



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BURCH MIDDLE SCHOOL**

**MINGO COUNTY SCHOOL SYSTEM**

**JULY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Burch Middle School in Mingo County was conducted March 19, 2013.

A Follow-Up Education Performance Audit was conducted May 6, 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 teacher had a negative attitude during the teacher interviews and was generally uncooperative. Classroom instruction in this teacher's classroom was insufficient and ineffective. The Team could not determine that the content standards and objectives were being addressed or that instruction provided a positive effect on student achievement.

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

**COMPLIANCE.** The teacher cited was evaluated and placed on a plan of improvement to address effective teaching strategies. The teacher retired and was no longer employed by Mingo County School System.

## 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 Middle 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.**

The Team observed excellent instruction in a majority of the classes in the building. Students were on task and teachers were providing high quality instruction. The Team observed the high quality professional development being implemented through classroom instruction. Teacher interviews indicated that the staff was strong and committed to student achievement. The principal is urged to investigate the one area of weakness identified in this report and provide assistance to alleviate this issue.

### **FOLLOW-UP REVIEW**

**The teacher cited in this report was provided assistance in classroom instruction. The issue was resolved as the teacher retired. The remaining staff worked collaboratively and high quality instruction 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 Burch Middle 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 Burch Middle School has the capacity for targeting resources strategically to provide students a high quality education.

### **FOLLOW-UP REVIEW**

**Professional learning communities (PLCs) were organized and met twice each week to develop and implement improved instructional strategies. The staff utilized resources to provide high quality education. The principal and assistant principal, both National Board Certified, used their instructional leadership skills to increasing rigor through improved classroom instruction.**

## 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.

### **Burch Middle School (Grades 5 - 8)**

Burch Middle School previously served as the Burch High School site. Mechanical issues related to the heating, ventilation, and air conditioning (HVAC) system and controls were major issues at this site. All HVAC units were past their life expectancy and were in poor condition. These systems did not provide adequate outside air ventilation, resulting in poor indoor air quality. Mercury bulb thermostats were used to control some of the equipment, which has the potential, if broken, to cause a hazardous materials cleanup effort at a very expensive cost. The HVAC controls for this facility did not have energy conservation functions that allowed night time set back of temperatures or scheduling of holidays or snow days. Many of the ceiling tiles in this facility had been painted by students over the years. While the art work is decorative, the acoustic and light reflective properties of the tiles have been compromised. This practice should be halted and the affected ceiling tiles replaced. The rest rooms exhibited poor cleaning

practices by custodian staff; additional effort and attention needed to be applied. An excessive degree of trash existed around the facility, especially around the dumpsters. Room numbers on many classrooms were covered or missing. All room numbers needed to be displayed and clearly visible at all times. The site was not handicapped accessible and would require extensive modification to meet the Americans with Disabilities Act (ADA) guidelines for accessibility. This site had significant energy savings potential that should be explored.

### **Facilities Resource Needs Evaluation Checklist**

- The site was not well drained.
- The site was not well landscaped.
- Sidewalks were not adequate with curb cuts and correct slopes.
- The music area was not located away from quiet areas of the building and did not have acoustical treatment.
- The physical education space did not have a drinking fountain or a data projector/50" screen monitor.
- The food service area lacked some of the equipment specified.
- The Art Room was not adequate in size and lacked mechanical ventilation and a ceramic kiln.
- The health services area lacked some of the equipment specified. Room 124 was located adjacent to the Band Room which produces disruptive noises.

### **FOLLOW-UP REVIEW**

- **Trash on the site was eliminated.**
- **Painted ceiling tiles were replaced with new tiles.**
- **All rooms were numbered.**
- **Privacy curtains and lockable storage were added in the health service area.**
- **The fifth grade class located near the music room was moved to another location in the building.**
- **Some draining ditches were improved on the site.**
- **A new tilting skillet was ordered for the kitchen.**

### **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 utilized formal and informal student data and had arranged for high quality professional development to eliminate areas of weakness in curricular and non-curricular areas. The staff held high expectations for all students and the professional development sessions provided targeted areas to increase student achievement. The principal must ensure that all teachers are providing instruction to ensure greater student achievement.

### **FOLLOW-UP REVIEW**

**The principal remained vigilant overseeing classroom instruction and providing assistance to teachers. Staff was committed to providing excellent education to all students.**

### **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.