



EDUCATION PERFORMANCE AUDIT REPORT

FOR

GILBERT MIDDLE SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gilbert Middle School in Mingo County was conducted March 21, 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 |
| Todd A. Browning | Middle School Principal | Bluefield Middle School Mercer County |
| Jodie L. Hypes | Primary School Principal | Dunbar Primary School Kanawha 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

407 GILBERT MIDDLE SCHOOL

Daniel Dean, Principal

Grades 06-08, Enrollment 226 (2nd month 2011-2012 enrollment report)

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Gilbert Middle School was exempt from NCLB as this was a new school.

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

1. Text Complexity in Teaching English/Language Arts.
2. Next Generation Standards.
3. West Virginia Growth Model.
4. WESTEST2 Student Analysis.
5. Teaching with Poverty in Mind.
6. Introduction to Support for Personalized Learning.
7. Co-Teaching to Raise Achievement.
8. Drop Out Prevention Early Warning.
9. ACT Explore Training.
10. Read 180 Implementation.
11. Best Practices in Physical Education.
12. Common Core Essentials.
13. Think Through Math.
14. Arts and Bots: A STEM Project.
15. Comprehension Developmental Guidance and Counseling.
16. Student Assistance Team Training.
17. Generating Math Talk.
18. WESTEST2 Writing Assessment.
19. Individualized Education Plan Training.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

The Education Performance finding of noncompliance (6.1.12 Multicultural activities) presented in the February 2005 report had been corrected.

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)**

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.

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.

- 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 using student performance data to identify and assist students who are 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.

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.

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.

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.

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.