancy (posting) and location should be on all rating sheets. Any matrix used to compare qualifications of applicants should note that evaluations must be completed as per §18A-2-12, etc.
8. Teachers, including substitute going into a long-term position, who are not certified for the position they are being assigned, should not be placed on the board agenda for approval until they have, at a minimum, paperwork in process

for a permit or out of field authorization. This will ensure that their certification does not fall through the crack.

CORRECTIVE ACTION:

- 1. The Preston County Board contracted a retired assistant superintendent to update policies and place on the BOE website.**
- 2. Hiring forms have been reviewed and updated.**
- 3. The service personnel secretary has developed a process to file return notices. The Certified Receipt is filed with a copy of the posting.**
- 4. The service personnel secretary numbers postings by fiscal year, location, and actual posting number. Postings are kept in a separate file with a copy of the posting, job description, verification of posting on-line, applications of all applicants, hiring documentation, and the name of candidate who was recommended for the position.**
- 5. Required certification is listed on the posting or job description.**
- 6. The superintendent has personally reviewed the seven factors with each principal and advised them on being consistent with their rankings during interview. All rating sheets/ matrix are reviewed by the Superintendent.**
- 7. The hiring forms have been revised.**
- 8. Teachers and substitute teachers going into a long-term position, who are not certified for the position they are being assigned, are not placed on the board agenda for approval until they have paperwork in process for a permit or out of field authorization.**

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.

Preston County is limited in its capacity to improve facilities and student, school performance of the special education subgroups.

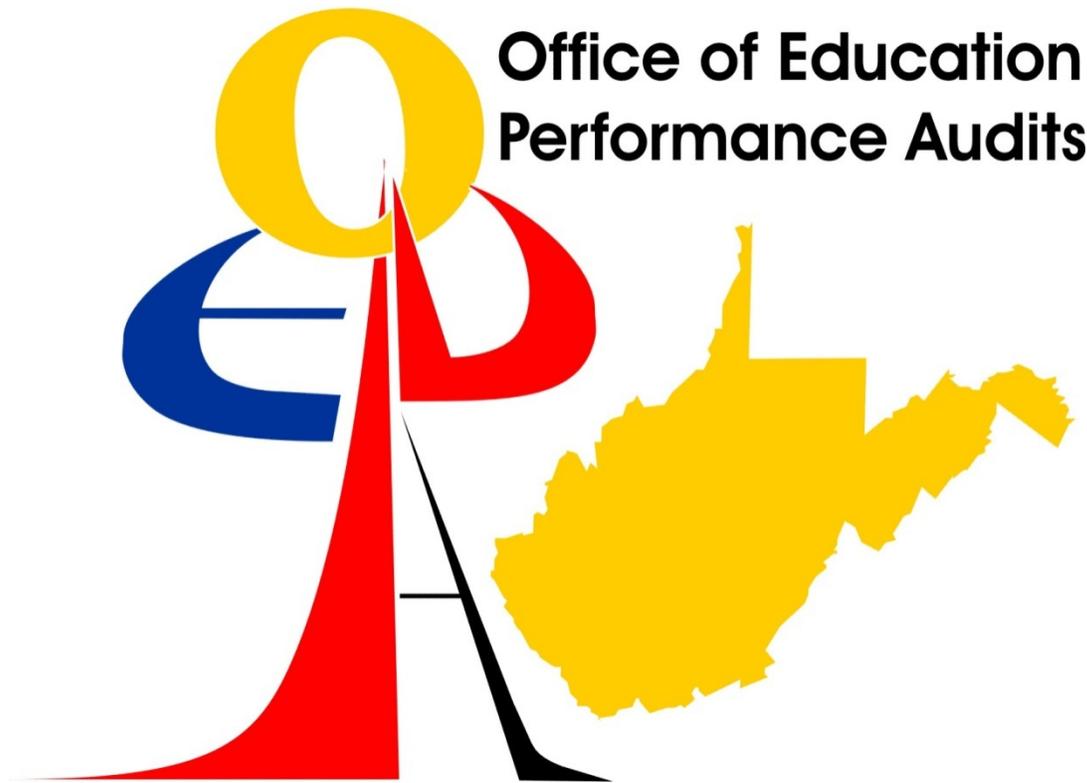
PRESTON COUNTY SUMMARY

The Education Performance Audit of the county school district practices in Preston County revealed that four major issues that affect the provision of a thorough and efficient education system.

