



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BURLINGTON PRIMARY SCHOOL**

**MINERAL COUNTY SCHOOL SYSTEM**

**JULY 2104**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Burlington Primary School in Mineral County was conducted April 2, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator  
West Virginia Department of Education, Office of Technology – Lori Whitt, Coordinator  
West Virginia Department of Education, Office of Early Learning – Janet Bock, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Vickie Lambert	Retired Teacher	Grant County
Sandy DeVault	Director Elementary/Middle School Education	Monongalia County
Donna Carr	Retired Assistant Director	Appalachia Regional Comprehensive Center

## SCHOOL PERFORMANCE

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

### 53 MINERAL COUNTY

Robert Woy, Superintendent

### 201 BURLINGTON PRIMARY SCHOOL – FOCUS

J. Malc, Principal

Grades PK-05, Enrollment 125

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Burlington Primary School as a Focus school. Focus schools are those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia's methodology for identifying Focus schools differs by programmatic level. Elementary and middle schools will use the achievement gap component of the WVAI while high schools will use graduation rate gaps.

An Elementary/Middle school designated as a Focus school can exit this status when the school meets its academic achievement goals on the WESTEST2 student subgroups and an elementary/middle school no longer has the largest academic achievement gaps.

### Designation Status for Burlington Primary School.

Designation:	FOCUS	Next Year's Target:	42.5558
Index Score:	23.6256	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	37.2038	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

### Supporting Data

Proficiency (60% of the index score)	7.19
Achievement Gaps Closed (0% of the index score)	NA
Observed Growth (15% of the index score)	7.50
Adequate Growth (20% of the index score)	4.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.94</u>
Total Accountability Index (out of 100)	23.63

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Burlington Primary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 42.56 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 23.63, Burlington Primary School has a steep trajectory to achieve in order to reach both short term and long term targets.

- Burlington Primary School earned 23.63 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 37.20 for 2013 and is 42.56 for 2014.)
- Burlington Primary school acquired 7.19 of the 60 possible points for proficiency.
- At least 50 percent of the subgroups at Burlington Primary School met the targets in mathematics and reading.
- Burlington Primary acquired 7.50 of the 15 possible points for observed growth.
- Burlington Primary School acquired 4 of the 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Burlington Primary School acquired 4.94 of the 5 possible points for attendance as indicated by the 2013 WVAI.

**BURLINGTON PRIMARY SCHOOL  
Grade-Level Proficiency Data  
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	59.09%	40.91%	> 95%	77.27%	22.73%
3	Hispanic	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
3	Limited English Proficiency	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
3	Special Education	> 95%	75.00%	25.00%	> 95%	75.00%	25.00%
3	Low Socioeconomic Status	> 95%	68.75%	31.25%	> 95%	81.25%	18.75%
3	Total	> 95%	60.87%	39.13%	> 95%	78.26%	21.74%
4	White	94.74%	72.22%	27.78%	94.74%	61.11%	38.89%
4	Special Education	> 95%	83.33%	16.67%	> 95%	> 95%	< 5%
4	Low Socioeconomic Status	> 95%	75.00%	25.00%	> 95%	87.50%	12.50%
4	Total	94.74%	72.22%	27.78%	94.74%	61.11%	38.89%
5	White	> 95%	72.73%	27.27%	> 95%	81.82%	18.18%
5	Special Education	85.71%	> 95%	< 5%	85.71%	> 95%	< 5%
5	Low Socioeconomic Status	92.31%	> 95%	< 5%	92.31%	> 95%	< 5%
5	Total	> 95%	72.73%	27.27%	> 95%	81.82%	18.18%

**Attendance Rate = 98.80%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

### **Mathematics.**

- Grade 3 students with a proficiency rate of 39.13 percent proficient outperformed Grade 4 (27.78 percent proficient) and Grade 5 (27.27 percent proficient).
- Grade 3 Hispanic and limited English proficiency students were less than five percent proficient.
- Grade 3 special education students with a proficiency rate of 25 percent proficient outperformed Grade 4 (16.67 percent proficient) and Grade 5 (less than 5 percent proficient).
- Grade 3 low socioeconomic students with a proficiency rate of 31.25 percent proficient outperformed Grade 4 (25 percent proficient) and Grade 5 (less than 5 percent proficient).

### **Reading/Language Arts.**

- Grade 4 students with a proficiency rate of 38.89 percent proficient outperformed Grade 3 (21.74 percent proficient) and Grade 5 (18.18 percent proficient).
- Grade 3 Hispanic and limited English proficiency students were less than five percent proficient.
- Grade 3 special education students with a proficiency rate of 25 percent proficient outperformed Grade 4 (less than 5 percent proficient) and Grade 5 (less than 5 percent proficient).
- Grade 3 low socioeconomic students with a proficiency rate of 18.75 percent proficient outperformed Grade 4 (12.50 percent proficient) and Grade 5 (less than 5 percent proficient).

