



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BEALE ELEMENTARY SCHOOL**

**MASON COUNTY SCHOOL SYSTEM**

**FEBRUARY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## INTRODUCTION

An announced Education Performance Audit of Beale Elementary School in Mason County was conducted October 28, 2010.

A Follow-up Education Performance Audit of Beale Elementary School was conducted December 6, 2011. 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.”

## SCHOOL PERFORMANCE

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

### 49 MASON COUNTY

Dr. William Capehart, Superintendent

### 201 BEALE ELEMENTARY SCHOOL – Needs Improvement

Patricia Brumfield, Principal

Grades PK - 06

Enrollment 304 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	145	153	153	100.00	51.03	Yes	Confidence Interval	✓
White	145	153	153	100.00	51.03	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	34	37	37	100.00	20.58	NA	NA	NA
Low SES	104	112	112	100.00	43.26	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	145	153	153	100.00	55.86	Yes	Yes	✓
White	145	153	153	100.00	55.86	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	34	37	37	100.00	23.52	NA	NA	NA
Low SES	104	112	112	100.00	47.11	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.7%**

**49 MASON COUNTY**  
Suzanne Dickens, Superintendent  
**201 BEALE ELEMENTARY SCHOOL – Passed**  
Patricia Brumfield, Principal  
Grades PK - 06  
Enrollment 296 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	145	161	161	100.00	35.17	Yes	Confidence Interval	✓
White	145	160	160	100.00	35.17	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	27	32	32	100.00	14.81	NA	NA	NA
Low SES	109	124	124	100.00	30.27	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	145	161	161	100.00	33.79	Yes	Yes	✓
White	145	160	160	100.00	33.79	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	27	32	32	100.00	3.70	NA	NA	NA
Low SES	109	124	124	100.00	25.68	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 96.5%**

**49 MASON COUNTY**  
Suzanne Dickens, Superintendent  
**201 BEALE ELEMENTARY SCHOOL – Needs Improvement**  
Patricia Brumfield, Principal  
Grades PK - 06  
Enrollment 286 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

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	144	157	157	100.00	35.41	Yes	No	X
White	144	157	157	100.00	35.41	Yes	No	X
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	27	27	100.00	18.18	NA	NA	NA
Low SES	105	114	114	100.00	30.47	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	144	157	157	100.00	43.05	Yes	Confidence Interval	✓
White	144	157	157	100.00	43.05	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	22	27	27	100.00	13.63	NA	NA	NA
Low SES	105	114	114	100.00	32.38	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.3%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

Beale Elementary School achieved adequately yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics, and in the economically disadvantaged (SES) subgroup in both mathematics and reading/language arts only by application of the confidence interval. The special education (SE) subgroup percent proficient was very low (3.70 percent) in reading/language arts. 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 indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 66.67 percent in mathematics and 69.23 percent in reading; Grade 4 – 50.00 percent in mathematics and 67.65 percent in reading; Grade 5 – 82.5 percent in mathematics and 75.00 percent in reading; Grade 6 – 56.25 percent in mathematics and 50.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. Grade 5 mathematics scores in particular need to be analyzed to determine causes for the low performance.

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

1. Depth of Knowledge.
2. Math Webinar.
3. Formative Assessment, Parts 1 and 2.
4. Writing Roadmap.
5. Acuity.
6. TechSteps.
7. Odyssey.
8. On-Line Writing Assessment.
9. Standards Based Mathematics.
10. Parent Involvement.
11. DIBELS.
12. Best Practices in Mathematics.
13. Standards Based Mathematics Job Embedded.

### FOLLOW-UP REVIEW

**MET STANDARD.** While the percent of students proficient increased overall at Beale Elementary School from the 2009-2010 school year to the 2010-2011 school year, the school failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics, and the SES subgroup in reading/language

arts. The principal was strongly urged to continue to investigate and implement high quality, research based staff development to increase student achievement.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

**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)**

Revisions to the school's Technology Plan were needed. The principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

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

**COMPLIANCE.** The school's Technology Plan was approved.

**7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Kindergarten and Grade 1 teachers reported that their classes did not have sufficient instructional materials and workbooks for mathematics. They reportedly duplicated the workbooks without authorization which is a potential copyright infringement.

