



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
BROOKVIEW ELEMENTARY SCHOOL
BOONE COUNTY SCHOOL SYSTEM
SEPTEMBER 2010**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Brookview Elementary School in Boone County was conducted January 15, 2008.

A Follow-up Education Performance Audit of Brookview Elementary School in Boone County was conducted May 13, 2010. The purpose of the follow-up 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.”

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 – 05

Enrollment 566 (2nd month 2006-2007 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
Mathematics								
All	253	267	266	99.62	67.85	Yes	Confidence Interval	✓
White	249	263	262	99.61	68.14	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	253	267	266	99.62	80.55	Yes	Yes	✓
White	249	263	262	99.61	80.24	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
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%

06 BOONE COUNTY
Steve Pauley, Superintendent
220 BROOKVIEW ELEMENTARY SCHOOL – Passed,
Karen Vickers, Principal
Grades K – 05
Enrollment 574 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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
Mathematics								
All	249	269	269	100.00	73.49	Yes	Yes	✓
White	246	266	266	100.00	73.57	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	125	139	139	100.00	64.00	Yes	Confidence Interval	✓
Spec. Ed.	49	51	51	100.00	53.06	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	249	269	269	100.00	81.12	Yes	Yes	✓
White	246	266	266	100.00	81.30	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	125	139	139	100.00	68.00	Yes	Confidence Interval	✓
Spec. Ed.	49	51	51	100.00	44.89	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.2%

06 BOONE COUNTY
Steve Pauley, Superintendent
220 BROOKVIEW ELEMENTARY SCHOOL – Needs Improvement
Karen Vickers, Principal
Grades K – 05
Enrollment 552 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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
Mathematics								
All	227	248	248	100.00	64.31	Yes	Yes	✓
White	225	246	246	100.00	64.44	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	118	137	137	100.00	52.54	Yes	Confidence Interval	✓
Spec. Ed.	51	53	53	100.00	49.01	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	227	248	248	100.00	63.87	Yes	Yes	✓
White	225	246	246	100.00	63.55	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	118	137	137	100.00	52.54	Yes	Confidence Interval	✓
Spec. Ed.	51	53	53	100.00	37.25	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.7%**

06 BOONE COUNTY
Steve Pauley, Superintendent
220 BROOKVIEW ELEMENTARY SCHOOL – Passed
Karen Vickers, Principal
Grades K – 05
Enrollment 560 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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
Mathematics								
All	255	270	270	100.00	41.96	Yes	Yes	✓
White	252	267	267	100.00	41.66	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	41	44	44	100.00	34.14	NA	NA	NA
Low SES	131	143	143	100.00	32.06	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	255	270	270	100.00	37.25	Yes	Yes	✓
White	252	267	267	100.00	36.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	41	44	44	100.00	29.26	NA	NA	NA
Low SES	131	143	143	100.00	29.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.8%

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. 21st Century Instruction.
6. Teach 21 Website.
8. 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.

FOLLOW-UP REVIEW

Brookview Elementary School achieved adequate yearly progress (AYP) on the 2010 WESTEST2.

The following activities/trainings had been implemented at the school to improve student achievement as reported by the principal.

- 1. The special education students had been placed in the general education classrooms with the special education teacher and the classroom teacher co-teaching.**
- 2. A period of time was provided each Friday for special education and general education teachers to consult and plan lessons.**
- 3. The school received a Respect and Protect grant and initiated the program this school year (2009-2010) with full implementation (2010-2011).**
- 4. The principal used classroom walkthroughs and reviewed lesson plan weekly to monitor instruction.**
- 5. Boone County provided instructional coaches in reading and mathematics who regularly met with teachers to review progress and help plan instructional interventions.**
- 6. The Response to Intervention (RTI) program had been implemented through Tier 3.**
- 7. The Walk to Intervention strategy had been implemented.**
- 8. A Technology Intervention Specialist (TIS) was employed to assist teachers in using technology in instruction.**
- 9. Teachers were provided the following training and equipment.**
 - Instruction in using technology to enhance instruction.**
 - A technology presentation station had been provided all teachers.**
 - Professional development on Differentiated Instruction by Carol Ann Tomlinson.**
 - Additional training in using Acuity and DIBELS to guide instruction.**
 - Team Building.**
 - Standards-Based Mathematics.**
 - Teaching for "Depth of Knowledge."**
 - Microsoft Works.**

EDUCATION PERFORMANCE AUDIT

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).

