



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BROOKVIEW ELEMENTARY SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**FEBRUARY 2008**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Brookview Elementary School in Boone County was conducted on January 15, 2008. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Gus Nelson, Coordinator, Office of Healthy Schools

West Virginia Department of Education Technology – Mark Moore, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Jason Browning	Middle School Assistant Principal	Chapmanville Middle Logan County
John Coe	Director of Attendance and Accreditation	Wood County
Christie Willis	Elementary School Assistant Principal	Jefferson Elementary Wood County

### SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

#### 06 BOONE COUNTY

Steve Pauley, Superintendent

#### 220 BROOKVIEW ELEMENTARY SCHOOL – Needs Improvement

Karen Vickers, Principal

Grades K – O5

Enrollment 574 (2<sup>nd</sup> month enrollment report)

#### WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	253	267	266	99.62	67.85	Yes	Confidence Interval	✓
White	249	263	262	99.61	68.14	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	128	140	139	99.28	52.75	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	50	55	54	98.18	42.85	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	253	267	266	99.62	80.55	Yes	Yes	✓
White	249	263	262	99.61	80.24	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	128	140	139	99.28	68.50	Yes	Confidence Interval	✓
Spec. Ed.	50	55	54	98.18	42.85	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 99.3%**

## Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	68	63	67	62	98.53	6.45	27.42	48.39	16.13	1.61	66.13
04	114	108	114	108	100.00	6.48	30.56	41.67	17.59	3.70	62.96
05	85	82	85	82	100.00	1.22	23.17	46.34	26.83	2.44	75.61

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	68	63	67	62	98.53	6.45	11.29	56.45	25.81	0.00	82.26
04	114	108	114	108	100.00	4.63	15.74	48.15	25.93	5.56	79.63
05	85	82	85	82	100.00	3.66	15.85	40.24	36.59	3.66	80.49

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
BOONE COUNTY	349	3	53	13	23	7	1	69	31
BROOKVIEW ELEMENTARY	104	4	45	14	28	7	2	63	37

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

**Brookview Elementary School failed to achieve adequately yearly progress (AYP) for the special education (SE) subgroup in mathematics and reading/language arts. Also, the school achieved AYP in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and the SES subgroup in reading/language arts only by application of the confidence interval and/or averaging. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.**

**Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in mathematics: Grade 3 – 33.87 percent; Grade 4 – 37.04 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.**

**Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 69 percent for Boone County and 63 percent for Brookview Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.**

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

1. Math Investigations.
2. Data Disaggregation.
3. DIBELS.
4. K-03 Reading Model.
5. 21<sup>st</sup> Century Instruction.
6. Teach 21 Website.
7. Assessment for Learning.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that

achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Brookview Elementary School performed within the point range (886-761) for full accreditation status.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 5.1.3. **Attendance rate.** The principal initiated a reward program for student attendance. Each classroom that had perfect attendance received one letter each day until the word "PERFECT ATTENDANCE" was spelled. When the word was written, the class was rewarded and started earning letters again.
- 7.1.3. **Learning environment.** The school was a clean facility with a friendly staff and mannerly students and the overall facilities were in good condition.
- 7.5.1. **Parents and the community are provided information.** The administration communicated with parents through monthly newsletters. The teachers communicated weekly with parents in writing and fostered an atmosphere where parents felt welcome at the school.
- 7.5.4. **Physical Assessment.** The Team commended the Grade 5 Pedometer Walking Program. The school purchased pedometers through a fund raiser and students tracked their number of steps taken. These steps were converted into miles and progress was tracked on a United States map. At the date of the Education Performance Audit, the students logged enough miles to have traveled from the East coast of the United States to the West coast and half way back.



## HIGH QUALITY STANDARDS

### 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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Students were not actively engaged in learning activities in one classroom. Students were passing notes during class and not redirected by the teacher. The Team observed students leaving the classroom without permission.

A teacher in another classroom graded papers instead of monitoring students while students were in the library. Parent volunteers checked books in and out for the students. A student went out in the hallway without supervision for a period of approximately five minutes.

The Team observed four issues of concern in another classroom.

1. There was no daily uninterrupted reading block five days a week. Reading was taught two days a week.
2. Written plans were not available for three students in the class. The Team only observed plans for one student.
3. One student was “building a house” on the computer during class. The teacher stated that the student was in the classroom an hour for behavior management. The lesson plans did not incorporate behavior plans for the students.
4. Lesson plan review and teacher interviews did not show evidence of consistency in mathematics instruction. A different mathematics concept was taught each day (e.g., Monday – Number Operations; Tuesday – Algebra; Wednesday – Geometry; Thursday – Measurement). This pattern was weekly. Delivery of mathematical concepts must be consistent and sequential and follow the West Virginia content standards and objectives (CSOs).

**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)**

Several teachers used round robin reading during instruction as the only form of instruction.

**7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The Team did not observe technology being used the day of the Education Performance Audit. The available technology in the school was antiquated and unused.

There was an old style overhead projector in the room that was plugged in; the modern data projector was not. The laptops in the library were from the Teacher Leadership Institute. They were out of their cases, which indicates that they were recently used but they were not secured.

The school did not have a computer laboratory. The most current computers in the classrooms were Windows 98. The only computers turned on during the day were two Windows 95 computers in the library. These two computers had a website displayed so they appeared to be functional. During teacher interviews, it was reported that approximately one third of the computers did not function.

A Technology Plan was not available for the Team to review and technology professional development was little or nonexistent.

A neumonic IPM wall was mounted in the library, but the Team did not observe it to be used. The Team also observed a modern data projector in the library; however, it was zipped up in a case. The older model overhead projector was plugged in and looked more ready for use than the new one.

