



EDUCATION PERFORMANCE AUDIT REPORT

FOR

BURCH MIDDLE SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Burch Middle 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
Dennis J. Albright	Superintendent	Braxton County Schools
Jodie L. Hypes	Primary School Principal	Dunbar Primary School Kanawha County
Rebecca J. Peery	Primary School Principal	Memorial Primary School Mercer County
Edward T. Toman	Superintendent	Ritchie 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

406 BURCH MIDDLE SCHOOL

Jada Hunter, Principal

Grades 07-08, Enrollment 264 (2nd month 2011-2012 enrollment report)

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Burch Middle School was exempt from NCLB.

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

1. Suicide Prevention.
2. Confidentiality.
3. Policies and Procedures.
4. Code of Conduct.
5. Next Generation Standards.
6. WESTEST2 Data Analysis.
7. Acuity.
8. West Virginia Writes.
9. Technical Support from Mingo County Central Office and RESA 2.
10. Instructional Practices Inventory.
11. Support for Personalized Learning.
12. Depth of Knowledge.
13. RESA 2 Leadership.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.8.1. Leadership.** The principal and assistant principal provided excellent leadership. The administrators were knowledgeable and organized and were clearly aware of the school's needs. Teachers reported that the administrators were supportive and provided the programs and materials necessary to deliver the classroom curriculum. The principal stated that the Mingo County Central Office and RESA 2 staffs had provided a great deal of support and assistance.

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.

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.

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.

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.

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 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.