



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**IAEGER ELEMENTARY SCHOOL**

**MCDOWELL COUNTY SCHOOL SYSTEM**

**AUGUST 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Jaeger Elementary School in McDowell County was conducted February 28, 2013.

A Follow-Up Education Performance Audit was conducted April 16, 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)**

One Grade 4 teacher did not exhibit high expectations for all students. Students were off task for extended amounts of time, instructional strategies were not varied, and Depth of Knowledge was at Level 1. Multiple students were off task in another Grade 4 teacher's class and were not redirected. The teacher had only been on the job for three weeks.

This standard was also cited in the Education Performance Audit report of January 2010.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** One of the Grade 4 teachers was no longer employed at laeger Elementary School. The other Grade 4 teacher was involved in intensive professional development to improve teaching strategies. The principal reorganized the schedules to allow the Grades 4 and 5 teachers to teach in their areas of expertise and experience. This process allowed the identified Grade 4 teacher to teach mathematics and technology. Grades 4 and 5 teachers reviewed assessment data weekly and planned strategies to address student weaknesses shown in the data. The Team observed instruction in the Grade 4 classroom and observed the teacher changing activities and using multiple strategies. All students were engaged and on task.

## 7.2. Student and School Performance

- 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)

None of the three Title 1 teachers had lesson plans for the pull-out students. One Grade 5 teacher had lesson plans only for the current week for the Team to review.

### FOLLOW-UP REVIEW

**COMPLIANCE.** All identified teachers presented lesson plan books that contained plans for the entire year to date. The principal had reviewed lesson plans and provided feedback monthly.

### RECOMMENDATION

- 7.1.7. Library/educational technology access and technology application.** Teachers stated that they needed additional training on student responders and professional development for new teachers. Teachers stated that extensive professional development had been provided in other areas.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED.** Additional training using student responders was provided for teachers as needed; iPad and SmartBoard training was also provided.

## 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 laeger Elementary School in providing a thorough and efficient system of education. McDowell 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 McDowell 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.**

This was the first year for the current principal, and she was providing high quality leadership and implementing quality professional development directed at strengthening the teaching process. Teachers reported that the support from the administration was excellent and all staff appeared to work as a cohesive unit. Student achievement improved in all but one subgroup. The principal is strongly urged to ensure that the areas of weakness found in the Education Performance Audit are corrected to ensure that all students have the needed instruction to learn.

### **FOLLOW-UP REVIEW**

**The principal continued to provide strong leadership. The Edwards Group was contracted to provide training in identifying student skill deficiencies and targeting instruction to address the weaknesses. The staff addressed the areas in the Education Performance Audit Report.**

## **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 laeger 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.**

laeger Elementary School demonstrated the capacity to increase student achievement. Seven of the eight subgroups showed improvement in the WESTEST2 assessment. The Team observed excellent instruction in most classrooms and believed that the positive attitude of staff and the high quality professional development will continue to increase student achievement.

### **FOLLOW-UP REVIEW**

**The results on the 2013 WESTEST showed some decline in the percent of students in math and reading. Scores in all classes showed some decrease. The faculty morale remained high, especially with all the interruptions caused by the need to move classes to other buildings because of extreme conditions that closed laeger Elementary School. Teachers continued to provide excellent instruction under less than desirable conditions and students were actively involved in classroom activities and learning. With the hard work and positive attitude exhibited by the staff and students, student achievement should improve in the future.**

## 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 McDowell County School System Report under 7.4.1. Regulatory agency reviews.**

### **laeger Elementary School (Grades Pre-K – 5)**

This site did not have 11 usable acres, was not easily accessible, was not conveniently located, was not large enough for future expansion, was not removed from hazards and undesirable noise and traffic, and did not have sufficient parking for staff and visitors. Playgrounds were not separated from streets and parking and were not well equipped for resources specified. The art/music room did not have access to natural light, sinks, display facilities, mechanical ventilation, ceramic kiln, black-out areas, music stands, a podium, or acoustical treatment. A dedicated teachers' dining space was not provided. The health services unit was not adequate in size and lacked a curtained or small room with cots, toilet, lavatory, and work counter. The physical education space lacked forced ventilation, drinking fountains, display cases, data projectors, and provisions for two or more teaching stations. There was no controlled access to the facility. Carbon dioxide levels were elevated in several rooms due to a lack of mechanical ventilation or improper

settings on the thermostats. Several thermostats contained mercury. No exhaust fans were in the rest rooms. The electric panels in the hallways were not locked. Roof leaks were prevalent throughout the facility the gymnasium had active roof leaks. Access to the boiler room was not secured.

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

### **FOLLOW-UP REVIEW**

**Students were relocated due to the land slide that occurred December 2013. Pre-K and kindergarten students were located in Bradshaw Elementary School and Grades 1-5 students were located in Riverview High School. Site preparation work was underway for the construction of a new building for Jaeger Elementary School.**



### **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.**

Under the guidance of the principal, the staff was disaggregating student data and implementing professional development to strengthen areas of weakness. The school was taking a proactive stance to increasing student achievement and was providing a nurturing environment for all students to learn.

### **FOLLOW-UP REVIEW**

**Even though the staff and students have been through a challenging year with the changing of the school location, work continued and all students appeared to be learning.**

### **Education Performance Audit Summary**

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