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

**COMPLIANCE.** All classes have sufficient classroom materials.

**7.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Two classes did not provide the minimum required 315 instructional minutes. One Kindergarten class had 275 instructional minutes and one Grade 1 class had 305 instructional minutes. This is a significant amount of lost instructional time (35 minutes daily for Kindergarten and 10 minutes daily for Grade 1) daily and throughout the school year.

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

**COMPLIANCE.** All classes had at least the minimum number of required instructional minutes.

#### **RECOMMENDATIONS**

**7.1.4. Instruction.** Staff reported that the Mason County Central Office directed the school to use the mathematics series as the only instructional resources for teaching mathematics. This limited the other materials that the teachers used in teaching mathematics. The Team recommended that the principal contact the central office to check if this practice is a county office directive and could be altered to allow the staff to utilize additional appropriate materials in delivering the mathematics curriculum.

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

**RECOMMENDATION FOLLOWED.** Teachers and the principal stated that teachers were given the latitude to choose the materials that would supplement the textbook and the curriculum.

**7.1.6. Instruction in writing.** While student writing was occurring buildingwide, little evidence existed that writing assignments were corrected and students were given corrective feedback. The Team recommended that all students be given feedback on their writing at least one time per week to ensure correct writing practices.

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

**RECOMMENDATION FOLLOWED.** The Team observed numerous examples of student writing with corrective feedback.



**7.1.7. Library/educational technology access and technology application.** A computer laboratory log was not available that showed computer use. The Team recommended that one be developed and used to indicate actual computer laboratory usage to ensure all classes have access to the computer laboratory.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** A thorough computer laboratory usage log was compiled and maintained to verify laboratory usage.

**7.2.2. Counseling services.** While the counselor exceeded the 75 percent direct student counseling, it was difficult to determine this as the counseling log was unclear. The Team verified the 75 percent direct student counseling through principal, counselor, teacher, and student interviews. The Team recommended that a clear and concise counseling log be maintained.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The counselor was using an electronic counseling log that was thorough and concise.

## **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 Beale Elementary School in providing a thorough and efficient system of education. Mason 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 Mason 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.**

Through teacher and administrative interviews it was evident that staff had conducted extensive data analysis and teachers were aware of the students' needs. The principal actively monitored classroom instruction and all students were on task and teachers provided high quality instruction. The Team believed that student achievement will improve if the current practices and programs continue.

### **FOLLOW-UP CONCLUSION**

**The principal and staff remained active in the delivery of curriculum and were aware of the needs of the student based on the WESTEST2 results. Staff development was being delivered to address the needs of the school and students.**

## **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 Beale 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.**

The Team believed that the school has the capacity to correct the deficiencies and improve student and school performance.

### **FOLLOW-UP CONCLUSION**

**All deficiencies had been corrected.**

## 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.

- 19.1.1. School location.** The school site was not five acres, plus one acre for each 100 students over 240 and was not located away from hazards and undesirable noise and traffic.
- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have two deep sinks, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have adequate storage or acoustical treatment. The physical education facility did not have provisions for two or more teaching stations, a display case, and a data projector or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** The science facilities were not of adequate size and did not have the following equipment and materials: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood,

demo table, laboratory workspace, fire extinguisher, blanket, emergency shower, main gas shut-off, and adequate storage.

**19.1.14. Food service.** A teachers' dining area of adequate size and locker/dressing room were not provided.

#### **FOLLOW-UP CONCLUSION**

All facility resource needs remained as previously identified.

### **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.**

Data must continue to drive instruction and all staff must be aware of the needs of all students and continue classroom curriculum to address these needs. The principal must remain vigilant to the school's improvement strategies.

#### **FOLLOW-UP TEAM SUMMARY**

**The percentage of students proficient in all areas increased, although very slightly in mathematics; however, the principal and staff must continue to implement high quality curriculum delivery to increase the percent proficient at a higher rate. The Team noted that the reading/language/arts percent proficient increased substantially.**

**SCHOOL ACCREDITATION STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
49-201 Beale 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 Beale Elementary School.