



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**GILBERT MIDDLE SCHOOL**

**MINGO COUNTY SCHOOL SYSTEM**

**JULY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Gilbert Middle School in Mingo County was conducted March 21, 2013.

A Follow-Up Education Performance Audit was conducted May 5, 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

- 7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

Although the school was on a two hour snow delay, at least 30 percent of the teachers did not vary instruction. Teacher directed instruction was the predominant instructional strategy observed. Student attention was waning during the classroom instruction.

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

**COMPLIANCE.** During classroom observations the Team observed a variety of instructional strategies. The leadership team reviewed effective instructional strategies and methods of varying instruction to maintain student engagement and learning. A requirement was added to transition or vary activities every 10 to 15 minutes. The principal reviewed lesson plans weekly to ensure plans included various instructional activities. School administrators conducted classroom walkthroughs weekly to observe instruction in every classroom and to verify instructional activities were being changed frequently and student engagement was high. Through the educator evaluation system, teachers established one goal to address effective instructional strategies, including varying the instructional activities.

#### 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)**

Lesson plans in over half of the classes were incomplete and could not be used by a substitute teacher. Many of the teachers were using a lesson plan form that consisted only of checked areas and no written steps to show the instruction that was to take place in the classroom.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed lesson plans and found all plans were complete and readily implemented by either the teacher or a substitute teacher. Plans contained sufficient detail that the substitute teachers could effectively continue instruction. The principal reviewed lesson plans and provided feedback at least once every six weeks.

**7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

While the principal could clearly discuss the data disaggregation process, teachers were not fluent in the use of data analysis and how it was to be used to guide curriculum.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed data walls constructed by teachers in the school “data room” where individual student progress was reviewed regularly throughout the year. School teams met regularly, reviewed the data, and moved students from one achievement level to the other as needed. Staff was knowledgeable in using test data to improve instruction and student achievement and could articulate the daily use of data for instructional decision-making.

## 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 Gilbert 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 principal was clearly organized and knowledgeable of the school's needs; however, the lack of a variety of instructional strategies and possibly ineffective use of data analysis could be detrimental to the educational process. The principal must ensure that all teachers keep students on task with high quality instruction and that student data guide the classroom curriculum. The principal must continue to apply assistance provided by the Mingo County Central Office and various State agencies to improve curriculum and school instructional processes. While staff professional development and assistance had been provided, further leadership must be developed to eliminate the issues identified in this report.

### **FOLLOW-UP REVIEW**

**The Team reviewed lesson plans, observed classrooms, and interviewed teachers and found all teachers were using a variety of instructional strategies and all students were engaged in learning. Teachers were actively involved in reviewing student data and adjusting teaching strategies to address student needs. The principal and staff were working together as a unit to improve student learning and the Team observed effective instruction throughout the school. The principal was complimentary of the academic coach from RESA 2 who worked with the school staff weekly to provide additional ideas and training to improve instruction.**

### **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 Gilbert 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 the principal has the capacity to correct the issues found at the school. The Mingo County Central Office staff must continue to provide assistance and support to aid the principal.

### **FOLLOW-UP REVIEW**

**The Gilbert Middle School principal and staff corrected the issues found in the Initial Education Performance Audit Report. The principal reported the school continued to receive advice and assistance from the Mingo County Central Office staff.**

## 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.**

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

Gilbert Middle School previously served as the Gilbert High School site. Mechanical issues related to the heating, ventilation, and air conditioning (HVAC) system and controls constituted major issues. All but a few HVAC units were past their life expectancy and were in poor condition, dirty, and needed maintenance. There were no controls on the hydronic hot water loop. Temperature control for the areas served by the hot water loop was performed manually by cycling the boilers and/or supply fans on or off as needed in the specific zones. The HVAC systems did not provide adequate outside air ventilation and caused poor indoor air quality. The outside air unit serving the 2002 addition classrooms was not controlled to operate during the occupied mode with the classroom units. Mercury bulb thermostats were used to control some of the equipment and have 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. Exhaust fans for the rest rooms were inoperable. The thermostat in the computer laboratory was installed in a poor location to properly control the room temperature.

General aesthetics of the facility were below average. Walls needed to be cleaned and/or painted. Additional detail to cleaning areas, such as, rest rooms, hallways, and classrooms was needed. The condition of the rest room equipment and spaces needed to be improved. The carpeting in the computer laboratory was badly worn and well past due for replacement. The ceiling tiles in the Band Room were badly warped due to past exposure to high humidity levels. The Boiler Room was in very poor condition due to long exposure to moisture and neglect. Poor landscaping issues needed to be addressed. The roof area was littered with trash, debris, and old HVAC parts and water was pooling on roof areas due to clogged roof drains or missing drain covers. A flood prevention plan must be developed and implemented since the gymnasium has been flooded several times in recent years. This site has significant energy savings potential that should be explored. This site did not meet the Americans with Disabilities Act (ADA) guidelines for accessibility.

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

- Sidewalks were not adequate with curb cuts and correct slopes.
- The science facilities were not located with easy access to outdoor activities or isolated to keep odors from the remainder of the facility and lacked some of the equipment specified.
- The food service area lacked some of the equipment specified.
- The health services area lacked a curtained or a small room with cots.

### **FOLLOW-UP REVIEW**

**Many of the housekeeping items had been addressed. Shiny floors and newly painted walls quickly captured the attention of visitors. The building was clean throughout. The county maintenance department changed the heating, ventilation, and air conditioning (HVAC) filters and cleaned the trash off the roof. Cots were provided for the health service unit and located in a room nearby. Most of the other areas cited were improved.**

### **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.**

While the principal was fluent in the data disaggregation process, the staff's knowledge was lacking. The Team could not verify that the student data were being used to its greatest potential. This, in addition to the lack of a variety of instructional strategies, must be considered a high priority for the principal and staff.

### **FOLLOW-UP REVIEW**

**The principal and staff actively addressed areas of concern and substantial improvements had been made in classroom instruction. Teachers were knowledgeable in using student data for instructional decision-making. The school was designated a Success school this year and expects to continue this designation next year.**

### **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.**