



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**KERMIT K-8 SCHOOL**

**MINGO COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Kermit K-8 School in Mingo County was conducted March 19, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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.

## EDUCATION PERFORMANCE AUDIT TEAM

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

### TEAM MEMBERS

Name	Title	School/County
Jason D. Browning	Middle School Principal	Chapmanville Middle School Logan County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Michael S. Dotson	Middle School Principal	Ritchie County Middle School Ritchie County
Ernest J. Jarvis	Director	Nicholas County Schools

## SCHOOL PERFORMANCE

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

### 54 MINGO COUNTY

Randy Keathley, Superintendent

### 223 KERMIT K-8 SCHOOL – Passed

Dora Chaffin, Principal

Grades K-08, Enrollment 333 (2<sup>nd</sup> month 2010-2011 enrollment report)

### WESTEST 2010-2011

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
<b>Mathematics</b>								
All	185	205	203	99.02	46.48	Yes	Confidence Interval	✓
White	184	204	202	99.01	46.73	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	16	16	100.00	42.85	NA	NA	NA
Low SES	101	119	118	99.15	37.62	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	185	205	203	99.02	47.56	Yes	Confidence Interval	✓
White	184	204	202	99.01	47.28	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	14	16	16	100.00	21.42	NA	NA	NA
Low SES	101	119	118	99.15	40.59	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.0%**

**54 MINGO COUNTY**  
Randy Keathley, Superintendent  
**223 KERMIT K-8 SCHOOL – Needs Improvement**  
Dora Chaffin, Principal  
Grades K-08, Enrollment 327 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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
<b>Mathematics</b>								
All	181	198	197	99.49	44.19	Yes	Confidence Interval	✓
White	180	197	196	99.49	43.88	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	16	15	93.75	26.66	NA	NA	NA
Low SES	108	124	123	99.19	36.11	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	181	198	197	99.49	49.72	Yes	Confidence Interval	✓
White	180	197	196	99.49	49.44	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	16	15	93.75	26.66	NA	NA	NA
Low SES	108	124	123	99.19	42.59	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.6%**

## KERMIT K-8 SCHOOL

## Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	32	32	32	100.00	15.63	21.88	34.38	15.63	12.50	62.50
04	36	32	36	32	100.00	31.25	34.38	18.75	12.50	3.13	34.38
05	36	33	36	33	100.00	18.18	24.24	36.36	15.15	6.06	57.58
06	35	30	34	30	97.14	30.00	20.00	20.00	26.67	3.33	50.00
07	32	29	32	29	100.00	24.14	34.48	27.59	13.79	0.00	41.38
08	27	25	27	25	100.00	56.00	32.00	4.00	4.00	4.00	12.00

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	32	32	32	32	100.00	21.88	9.38	31.25	18.75	18.75	68.75
04	36	32	36	32	100.00	43.75	21.88	28.13	6.25	0.00	34.38
05	36	33	36	33	100.00	21.21	24.24	39.39	6.06	9.09	54.55
06	35	30	34	30	97.14	16.67	23.33	43.33	13.33	3.33	60.00
07	32	29	32	29	100.00	24.14	34.48	31.03	6.90	3.45	41.38
08	27	25	27	25	100.00	32.00	32.00	20.00	16.00	0.00	36.00

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Kermit K-8 School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Kermit K-8 School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics. Kermit K-8 School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language and in the SES subgroup in reading/language arts only by application of the confidence interval. Student achievement improved in reading/language arts from 2010-2011 to 2011-2012, while student achievement declined in mathematics during this same time period. The county curriculum staff and school staff have instituted programs to improve mathematics performance.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 3 performed at a higher level in mathematics with 62.50 percent proficient. Students in Grade 4 performed at 34.38 percent proficient, Grade 5 performed at 57.58 percent proficient, Grade 6 performed at 50.00 percent proficient, Grade 7 performed at 41.38 percent proficient and Grade 8 performed at 12.00 percent proficient. Students in Grade 3 performed at a higher level in reading with 68.75 percent proficient. Students in Grade 4 performed at 34.38 percent proficient, Grade 5 performed at 54.55 percent proficient, Grade 6 performed at 60.00 percent proficient, Grade 7 performed at 41.38 percent proficient, and Grade 8 performed at 36.00 percent proficient.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	46.48	44.19	-2.29
Racial/Ethnicity White (W)	46.73	43.88	-2.85
Special Education (SE)	42.85	26.66	-16.19
Economically Disadvantaged (SES)	37.62	36.11	-1.51
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	47.56	49.72	+2.16
Racial/Ethnicity White (W)	47.28	49.44	+2.16
Special Education (SE)	21.42	26.66	+5.24
Economically Disadvantaged (SES)	40.59	42.59	+2.00

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

1. Next Generation English/Language Arts and Mathematics Content Standards and Objectives.
2. Investigations Math Institute K-5: Improving Teacher Quality.
3. Roll-Out of English/Language Arts, Mathematics, and Social Studies Next Generation Standards and Shifts in Instruction.
4. Teaching with Poverty in Mind.
5. Awareness and Prevention of Youth Suicide.
6. Number Talks.
7. Compass Learning Training.
8. West Virginia Board of Education Policy 4373: Expected Behaviors in Safe and Supportive Schools.
9. RESA 2 Technical Assistance to Improve Student Achievement.
10. Building Classroom Relationships.
11. Rigor and Relevance.
12. TechSteps.
13. Delivery of Mathematics and Reading Instruction.
14. Guided Math: A Framework for Mathematics Instruction.
15. Support for Personalized Learning.
16. West Virginia Writes.
17. Instructional Practices Inventory.
18. Acuity Training.
19. Various Data Analysis.
20. Higher Order Thinking Skills.
21. WESTEST2 Online Writing Assessment Training.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Kermit K-8 School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.8.1. Leadership.** The principal exhibited excellent leadership and was organized and knowledgeable of the school's needs. The Team found evidence of this in teacher observations and evaluations, correspondence to classroom teachers, and in the teacher and student interviews.

### HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (6.1.4 Instruction; 6.1.5 Instructional strategies; 6.1.7 Library/educational technology access and technology application; 6.1.10 Approved elective offerings; 6.1.12 Multicultural activities; 6.1.13 Instructional day; 6.2.2 Counseling services; 6.7.2 Policy implementation) presented in the February 2005 report had been corrected.

**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)**

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.

## 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.

### **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.

### **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.**

### **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.