



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

KERMIT K-8 SCHOOL

MINGO COUNTY SCHOOL SYSTEM

JULY 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Kermit K-8 School in Mingo County was conducted March 19, 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

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)**

Approximately six teachers who taught different classes of the same subject kept the classes at the same pace. This practice did not allow flexibility for differing student learning styles and abilities or for changes in school scheduling.

One teacher did not show effective teaching techniques. Students were off task and a considerable amount of instructional time was wasted where the students were sitting talking at their desks. All students must be challenged to do their best work with minimum lost instructional time.

FOLLOW-UP REVIEW

COMPLIANCE. Lesson plan reviews revealed teachers made notations on their plans during the implementation of the lessons showing which students needed additional instruction and which students needed acceleration. These adjustments in instruction were made as the week long implementation of the lesson plans took place. The Team reviewed a sample of lesson plans which showed numerous adjustments made in the plans during their implementation in the classroom instruction.

Assistance was provided to the teacher cited for ineffective teaching techniques. Teachers in this grade were scheduled with common planning and worked together planning and implementing instruction. Additional professional development on effective instructional strategies and classroom management was provided. The Team conducted classroom observations and found considerable improvement as students were on task and engaged, and the teacher was managing the classroom effectively throughout the observation.

Instruction was regularly monitored by the principal through classroom walkthroughs, lesson plan reviews, and teacher conferences.

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 Kermit K-8 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.

Student achievement gains were made in reading/language arts, while the percent of students proficient declined in mathematics. The principal and staff had conducted a thorough data analysis and determined the areas of weakness, and all staff were articulate of the school's needs based on the data. The principal had provided high quality professional development and the staff was implementing the professional development. The Team observed excellent classroom instruction, student time on task, and an excellent learning environment.

FOLLOW-UP REVIEW

Student achievement in mathematics continued to be a problem. Lack of certified mathematics teachers continued to hinder instruction with much of the mathematics taught by substitute teachers. The county office continued efforts to recruit teachers with mathematics certification but with little success. Effective professional development was provided and the excellent learning environment continued.

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 Kermit K-8 School in achieving capacity, the following resources are recommended.

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

The Team determined that the school has the capacity to correct the deficiencies and to increase student achievement. The principal and staff reported excellent support from the Mingo County Central Office staff and believed that this support will continue to benefit students.

FOLLOW-UP REVIEW

The deficiency from the initial education performance audit was addressed by the principal and staff. The principal reported support from the Mingo County Central Office staff continued and was helpful as the staff worked to improve 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.

Kermit K-8 School (Grades PK- 8)

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

volume of outside air and improper operation of the units caused high humidity levels and mold issues over the summer.

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

Facilities Resource Needs Evaluation Checklist

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

FOLLOW-UP REVIEW

- **The Music Room was relocated to the modular classroom which moved it away from quiet areas of the building.**
- **A locked refrigerator was added to the health services area.**
- **A new heating, ventilation, and air conditioning (HVAC) system was installed.**

- **The HVAC settings were controlled remotely.**
- **Part of the sprinkler system piping was replaced.**
- **Potholes were patched.**
- **Signs designed to help control parking were installed.**

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 principal and staff had detected areas of weakness in student achievement and measures were put into place through high quality professional development to correct the weaknesses. The principal must continue to elicit assistance from county and State agencies and provide the programs and materials for teachers to aid students in improving achievement.

FOLLOW-UP REVIEW

Data analysis continued to identify student needs and classroom instruction was adjusted to address those needs. Effective, high quality professional development was provided.

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.