Issues included:

1. Limited fiscal resources.
2. Numerous schools in Preston County exhibited health and safety issues, i.e., not handicapped accessible, general maintenance and cleanliness, detached buildings, deteriorating conditions, portable units, HVAC systems were long past their useful life, and many schools failed to provide facilities for 21st Century Learning Skills.
3. No curriculum director and full-time principals in small schools.
4. Leadership. Role and functions of local board of education and superintendent.

It is the recommendation of the Office of Education Performance Audits that the Full Approval status of the Preston County School System be continued and the West Virginia Department of Education offices already involved in the technical assistance continue their involvement with the county and the county have until the next accreditation cycle to correct deficiencies noted in the report. Pursuant to W.Va. Code §18-2E-5. (p) School system approval (1).



**Draft Education Performance Audit Report
FOR
KINGWOOD ELEMENTARY SCHOOL
PRESTON COUNTY SCHOOL SYSTEM
JUNE 2008**

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Kingwood Elementary School in Preston County was conducted on April 8, 2008. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Jason Hughes, Coordinator,
Office of Career and Technical Instruction

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Stephen Higgins	Elementary School Principal	White Hall Elementary School Marion County
Rhonda J. Judy	Middle School Assistant Principal	Robert L. Bland Middle School Lewis County
Claude S. Malnick	Middle School Principal	Monongah Middle School Marion County
Jeannie L. Montgomery	Middle School Teacher	Spencer Middle School Roane County
Jennifer D. Ramsey	Elementary School Assistant Principal	Mineral Wells Elementary School Wood County

SCHOOL PERFORMANCE

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

70 PRESTON COUNTY

John Lofink, Superintendent

204 KINGWOOD ELEMENTARY SCHOOL – Needs Improvement

Jan Nichols, Principal

Grades K - 05

Enrollment 598 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	256	271	267	98.52	76.98	Yes	Yes	✓
White	251	264	260	98.48	77.32	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	157	155	98.72	67.83	Yes	Yes	✓
Spec. Ed.	59	64	61	95.31	51.78	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	256	271	268	98.89	81.42	Yes	Yes	✓
White	251	264	261	98.86	81.85	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	145	157	155	98.72	72.72	Yes	Yes	✓
Spec. Ed.	59	64	62	96.87	49.12	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 97.8%**

70 PRESTON COUNTY
John Lofink, Superintendent
204 KINGWOOD ELEMENTARY SCHOOL – Needs Improvement
Jan Nichols, Principal
Grades K - 05
Enrollment 602 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	256	272	269	98.89	79.44	Yes	Yes	✓
White	253	269	266	98.88	79.60	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	136	145	142	97.93	71.42	Yes	Confidence Interval	✓
Spec. Ed.	61	71	68	95.77	53.44	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	256	272	268	98.52	80.95	Yes	Yes	✓
White	253	269	265	98.51	81.12	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	136	145	142	97.93	70.67	Yes	Confidence Interval	✓
Spec. Ed.	61	71	68	95.77	48.27	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed
Attendance Rate = 97.3%**

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	88	81	87	80	98.86	1.25	18.75	51.25	26.25	2.50	80.00
04	94	86	93	85	98.94	2.35	22.35	41.18	24.71	9.41	75.29
05	90	89	89	88	98.89	2.27	14.77	45.45	28.41	9.09	82.95

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	88	81	87	80	98.86	2.50	16.25	48.75	27.50	5.00	81.25
04	94	86	93	85	98.94	4.71	11.76	43.53	31.76	8.24	83.53
05	90	89	88	87	97.78	4.60	17.24	49.43	24.14	4.60	78.16

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

Other Relevant Performance Data

2006-2007 Writing Assessment

Distribution of Performance Across All Performance Levels

Grade 4	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
State – WV	19433	5	16	49	24	5	1	70	30
Preston County	332	2	10	45	34	8	1	57	43
Kingwood Elementary	92	4	11	41	36	8	0	57	43

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Kingwood Elementary School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup for mathematics and reading/language arts. Kingwood Elementary School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Student percent proficient increased in all reporting subgroups for mathematics and decreased in all subgroups for reading/language arts from the 2005-2006 school year to the 2006-2007 school year.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, compared to 57 percent for Preston County and 57 percent for Kingwood Elementary School. The school must continue to address this issue by developing a consistent approach to instruction in writing and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

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

1. Positive Behavior Support.
2. Curriculum Assessment.
3. School Access Control.
4. Title I.
5. Inclusion.
6. Multicultural Activities.
7. Team Building and Working Together.
8. Technology Improvements.
9. Teach 21.
10. SuccessNet.
11. Safety and Wellness Committee.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Kingwood Elementary School performed within the point range (86-61) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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

Three special education teachers told Team members that the special education students did not use the adopted texts because they could not do the work. This did not show high expectations for all students.

