



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BEALE ELEMENTARY SCHOOL**

**MASON COUNTY SCHOOL SYSTEM**

**DECEMBER 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Beale Elementary School in Mason County was conducted October 28, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to conduct a performance audit in each school as part of a systemwide education performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – John Ford, Coordinator, Office of Title I

West Virginia Department of Education Team Leader and Technology – Karen Karr, Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Wesley S. Ezell	Elementary School Principal	Harrisville Elementary School Ritchie County
John L. Lyonett	Primary School Teacher	Lauretta B. Millsop Primary School Brooke County
Martina S. Mills	Retired Middle School Assistant Principal	Chapmanville Middle School Logan County

### 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%**

BEALE ELEMENTARY SCHOOL

**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	41	39	41	39	100.00	33.33	33.33	12.82	12.82	7.69	33.33
04	39	34	39	34	100.00	35.29	14.71	32.35	11.76	5.88	50.00
05	43	40	43	40	100.00	55.00	27.50	12.50	5.00	0.00	17.50
06	38	32	38	32	100.00	37.50	18.75	31.25	12.50	0.00	43.75

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	41	39	41	39	100.00	53.85	15.38	17.95	2.56	10.26	30.77
04	39	34	39	34	100.00	41.18	26.47	23.53	8.82	0.00	32.35
05	43	40	43	40	100.00	55.00	20.00	7.50	17.50	0.00	25.00
06	38	32	38	32	100.00	31.25	18.75	28.13	9.38	12.50	50.00

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

## 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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.5.1. Parents and the community are provided information.** The school had a "Support the Troops" program in Grades K - 06. Students wrote letters to troops each month and collected items for the troops, such as, compact discs (CDs), paper, cards, etc. The school's business partner shipped the items to the troops. The Team commended this mutual and long range relationship between the school and its business partner.
- 7.8.1. Leadership.** The principal was highly organized and prepared for the Education Performance Audit. Teachers were on task and knowledgeable of the school's and students' needs. The principal modeled professionalism and possessed the ability to guide the school in advancing student performance.

## 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.

- 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.



- 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.

## **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.
- 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.
- 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.
- 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.

## 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.

## 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.

## 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.

### **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.

## Education Performance Audit Summary

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

They include the following:

- 7.1.7. Library/educational technology access and technology application.
- 7.1.8. Instructional materials.
- 7.1.13. Instructional day.

The Team presented two commendations, four recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Beale Elementary School's Education Performance Audit concentrated on 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 initial report to guide Beale Elementary School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Beale Elementary School and Mason County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.