

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEECH BOTTOM PRIMARY SCHOOL

BROOKE COUNTY SCHOOL SYSTEM

MAY 2007

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	5
Education Performance Audit.....	6
High Quality Standards.....	6
Indicators of Efficiency.....	8
Building Capacity to Correct Deficiencies.....	9
Identification of Resource Needs	10
Early Detection and Intervention	11
School Accreditation Status	12

INTRODUCTION

An announced Education Performance Audit of Beech Bottom Primary School in Brooke County was conducted on March 20, 2007. 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 – Sterling Beane, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Robert Gorrell	Elementary School Principal	Nutter Fort Primary Harrison County
Frank Marino	Elementary School Principal	Harden Elementary Harrison County

SCHOOL PERFORMANCE

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

10 BROOKE COUNTY

Mary K. Hervey DeGarmo, Superintendent

201 BEECH BOTTOM PRIMARY SCHOOL – Passed

Richard Whitehead, Principal

Grades K - 04

Enrollment 97 (2nd month enrollment report)

WESTEST 2005-2006

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	40	41	41	100.00	60.00	Yes	Averaging	✓
White	40	41	41	100.00	60.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	27	27	100.00	50.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	40	41	41	100.00	75.00	Yes	Yes	✓
White	40	41	41	100.00	75.00	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	26	27	27	100.00	61.53	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 100.0%

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	22	21	22	21	100.00	19.05	47.62	23.81	9.52	0.00	33.33
04	19	19	19	19	100.00	0.00	10.53	63.16	26.32	0.00	89.47

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	22	21	22	21	100.00	0.00	33.33	38.10	23.81	4.76	66.67
04	19	19	19	19	100.00	5.26	10.53	52.63	31.58	0.00	84.21

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

Other Relevant Performance Data

2005-2006 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	19,398	6	20	49	20	4	1	75	25
BROOKE COUNTY	258	6	21	55	13	3	0	83	17
BEECH BOTTOM PRIMARY	19	0	21	58	16	5	0	79	21

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

The all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups, with the number (N) less than 50, scored below the State's percent proficient in mathematics. Furthermore, a significant achievement disparity existed between the SES subgroup and that of the AS and W subgroups. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 3 – 66.67 percent in mathematics and 33.33 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were available.

1. Positive Behavior Support.
2. Autism Training.
3. Special Education Forum.
4. Health Issues for the Classroom Teacher.
5. Jefferson Primary Mathematics Retreat.
6. Discovery Health Training.
7. Holes in the Hills.
8. Writing Roundup.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

6.2. Student and School Performance

- 6.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The Team could not verify that the guidance counselor was spending at least 75 percent of the work day in working with students. A counselor's log was not available for review and the principal could not discuss the direct student counseling activities or the time the counselor spent counseling students. Teachers interviewed were also unable to explain incidents of counseling activities.

6.4. Regulatory Agency Reviews

- 6.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

Five citations by the West Virginia State Fire Marshal had not been corrected from the 11/02/06 inspection. These included: Add sprinkler head to 1st floor near Room 104; add sprinkler head to freezer that is being used as storage; improper sprinkler coverage on 2nd floor near computer laboratory; wire water heater correctly; and extension cords are not permitted.

Two citations by the West Virginia Department of Agriculture Donated Foods program had not been corrected from the 10/31/05 audit. These included: Kitchen ceiling has peeling/flaking paint and lights nonfunctional in upright cooler.

6.6. Personnel

- 6.6.3. 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 principal had not conducted the required number of observations for each teacher evaluation. Sign-in sheets were not available for persons to access teacher evaluations.

RECOMMENDATIONS

- 6.1.12. Multicultural activities.** Several multicultural activities were occurring; however, teachers were not aware of a Multicultural Plan. The Team recommended that teachers be given a copy of the county Multicultural Plan and provided staff development on its implementation.
- 6.2.3. Lesson plans and principal feedback.** One teacher had “Snow Day” written in the lesson plans with no other plans for the day. This indicated that the lesson plans were not developed in advance as required by West Virginia Board of Education Policy 2510. The Team recommended that the principal review the lesson plans carefully for advanced planning rather than the plan serving as a journal.

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 Beech Bottom Primary School in providing a thorough and efficient system of education. Brooke 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 Brooke County or the accreditation status of the schools.

7.1.1. 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.

Beech Bottom Primary School has traditionally had high scores on the WESTEST in all areas. The Team conducted interviews and observations to identify the reason for the drastically low scores for Grade 3 in mathematics and reading/language arts for the 2005-2006 school year. A new teacher who had spent many years at the high school level came to Beech Bottom Primary for one year and was in the Grade 3 position for the 2005-2006 school year. The teacher transferred to another position in the county for the 2006-2007 school year. Team observations and interviews indicated that high quality instruction was occurring in Grade 3 at this time and the Team believed that WESTEST Grade 3 percent proficient will increase during the 2007 Statewide Assessment.

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 Beech Bottom Primary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.2.2. Counseling services.	West Virginia Department of Education Office of Planning, Evaluation, Special Programs and Support Services (304) 558-2348
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
6.6.3. Evaluation.	West Virginia Department of Education Office of Human Resources (304) 558-3401

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Beech Bottom Primary School and Brooke County have the capacity to correct the identified deficiencies.

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.

17.1. 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 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.

- 17.1.1. School location.** The site was not five acres and was not large enough for future expansion.
- 17.1.3. Teachers' workroom.** Communication technology was not provided.
- 17.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have folding chairs, music stands, a podium, or acoustical treatment. The physical education facilities did not have a shower, forced ventilation, or a display case.
- 17.1.14. Food service.** A locker/dressing room and toilet were not available.
- 17.1.15. Health service units.** A health service unit of adequate size was not available. Curtained or small rooms with cots, a bulletin board, and a work counter were not available.

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.

None identified.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
10-201 Beech Bottom Primary	Full Accreditation	6.2.2; 6.4.1; 6.6.3		

Education Performance Audit Summary

The Team identified three high quality standards necessary to improve performance and progress and presented two recommendations.

Beech Bottom Primary 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 Beech Bottom Primary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.