**BURLINGTON PRIMARY SCHOOL**  
**Growth Model School Level Summary**  
**Results by Sub-Group**

**\*Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

**Low** between 1-34th percentile  
**Typical** between 35th-65th percentile  
**High** between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	17 ( 41%)	7 ( 17%)	17 ( 41%)	54.0	33.3%	14 ( 34%)	13 ( 32%)	14 ( 34%)	48.0	25.8%
	County	705 ( 31%)	739 ( 33%)	802 ( 36%)	53.0	48.5%	767 ( 34%)	664 ( 30%)	796 ( 36%)	50.0	47.8%
	State	51,165 ( 35%)	45,256 ( 31%)	50,057 ( 34%)	50.0	45.1%	50,484 ( 35%)	45,076 ( 31%)	50,227 ( 34%)	50.0	48.7%
White Sub-Group	School	17 ( 41%)	7 ( 17%)	17 ( 41%)	54.0	33.8%	14 ( 34%)	13 ( 32%)	14 ( 34%)	48.0	26.2%
	County	651 ( 31%)	706 ( 33%)	764 ( 36%)	53.0	49.5%	714 ( 34%)	629 ( 30%)	761 ( 36%)	51.0	48.5%
	State	47,034 ( 35%)	41,704 ( 31%)	46,085 ( 34%)	50.0	45.7%	46,584 ( 35%)	41,462 ( 31%)	46,170 ( 34%)	50.0	49.2%
Spec .Ed Sub-Group	School	*	*	*	35.0	11.8%	*	*	*	48.0	5.9%
	County	140 ( 41%)	110 ( 33%)	88 ( 26%)	41.0	13.5%	130 ( 39%)	104 ( 31%)	102 ( 30%)	46.0	12.1%
	State	7,956 ( 43%)	5,628 ( 31%)	4,781 ( 26%)	41.0	18.3%	7,406 ( 41%)	5,488 ( 30%)	5,291 ( 29%)	43.0	16.1%
Non-Spec. Ed Sub-Group	School	12 ( 41%)	5 ( 17%)	12 ( 41%)	55.0	40.8%	12 ( 41%)	8 ( 28%)	9 ( 31%)	48.0	32.7%
	County	565 ( 30%)	629 ( 33%)	714 ( 37%)	55.0	55.3%	637 ( 34%)	560 ( 30%)	694 ( 37%)	51.0	54.7%
	State	43,209 ( 34%)	39,628 ( 31%)	45,276 ( 35%)	51.0	49.6%	43,078 ( 34%)	39,588 ( 31%)	44,936 ( 35%)	51.0	54.2%
LSES Sub-Group	School	10 ( 50%)	3 ( 15%)	7 ( 35%)	34.0	18.9%	5 ( 25%)	7 ( 35%)	8 ( 40%)	51.0	10.8%
	County	381 ( 35%)	353 ( 33%)	341 ( 32%)	47.0	36.6%	394 ( 37%)	324 ( 30%)	345 ( 32%)	47.0	35.4%
	State	26,545 ( 38%)	21,619 ( 31%)	22,119 ( 31%)	47.0	37.5%	25,763 ( 37%)	21,435 ( 31%)	22,576 ( 32%)	47.0	40.7%
Non-LSES Sub-Group	School	7 ( 33%)	4 ( 19%)	10 ( 48%)	61.0	51.7%	9 ( 43%)	6 ( 29%)	6 ( 29%)	48.0	44.8%
	County	324 ( 28%)	386 ( 33%)	461 ( 39%)	58.0	60.0%	373 ( 32%)	340 ( 29%)	451 ( 39%)	54.0	59.7%
	State	24,620 ( 32%)	23,637 ( 31%)	27,938 ( 37%)	52.0	58.1%	24,721 ( 33%)	23,641 ( 31%)	27,651 ( 36%)	52.0	62.5%
Male Sub-Group	School	12 ( 40%)	5 ( 17%)	13 ( 43%)	55.0	28.9%	9 ( 30%)	11 ( 37%)	10 ( 33%)	51.0	24.4%
	County	375 ( 32%)	380 ( 33%)	412 ( 35%)	52.0	49.8%	436 ( 38%)	340 ( 29%)	382 ( 33%)	47.0	40.6%
	State	27,113 ( 37%)	22,439 ( 30%)	24,615 ( 33%)	48.0	44.3%	27,485 ( 37%)	22,259 ( 30%)	24,047 ( 33%)	47.0	41.0%
Female Sub-Group	School	*	*	*	48.0	42.9%	*	*	*	38.0	28.6%
	County	330 ( 31%)	359 ( 33%)	390 ( 36%)	54.0	47.2%	331 ( 31%)	324 ( 30%)	414 ( 39%)	54.0	55.5%
	State	24,052 ( 33%)	22,817 ( 32%)	25,442 ( 35%)	51.0	45.9%	22,999 ( 32%)	22,817 ( 32%)	26,180 ( 36%)	52.0	56.9%

**\*Note:** Schools are those schools that have at least a 4th grade.

\*Denotes cell size <20.