One Grade 5 teacher did not exhibit high expectations for all students. Eleven students out of 21 students were observed to be off task and not redirected by the teacher. Student interaction was minimal and transition from one subject to another was immediate with no closure from one class to another.

Another teacher did not exhibit high expectations for all students. Four of the 11 students in the class were off task for an extended period of time and not redirected by the teacher. Instructional strategies were not varied. One book was placed in front of one student and that student would read, then the book was moved to another student and so on.

Another teacher overly used sarcasm when addressing students. She told students that she was not here to put up with nonsense and then told students to not give “stupid answers.” One student made a comment to her and her response was “Waa Waa Waa”. This behavior was negative and would not positively affect students’ attitudes toward instruction.

CORRECTIVE ACTION:

All teachers have been directed to use appropriate county adopted grade level textbooks. This is verified by checking textbooks in the classrooms, through lesson plan review, and on-going walk-throughs conducted by the principal, assistant principal and academic coach.

All teachers will exhibit high expectations for all students by using research based teaching strategies as presented at the Preston County Leadership Academy August 14 and 15 , 2008. A follow-up training on “*Sticks and Stones Exposed, The Power of Our Words*” is scheduled for October 28th, 2008.

Other strategies being implemented include but are not limited to small group instruction, literacy centers, rigor and relevance strategies, hands-on activities, partner activities, etc. This will be verified by administrative and teacher walk-throughs and lesson plan reviews. Checklists have been developed for walk-throughs that address identified deficiencies.

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)

One classroom for Moderately Impaired (MI) students had 13 students, which was over the caseload of the class. Classes for MI students are allowed 8 students without an aide and 12 students with an aide.

At least four teachers stated that their science classes were not 50 percent investigation, active inquiry, experimentation required by Policy 2510.

Title I teachers did not have the opportunity to plan with general education teachers. Title I teachers' instruction was not connected in any way to that of the general education teachers.

CORRECTIVE ACTION:

All Special Education class lists have been reviewed by school and district administrators and fall within the correct caseload guidelines. This can be verified by reviewing teacher's schedules and caseloads. County administrators will monitor classes regularly.

Science classes will provide 50 percent hands-on activities verified through walk-throughs and lesson plan reviews. Science instruction strategies trainings are scheduled for teachers 3-5 October 14-16.

Title I instruction is based on intervention strategies provided in the state approved reading series and professional development provided by WVDE Response to Intervention trainings. Title I teachers and general education teachers will meet monthly for collaborative planning. Collaboration will be verified through meeting minutes and sign-in sheets.

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)

Two special education teachers were observed serving more in the role of an aide. The general educator conducted the classes and the special educator monitored the classes and did not actively participate in curriculum delivery. Given the low percent proficient of special education students, special education teachers must actively instruct students to increase knowledge.

CORRECTIVE ACTION:

Additionally, three new special education teachers have been hired at Kingwood Elementary, necessitating further professional development in inclusion strategies and co-teaching. A variety of presentation modes including visiting model classrooms will be provided. Both special education and classroom teachers will participate in co-teaching trainings. Sign-in sheets will be maintained. Strategies learned will be incorporated into administrative walk-throughs to ensure implementation.

- 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)**

The school's Five-Year Technology Plan had not been revised since the 2003-2004 school year. There were no technology action steps and the plan did not adequately address the needs of the school. Other than the mobile laboratory, which was being used for the writing assessment, only approximately 11 computers were observed in use throughout the day of the Education Performance Audit. Windows 98 was the predominated operating system at the school. Teachers stated that they were to be updated to VISTA in the near future.

CORRECTIVE ACTION:

The Technology Plan has been updated. This can be verified by review. Additionally, a new Technology Integration Specialist has been provided by a grant from WVDE Title I Office.

The school library has been reconfigured to allow the addition of a computer laboratory with 30 computers for students.

- 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)**

Grades 2 and 5 staff sent instructional supply lists home for students to provide for the class. Teachers verbally stated that the materials were only requested; however, the list did not contain that wording.

CORRECTIVE ACTION:

Teachers did not send out instructional supply lists to parents. The following statement was included in the principal's opening of school letter to parents:

If you are able and would like to help, teachers can always use: Pencils, Notebook Paper, Crayons, Hand Sanitizer, Tissues, Clorox Wipes, Paper Towels, Two Pocket Folders.

- 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)

The classroom schedules indicate that three classes did not provide the required 315 instructional minutes. Each provided approximately 300 minutes of instructional time.