Whiteboard training was offered once, but not everyone attended.

The county utilized the older version of Compass and had not yet upgraded to Compass Learning Odyssey.

Teachers reported having trouble with Success Net, but they think it was because of the older operating system of Windows 98.

**7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

Evidence did not exist to support multicultural activities at all programmatic levels. Multicultural activities were described only as "Martin Luther King Day." This does not satisfy the requirements of West Virginia Board of Education Policy 2421.

## 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)

Nine teachers' lesson plans lacked evidence of procedures and materials. Principal feedback failed to provide comments that would improve the lesson plans.

## 7.5. Administrative Practices and School-Community Relations

- 7.5.2. Codes of conduct.** The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

An aide asked a child in one classroom if he had his medication in the classroom in front of the teachers and other children. The aide was not assigned to the child. This violated the employee code of conduct and confidentiality of student information.

- 7.5.3. Statewide assessment.** Test security measures are in place for the WESTEST. All students in the school participate in the statewide assessment program that includes state content assessments on the WESTEST or West Virginia Alternate Performance Task Assessment (APTA) at grades 3-8 and 10 and the Writing Assessment at grades 4, 7, and 10. Students with disabilities who have an IEP or a Section 504 Plan may be assessed on the state content assessments under one of the following conditions: standard conditions, standard conditions with accommodations, or non-standard conditions with modifications. Students unable to participate in the standardized assessment under these conditions and who meet the alternate assessment criteria will participate in the West Virginia Alternate Performance Task Assessment (APTA). Education Performance Audit teams will verify the eligibility of any student tested under standard conditions, standard conditions with accommodations, alternate assessment, or medical emergency student exemptions. Students who are continuously enrolled in the public school from the fifth instructional day of school to the spring assessment administration will be considered in the accountability system. (Policy 2340; Policy 2419; Policy 2510)

The principal was unable to articulate the WESTEST security procedures and was unable to direct the Team to anyone who could explain the procedures.

## 7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

The first observations for two teachers were completed after November 1, 2007.

## 7.8. Leadership

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

While this is the first year at this school for the principal and the Team noted four commendable standards, nine standards were noted as deficient. The low school/student WESTEST percent proficient as well as the number and type of deficiencies indicated that the county needed to assist to develop principal leadership.

## RECOMMENDATIONS

- 7.1.3. Learning environment.** The teacher of the students identified as gifted did not have a scheduled classroom to teach class. During instruction, students entered the room for another class and the gifted students and teacher had to move to the library. When the Team looked for the teacher of gifted education, students were in the teacher's office unattended. The students did not know where the teacher was at the time. The teacher is an itinerant teacher. The Team recommended that a schedule be created for the teacher and students to know where class will be taught for each meeting time.

Evidence of a safety and security plan was not available. The Team interviewed the principal and asked for the security plan. The principal was unable to provide a written school safety plan. The Team recommended that the staff create or refine a safety and security plan and train the staff and students on the plan's procedures and practices.

- 7.7.1. School rules, procedures, and expectations.** Student discipline was inconsistent buildingwide. The Team recommended that the principal post schoolwide rules in classrooms, insert schoolwide rules in the student handbook, and periodically review rules/expectations with students and staff.

## 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 Brookview Elementary School in providing a thorough and efficient system of education. Boone 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 Boone 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.**

A more extensive array of curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Boone County curriculum staff and the principal are strongly urged to ensure that all classrooms are concentrated on curriculum delivery that is effective and efficient.

Technology use must increase at the school. Means must be investigated to acquire up-to-date technology and staff development must be provided with staff involvement to increase staff knowledge in the implementation of 21<sup>st</sup> Century skills. All staff must be strongly encouraged to incorporate technology into their curriculum.

### 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 Brookview Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.2. High expectations.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
7.1.12. Multicultural activities.	West Virginia Department of Education Office of ESL/International Schools (304) 558-2691
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Office of Title II - School and School System Improvement (304) 558-3199
7.5.2. Codes of conduct.	West Virginia Department of Education Office of Legal Services (304) 558-3667  West Virginia Department of Education Office of Healthy Schools (304) 558-8830
7.5.3. Statewide assessment.	West Virginia Department of Education Office of Assessment/Accountability (304) 558-2546

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-2702
7.8.1. Leadership	West Virginia Department of Education Office of Professional Development (304) 558-0539

**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.**

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process and ensuring that all teachers employ a variety of instructional strategies. Although most teachers exhibited high expectations for all students, the principal must continue to monitor classes and lesson plans to verify that each student is challenged with a strong curriculum during the entire instructional day.

## 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*)

**According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.**

- 19.1.5. Library/media and technology center.** Newspapers, pamphlets, recordings, and space for technology were not available.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have acoustical treatment.
- 19.1.14. Food service.** The food service area did not have a chalkboard and/or bulletin board.
- 19.1.15. Health service units.** The health service unit did not have curtained or small rooms with cots or a refrigerator with locked storage.



### **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.

**Given the achievement levels of students in the special education (SE) subgroup, Brookview Elementary School and Boone County must implement West Virginia's required curriculum and the instruction that will improve achievement. Furthermore, the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups met proficiency by use of the confidence interval and/or averaging in mathematics and/or reading/language arts. Boone County must actively pursue assistance from RESA III, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
06-220 Brookview Elementary	Full Accreditation	7.1.2; 7.1.5; 7.1.7; 7.1.12; 7.2.3; 7.5.2; 7.5.3; 7.6.3; 7.8.1		

**Education Performance Audit Summary**

The Team identified nine high quality standards – necessary to improve performance and progress. The Team presented two areas of commendation, two recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Brookview Elementary School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Brookview Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.