



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

BURCH ELEMENTARY SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Burch Elementary 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
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
Todd A. Browning	Middle School Principal	Bluefield Middle School Mercer County
Dr. William E. Chapman	Director Federal Programs	Roane County
Gregory R. Furrow	Elementary School Principal	Whitethorn Elementary School Mercer County
Kyre-Anna Minney	Elementary School Principal	Little Burch Elementary School Braxton County

54 MINGO COUNTY

Randy Keathley, Superintendent

201 BURCH ELEMENTARY - RECONFIGURED

Charles Ward, Principal

Grades PK-4, Enrollment 350 (2nd month 2012-2013 enrollment report)

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Burch Elementary School was a reconfigured school beginning with the 2011-2012 school year. According to the State of West Virginia Consolidated State Application Accountability Workbook, a school will be considered a new school if “A change in grade configuration that involved at least 50 percent of the former grade levels tested, either by elimination or addition”. Burch Elementary School changed from a K-6 school to a PK-4 school; therefore, adequate yearly progress (AYP) was not a factor at this school for the 2012-2013 school year.

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

1. Odyssey.
2. Instructional Coaches Program.
3. Teacher Leadership Institute.
4. Accelerated Reader.
5. Reading Festival.
6. Young Writers.
7. National Board Cohort.
8. West Virginia Writes.
9. Acuity.
10. Technology Integration.
11. WESTEST2 Depth of Knowledge.
12. Mingo County Teachers' Academy.
13. Bullying and Suicide Prevention.
14. Teaching with Poverty in Mind.
15. Number Talks.
16. DIBELS Data Analysis.
17. Next Generation Standards.
18. Working With Parents.
19. Early Learning Scale Training.
20. WESTEST2 On-line Writing.
21. TechSteps.
22. WESTEST2 Data Analysis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The building was constructed in the 1930s, but exhibited a high degree of attention to detail. The school was very clean and it was evident that the staff and students had a great deal of pride in the building. The overall look and feel of the building fostered a positive school climate and atmosphere conducive to teaching and learning.
- 7.8.1. **Leadership.** The principal provided high quality leadership for the staff. The principal treated all staff and students respectfully and held high expectations for himself and others in the building. The principal fostered an environment that encouraged teacher collaboration through grade level and vertical teaming.

HIGH QUALITY STANDARDS

The Education Performance finding of noncompliance (6.1.9 Programs of study) presented in the February 2005 report had been corrected.

Necessary to Improve Performance and Progress.

None identified.

RECOMMENDATION

- 7.1.2. **High expectations.** The Team observed one Grade 1 teacher spraying students in the face with water from a spray bottle during a spelling game when the students misspelled a word. This practice has the potential to be emotionally harmful to students and does not foster an environment of high expectations. The Team recommended that this practice must be discontinued immediately to ensure the physical and emotional well-being of students.

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 Burch 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.

During interviews, the principal and all teachers could clearly discuss the process of evaluating formal and informal student data and how this data were used to guide the classroom curriculum. The teacher leadership team was highly effective and the faculty exhibited characteristics of being organized, highly motivated, and working to ensure that all students achieved at the highest levels. The principal must continue to monitor classroom instruction and ensure that all teachers exhibit high expectations for all students and that all curriculum weaknesses are addressed through high quality professional development.

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 Burch 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.**

Burch Elementary School has the capacity to correct the deficiency found at the school. The principal must remain vigilant of any issues that may negatively affect the learning environment. Assistance from the Mingo County Central Office and various State agencies must continue to be elicited to ensure that the teachers continue to receive the support, programs, and materials to deliver a high quality curriculum.

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.

Under the guidance of the principal, the staff at Burch Elementary School had disaggregated the formal and informal student data and was using the results to target student weaknesses. The Team observed excellent classroom instruction and high quality student work and determined that all curricular decisions were firmly grounded in research based practices and the needs of the students.