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed classroom schedules and lesson plans and observed classrooms and found that reading was scheduled to be taught daily in a 90 minute uninterrupted block of time. The staff had prepared an electronic lesson plan template which organized lesson planning to ensure that plans included all students and that the West

Virginia 21st Century content standards and objectives (CSOs) were the building blocks for lesson plans. The staff had been trained in Standards-Based Mathematics (SBM) and SBM provided consistency in mathematics instruction.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Interviews with teachers, observations in classrooms, and review of lesson plans provided evidence that very little, if any, round robin reading was used as an instructional strategy during instruction. The Team observed students working in groups and teachers using varied instructional strategies.

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 indicated 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.

FOLLOW-UP REVIEW

COMPLIANCE. A full time Technology Integration Specialist (TIS) worked with the instructional staff on integrating technology into lessons. The 25-station computer laboratory and all computers in the building had an operating system of Windows XP or newer. A new mobile computer laboratory was provided and overhead projectors were replaced with Elmos. The Compass program had been upgraded to Compass Learning Odyssey and teachers reported that this was a much better program. The school Technology Plan was available for review. The Team observed teachers using technology in their instruction. Training in using technology was an on-going process with the TIS.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the school's Multicultural Plan which contained activities based on a different theme each month. Interviews with teachers confirmed the plan was in place and multicultural activities were being provided. The faculty was planning a schoolwide multicultural activity in June 2010 and each class selected a country and its culture and prepared presentations and displays which will be provided for all the other classes. The school was also implementing the Respect and Protect program.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff examined various lesson plan formats and adopted an electronic format which contained the essential parts of a high quality lesson plan that included a section for procedures and materials needed. The Team reviewed lesson plans and the principal's comments and interviewed teachers to confirm that the principal regularly reviewed and provided feedback on lesson plans. The system was working well and teachers made positive comments about the principal's reviews.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reviewed the Employee Code of Conduct and the requirements for confidentiality of student information with the staff.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited the school the week prior to the administration of the 2010 WESTEST2 and reviewed the security procedures with the principal and teachers. The principal and teachers were knowledgeable of the security requirements.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed teacher evaluations for the 2009-2010 school year and found all West Virginia Board of Education and Boone County evaluation policy requirements had been followed.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The principal attended the Model School Conference in Orlando, Florida and the 21st Century Leadership Conference offered by the West Virginia Center for Professional Development. The county held a Leadership Development program which the principal also attended. Staff members interviewed concerning school leadership provided many positive comments on how the school was being administered. The deficiencies shown in the audit had been addressed in a systematic way

and had been corrected through collaborative efforts between the principal and staff. Improving student performance and achievement was an on-going process and the principal provided leadership for improvement.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The teacher identified gifted students and had a classroom where classes for students identified as gifted were held. The school had a written safety and security plan.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school staff had adopted the Respect and Protect program and the program was being implemented schoolwide. Schoolwide rules were posted in hallways and classrooms and enforced by all staff members.

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 21st Century skills. All staff must be strongly encouraged to incorporate technology into their curriculum.

FOLLOW-UP CONCLUSION

The staff had been provided additional professional development on effective and varied instructional strategies and on Differentiated Instruction. The principal monitored instruction through classroom walkthroughs and lesson plan reviews to ensure the curriculum was being delivered effectively.

The school had been provided new technology and a Technology Integration Specialist (TIS) was employed to assist teachers in effectively using technology in instruction. The Team observed technology being used in instruction throughout the school.

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.

- 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.

FOLLOW-UP CONCLUSION

Boone County and Brookview Elementary School staff had worked hard to improve the teaching and learning process. The teaching staff had been given professional development trainings on applying varied instructional strategies in their lesson plans and classroom instruction and on how to use technology to enhance student learning. The principal monitored the implementation of varied instructional strategies and the use of the new technologies through classroom walkthroughs and weekly lesson plan reviews.

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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

19.1.10. A new building addition provided classrooms for art and music. The new facility did not include a ceramic kiln for art.

19.1.14. A bulletin board was available in the food service area.

19.1.15. A space was provided for the health service unit that contained a cot and storage. The health service unit did not have a refrigerated 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.

FOLLOW-UP TEAM SUMMARY

Brookview Elementary School received support from Boone County, RESA 3, the West Virginia Department of Education, and the West Virginia Center for Professional Development in addressing student achievement and staff training. Special education students had been included in general education classrooms with support from the special education staff. Time was provided for general education and special education teachers to plan together. Acuity and DIBELS benchmarking results were being used by teachers to plan instruction that addressed student needs. Classroom instruction had improved through the more efficient use of technology. WESTEST2 results still showed a need for improvement especially in the economically disadvantaged (SES) and special education (SE) subgroups.

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			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Brookview Elementary School.