CORRECTIVE ACTION:

Administrators verified that classroom schedules meet instructional day requirements and are correctly reflected in posted schedules. Schedules posted outside classrooms reflect:

Kindergarten – 4th Grade – 315 Instructional Minutes

5th Grade – 330 Instructional Minutes

The principal and assistant principal will verify that posted schedules are accurate reflections of instructional minutes.

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.

While the school's Five-Year Strategic Plan did address the needs of the school, over half the teachers interviewed could not discuss the educational components of the plan.

CORRECTIVE ACTION:

School Administrators and leadership team members will work with teachers to explain and answer questions pertaining to the educational components of the plan. Each teacher will receive a copy of the updated completed plan. The plan will be discussed at team meetings quarterly.

Team discussions about the plan will be reflected in agendas and minutes.

- 7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

Eight teachers had lesson plans only for the current week. Twelve teachers had incomplete lesson plans. Teachers did not have verification that the principal had checked all lesson plans at least once per quarter. The principal had verification that she had notified individual teachers that they needed to improve their lesson plans so that a substitute teacher could better follow the plans and to focus the plans on student needs.

CORRECTIVE ACTION:

Teachers have been directed to maintain files of the current week, preceding week, and the upcoming weeks, lesson plans. Also, they will keep verification of review by administration. The assistant principal will assist the principal with the monitoring of lesson plans.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number and the degree of deficiencies found at Kingwood Elementary School, the Team determined that technical assistance be provided by the central office administration, the West Virginia Department of Education, and RESA VII to assist the principal in the management and leadership of the school.

CORRECTIVE ACTION:

The Preston County Board of Education has placed a half-time assistant principal at Kingwood Elementary School to provide additional administrative support.

The board has also increased custodial services. A team of two traveling custodians provides approximately two hours of service daily.

This year the school has the added support of a Title I funded Technology Integration Specialist. The central office has continued to provide an Academic Coach funded through Title II.

The county has also encouraged and sponsored attendance at several professional development and technical assistance sessions for the administration and the school staff. These offerings include:

- **The Preston County Leadership Academy, focused on Rigor, Relevance and Relationships.**
- **A RESA sponsored training in Preston County on Strategic Planning.**
- **A WVDE Title I sponsored workshop on School Improvement.**
- **RESA VII provided training on Research Based Reading Strategies.**
- **Math Investigations training for Grade 3-5 teachers scheduled for October 3-7, 2008.**
- **Science instruction training scheduled for October 14-16.**

RECOMMENDATIONS

- 7.1.3. Learning environment.** There was no way to secure the classrooms in an emergency or lock down situation. The Team recommended that the school and county investigate means to provide student security in emergency situations.

Walls were marked, numerous ceiling tiles were missing or stained and a great deal of dirt and dust were due to only two custodians serving the school. Paint was peeling throughout the building. The Team recommended that the school and/or county provide greater cleaning capacity at the school to improve the educational atmosphere.

CORRECTIVE ACTION:

Two additional part-time custodians have been provided by the county to help keep the building clean. Ceiling tiles were replaced and walls were painted throughout the building over the summer break.

- 7.2.4. Data analysis.** Grade 2 teachers stated that they would like to have access to Grade 3 WESTEST scores. They wanted to know what the areas of deficiency were so that they could help to fill in the weak areas. The Team recommended that these test scores be provided to all teachers to plan classes to increase student achievement.

CORRECTIVE ACTION:

All teachers and specialists have met to analyze WESTEST and formative assessments to identify areas of deficiency. Grade 2 teachers were included in meetings. WVDE and RESA VII are providing technical assistance with vertical teaming. Beginning November 2008, monthly vertical planning meetings will be held to address student achievement. Agendas and minutes will be kept.

- 7.7.1. School rules, procedures, and expectations.** Disclosure forms were not available for Team members to sign to view Individualized Education Programs (IEPs). The Team recommended that the principal develop a sign-off sheet to indicate the person reviewing the IEPs and the purpose.

CORRECTIVE ACTION:

Disclosure forms are included on all files, classroom and permanent. Procedures for maintaining confidentiality were discuss with the staff on August 21, 2008.

Indicators of Efficiency

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

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

8.1.4. Administrative practices.

With an enrollment of 608 students and 43 teachers, it would be extremely difficult for one administrator to be the curricular leader and deal consistently with student and staff issues. The Team believed that the principal is overly burdened and is in the role of maintaining rather than building the educational program.

The deficiencies found at Kingwood Elementary School were indicative of a school in need of strong leadership and support from the central office. The administration and staff did not work well together to correct issues that have been in place for a period of time. It is imperative that the entire staff work together for the common good of the students to correct the deficiencies identified in this report. The Team questioned the ability of the staff in their current state to make the changes necessary to increase student achievement.

