



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WILLIAMSON K-8

Formerly

RIVERSIDE ELEMENTARY SCHOOL

MINGO COUNTY SCHOOL SYSTEM

JULY 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Riverside Elementary School in Mingo County was conducted March 20, 2013.

A Follow-Up Education Performance Audit was conducted May 7, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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 educational opportunities including enrichment and acceleration. (Policy 2510)**

Samples of West Virginia Writes that included students' names were posted on the wall in the second floor hallway. This practice violated student privacy rights.

The Team observed minimal classroom management skills in one classroom and instruction was ineffective due to the chaos in the classroom. Student learning was nonexistent and the environment was potentially unsafe for students.

FOLLOW-UP REVIEW

COMPLIANCE. Student work displayed in hallways did not contain student names.

Staff members received professional development designed to address classroom management and effective instructional strategies. Among the professional development activities provided included: TechSteps, Cyber Safety, Acuity, Data Analysis, Behavior Management, Reading Interventions, Math Interventions, and a series of 10 Minute Staff Development by Todd Whitaker and Annette Breaux, and book studies, including *A Handbook for Classroom Instruction that Works* by Howard Pitler & BJ Stone and *Classroom Instruction That Works in Nxt Gen Classrooms*.

The teacher cited in the initial report was provided a common planning period with other teachers in this grade level and participated in a professional learning community (PLC) with other teachers twice a week. PLC discussions included classroom management, using data to improve instruction, etc. The principal conducted several classroom walkthroughs and evaluation observations in this classroom to monitor instruction.

The Team reviewed lesson plans, interviewed the teacher and principal, and observed classrooms. Instruction and classroom management had improved significantly.

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 Riverside Elementary School in providing a thorough and efficient system of education. Mingo County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Mingo County or the accreditation status of the schools.

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

A thorough analysis of the school curriculum had been conducted by the principal and staff and the areas of weakness, as defined by formal and informal student data, had been addressed through professional development sessions. All teachers were fully aware of the individual student and school needs outlined in the school's Five-Year Strategic Plan. The Team observed excellent classroom instruction in nearly all classrooms and all teachers could discuss how changes were made in curriculum and delivery methods based on students' needs. Staff reported excellent support from the principal and Mingo County Central Office staff.

FOLLOW-UP REVIEW

The Team observed excellent instruction throughout the school and adequate support provided by the Mingo County Central Office and RESA 2 staffs.

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 Riverside Elementary School in achieving capacity, the following resources are recommended.

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

The principal and staff of Riverside Elementary School demonstrated the capacity to provide a positive and nurturing learning environment and the ability to conduct data analysis and apply the analysis results to make changes in the delivery of the classroom curriculum. While gains in student achievement were made in four of the 10 individual subgroups, attention must be given to the remaining subgroups to improve achievement. The principal must continue to strive to monitor classroom instruction and implement high quality, research based professional development to aid teachers in providing the curriculum that will ensure that all students learn.

FOLLOW-UP REVIEW

Riverside Elementary School consolidated with Williamson Middle School and is now Williamson K-8 School. The positive nurturing environment continued with the addition of the middle school students. The staff worked diligently to constantly improve student learning and achievement. The principal conducted regular walkthroughs and observations. The school and county continued to provide targeted professional development in research-based instruction to support student achievement.

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*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

Riverside Elementary School (Grades PK-4)

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

abandoned. The emergency shutdown controls that protect the heat pumps during abnormal operating conditions had also been disconnected. This site had significant energy savings potential that should be explored.

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

Facilities Resource Needs Evaluation Checklist

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

FOLLOW-UP REVIEW

The school system contracted with a private company for maintaining the heating, ventilation, and air conditioning (HVAC) system. The playground was reseeded, mulch was added, and the outside lighting fixtures were repaired. Custodians were instructed to keep Mechanical and Electrical rooms locked at all times. This was being routinely checked by the principal. Custodians were re-trained in cleaning rest rooms. The school designated one room as the art room. New musical instruments were provided for the music program and storage shelves were added in the music room.

Other items remained the same.

Early Detection and Intervention

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

The administration and staff of Riverside Elementary School had utilized formal and informal student data to detect weaknesses in classroom curriculum and had investigated and implemented high quality professional development to eliminate the identified weaknesses. The principal is strongly urged to continue to monitor and provide feedback to the classroom teachers to ensure that the delivery of curriculum is meeting the needs and learning styles of all students.

FOLLOW-UP REVIEW

The principal reorganized classrooms for the convenience of professional learning communities (PLCs) and staff to work together to strengthened instruction. The principal actively monitored instruction and worked closely with PLCs to improve instruction and student achievement.

Education Performance Audit Recommendation

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