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) growth based on previous performance.

### **Mathematics.**

- The all, white, special education, non-special education, non-low socioeconomic, male, and female subgroups demonstrated typical growth in mathematics while the low socioeconomic subgroup demonstrated low growth.
- 33.3 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- Non-special education students (40.8 percent proficient) outperformed special education students (11.8 percent proficient) which indicated a 29 percent achievement gap.
- The non-low socioeconomic students (51.7 percent proficient) outperformed the low socioeconomic students (18.9 percent proficient) which indicated a 32.8 percent achievement gap.
- Female students (42.9 percent proficient) outperformed the male students (28.9 percent proficient) which indicated a 14 percent achievement gap.

### **Reading/Language Arts.**

- All subgroups demonstrated typical growth in reading/language arts.
- 25.8 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- Non-special education students (32.7 percent proficient) outperformed special education students (5.9 percent proficient) which indicated a 26.8 percent achievement gap.
- The non-low socioeconomic students (44.8 percent proficient) outperformed the low socioeconomic students (10.8 percent proficient) which indicated a 34 percent achievement gap.
- Female students (28.6 percent proficient) outperformed the male students (24.4 percent proficient) which indicated a 4.2 percent achievement gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that Burlington Primary School demonstrated typical growth in mathematics with the exception of the low socioeconomic subgroup. The school demonstrated typical growth in all subgroups in reading/language arts. Overall, the proficiency scores for mathematics were higher than the reading/language arts proficiency scores. Data indicated a need to prioritize support to the staff in overall reading/language arts instruction and in closing the achievement gaps for special education, low socioeconomic, and male subgroups.

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

The following were offered to various grade levels:

1. Head Start Regulations, Updates, Changes (Preschool and Head Start staff).
2. Managing Math and Literacy Centers (Kindergarten teachers).
3. Program on Fetal Alcohol Syndrome (Grade 1 teachers).
4. West Virginia Next Generation Mathematics and English Language Arts Standards (Grades 2 and 3 teachers).
5. Project Based Learning and Creating Essential Questions (Grades 4 and 5 teachers).

The following were offered to all teachers:

1. Literacy Work Stations.
2. Using Instructional Practices Inventory to Improve Instruction.
3. Effective Classroom Instruction by RESA 8.
4. Using Acuity to Improve Instruction.
5. Instructional Practices Inventory Follow-up.
6. Tech Tuesdays Typing Programs and Useful and Helpful Websites.
7. Book Study: *Number Talks*.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

The Education Performance Audit Team reported that Burlington Primary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

**7.1.3 Learning environment.** The culture and climate at Burlington Primary were very positive. Teachers liked working at the school and students were happy to be there. The staff took ownership of the Focus designation, realized they had challenges, and took measures to improve the school. It was evident the principal was using the West Virginia Standards for High Quality Schools to improve student performance. The Team commended the principal and staff for collaboration efforts employed at the school. The principal demonstrated distributed leadership by including teachers in decision making through the teaming process. The principal balanced her role of disciplinarian with being approachable to students and staff. The principal took time to celebrate the students' improved Acuity writing scores as they stopped by the office to share writing results.

**7.1.6. Instruction in writing.** The Team commended the school for emphasizing writing instruction. A variety of writing opportunities were offered to all students through autobiographies, narratives, writing letters to authors, and utilizing the Four Square Writing process. Grade 3, Grade 4, and Title I teachers collaborated to develop a comprehensive writing plan in response to a need identified during the prior year's performance results. Students were taught to use the WV Writes rubric to self-reflect and edit errors. Students maintained a portfolio with last years' scores and charted their progress on the current 2013-2014 benchmarks. Writing was valued through posting completed assignments and principal review of work samples and data charts.

**7.2.4. Data analysis.** The Team noted staff had a system in place for analyzing and interpreting formative and summative assessments. The principal maintained a data notebook in her office with specific plans for flexible grouping to meet students' individual needs. A data team met monthly to review student results and plan for interventions. Grades 3 and 4 students also maintained a writing data folder and tracked their personal progress.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. CURRICULUM.