CORRECTIVE ACTION:

The Preston County Board of Education added a half-time assistant principal and a part-time custodian team to provide support for the principal. An academic coach is in place for a second year.

The WVDE provided a grant to place a Technology Integration Specialist.

The County Office provided training, tool kits and three work days, August 18, 19 and 20, 2008 for a school leadership team to plan together.

Preston County Leadership Academy on August 14 and 15, 2008 addressed rigor relevance and relationships. A follow-up training on “*Sticks and Stones Exposed, The Power of Our Words*” is scheduled for October 28, 2008.

Building Capacity to Correct Deficiencies

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
7.1.8. Instructional materials.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.13. Instructional day.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.2.1. County and School electronic strategic improvement plans.	West Virginia Department of Education Office of Title II - School and School System Improvement (304) 558-3199
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Office of Title II - School and School System Improvement (304) 558-3199
7.8.1. Leadership.	West Virginia Department of Education Office of Professional Development (304) 558-0539

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

The Team believed that the administration must actively seek assistance from the West Virginia Department of Education offices listed in the chart to correct the identified deficiencies. The Preston County Central Office, RESA VII, and the West Virginia Center for Professional Development must also be contacted for assistance in addressing the issues.

CORRECTIVE ACTION:

The Preston County Central Office, WVDE, and RESA VII have provided technical assistance, professional development as reported throughout this response.

Identification of Resource Needs

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

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

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

19.1.1. School location. The school site was not five acres, plus one acre for each 100 students over 240 and was not large enough for future expansion. There was not a sufficient amount of on-site, solid surface parking for staff, visitors, and individuals with limited mobility.

CORRECTIVE ACTION:

Currently, a bond will be placed before the voters in the General Election in November in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county. A new PK-8 for Kingwood Elementary is part of the plan.

CORRECTIVE ACTION:

Currently, a bond will be placed before the voters in the General Election in November in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county. A new PK-8 for Kingwood Elementary is part of the plan.

At this time, a reception/waiting area has been set up for school visitors at the school entrance.

- 19.1.3. Teachers' workroom.** Communication technology was not provided.

CORRECTIVE ACTION:

The Technology Integration Specialist has provided teachers with a computer work area in the computer laboratory.

- 19.1.4. Counselor's office.** Adequate space was not provided and the counselor did not have easy access to student records.

CORRECTIVE ACTION:

Currently, a bond will be placed before the voters in the General Election in November in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county. A new PK-8 for Kingwood Elementary is part of the plan.

- 19.1.5. Library/media and technology center.** Space for technology, including computer laboratories, was not available.

CORRECTIVE ACTION:

The school library was reconfigured to allow a full computer laboratory to be installed. The WVDE Title I office has provided funding for a full-time Technology Integration Specialist to support instruction.

- 19.1.7. K classrooms.** Areas for students' coats were not provided.

CORRECTIVE ACTION:

Classrooms have been reassigned so that the former kindergarten class is now a Special Needs Pre-Kindergarten class with three students. That lessened the need for space for twenty coats.

- 19.1.8. Grades 1-12 classrooms.** The location of academic learning areas was not near related educational areas and away from disruptive noises. Storage was not adequate.

CORRECTIVE ACTION:

Currently, a bond will be placed before the voters in the General Election in November in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county. A new PK-8 for Kingwood Elementary is part of the plan.

- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facilities did not have acoustical treatment.

CORRECTIVE ACTION:

Currently, a bond will be placed before the voters in the General Election in November in the amount of \$49,995,000 for the improvement of facilities. Contingent upon passage of the bond, the School Building Authority has granted Preston County \$19,800,000 additional funds. The plan calls for building two new Pre-Kindergarten – Grade 8 schools and additions and repairs for other schools in the county. A new PK-8 for Kingwood Elementary is part of the plan. The plans call for specialized classrooms.

19.1.15. Health service units. A bulletin board was not available.

CORRECTIVE ACTION:

A bulletin board has been purchased and put in place for Health Services.

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.

Kingwood Elementary School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies. The principal is overextended and there appeared to be a lack of knowledge from the staff of what was required of them in several of the areas the Team identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
70-204 Kingwood Elementary	Full Accreditation	7.1.2; 7.1.4; 7.1.5; 7.1.7; 7.1.8; 7.1.13; 7.2.1; 7.2.3; 7.8.1		

Education Performance Audit Summary

The Team identified nine high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Kingwood Elementary School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Kingwood Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.