**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)**  
**Instructional strategies.**

While most teachers engaged students through a variety of instructional strategies such as, singing, small group projects, and partner reading with discussion, the Team noted students in one classroom were disengaged and the environment was not conducive to learning. The teacher failed to redirect students who were talking and distracted during instructional time. One student was out of his seat killing flies in the back of the room while the teacher continued to teach. Lesson plan reviews indicated writing instruction did not occur weekly and science instruction was not hands on, inquiry based, or investigative. While the principal conducted walkthroughs and spent time in each classroom, the Team recommended the principal make this class a priority.

**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 Team determined that the required instructional time was not provided for all students. The master schedule indicated 325 instructional minutes were provided, but classroom schedules did not account for transition times. The Team verified a loss of 10 minutes each day in transition for rest room breaks, lunch, recess, and resource classes. Furthermore, instruction began at 7:55 a.m. on the master schedule, but students did not arrive from breakfast in two classrooms until 8:05 a.m. This resulted in a loss of 10 additional instructional minutes causing those classes to be below the 315 minute requirement. The Team determined instruction was provided for 305 minutes in two classes.

## 7.6. PERSONNEL.

**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 West Virginia Department of Education (WVDE), Office of Professional Preparation, reviewed professional educators' licensure. The results indicated one teacher did not have a content exam listed in the WVDE electronic file.

## **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.

None identified.

## **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 Burlington Primary 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.**

### **Building Capacity – Focus**

A Focus Assistance Support Team (FAST) will be comprised of members from the West Virginia Department of Education (WVDE), the Regional Education Service Agency (RESA) and the local education agency (LEA). The Team will work closely to assist the school in implementing the West Virginia School Improvement Framework. This will ensure the efforts are aligned and focused to support appropriate interventions to improve student subgroup achievement and graduation rates.

With continued assistance from the West Virginia Department of Education, Office of School Improvement, and Mineral County Central Office staff, the Team believed the principal has the capacity to correct the deficiencies found at the school and to lead the school in improved achievement. An effective practice was in place to analyze student data and use the data to differentiate instruction. The Team determined the principal was knowledgeable of the West Virginia High Quality Standards as evidenced by comments on lesson plans, monthly data team meeting agendas, and professional development opportunities. The school was small and conducive to frequent informal collaboration. The Team recommended the principal, along with central office staff, develop a structured professional learning community (PLC) time to allow teachers to collaborate more than monthly. This could strengthen the intervention plan to address subgroup gaps which contributed to the Focus designation. The principal demonstrated capacity for change by creating a positive, nurturing, environment in the short time she had been at the school.

## 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 only had 125 students; sidewalks were not adequate with designated curb cuts and correct slope, sufficient on-site solid surfaces parking for staff, visitors, and individuals with disabilities. (Parking surfaces may create problems for individuals with limited mobility.)

**19.1.3. Teachers' workroom.** The teachers' work area was not of adequate size and did not provide access to communication technology. (Did not adversely impact program delivery or student performance.)

**19.1.4. Counselor's office.** The counselor did not have adequate space to insure privacy or access to records. (May adversely impact program delivery and student performance.)

**19.1.5. Library/media and technology center.** The library media center did not provide appropriate space, electronic card catalog, automated circulation capacity, on-line periodical indexes, and other materials that are adequate for general reading and reference. (May adversely impact program delivery and student performance.)

**19.1.9. Grades K-12 remedial.** Classrooms did not provide communication technology. (Did not adversely impact program delivery and student performance.)

**19.1.10. Specialized instructional areas.** The art classroom did not provide two deep sinks with hot and cold water, counter space, or a kiln. The music facility did not provide chairs with arms, music stands, podium, instructors' station, or acoustical treatment. The physical education facility was not away from quiet areas of the building or acoustically treated with direct access to outdoor or recreational areas, or provided a data projector and 50" screen. The ceiling height was not 20-24 feet. (May adversely impact program delivery and student performance.)

**19.1.14. Food service.** The food service seating area was not 8-14 sq. ft. per student, the teachers' dining area was not of adequate size, and a locker/dressing room, with toilet, was not available. (Did not adversely impact program delivery and student performance.)

**19.1.15. Health service units.** The unit was not of adequate size with a curtained or small room, bulletin board, toilet, lavatory, or scales. (May adversely affect student health and safety.)

## 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.**

None identified.

## **EDUCATION PERFORMANCE AUDIT SUMMARY**

Burlington Primary School's Education Performance Audit examined 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 OEPA submits this initial report to guide Burlington Primary School and Mineral County in improvement efforts.

The Team identified three high quality standards necessary to improve performance and progress.

7.1.5. Instructional strategies.

7.1.13. Instructional day.

7.6.2. Licensure.

The Team presented three commendations (7.1.3. Learning environment, 7.1.6. Instruction in writing, and 7.2.4 Data analysis) and offered capacity building resources.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Burlington Primary School and Mineral County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.