



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BACK CREEK VALLEY ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Back Creek Valley Elementary School in Berkeley County was conducted February 12, 2013.

A Follow-Up Education Performance Audit was conducted April 10, 2014. 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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair - Carroll Staats

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

201 BACK CREEK VALLEY ELEMENTARY SCHOOL

Cynthia Barber, Principal
Grades PK-02, Enrollment 142

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum active inquiry, hands-on, investigation, and experimentation in any of the classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – 21st Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, "Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills."

FOLLOW-UP REVIEW

COMPLIANCE. Staff reviewed the science curriculum and incorporated investigation and hands-on activities. The school purchased a series of books on science, such as, *Insects, Science and My Body, Spiders, Seeing Things, What Magnets Do*, etc. In addition, the county purchased materials for hands-on science instruction. Guest science professionals and science-related field trips were an integral part of the science program. Students maintained a science journal, and all classrooms displayed student work and science experiments in progress. Students received well planned, interesting, hands-on science instruction which met West Virginia Board of Education Policy 2520.3 requirements.

RECOMMENDATION

- 7.1.6. Instruction in writing.** A consistent standard for instruction in writing was not applied in the classrooms. Writing was not being done in art, music, or physical education classes. One Grade 2 teacher provided verification of student feedback on written assignments; however, none of the other teachers could show verification of written feedback. The Team recommended that a consistent standardized writing practice be put into place and that all teachers provide instruction in the writing process and provide students feedback on, a regular basis.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff developed writing rubrics for all three grade levels which all teachers used to provide student feedback. A member of the county curriculum department provided staff development and additional resources for teachers in delivering writing instruction. Staff prepared a course of study for Grades K-2 using the West Virginia Next Generation Standards as a guide. All teachers were teaching writing and student writing was displayed throughout the school.

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 Back Creek Valley Elementary School in providing a thorough and efficient system of education. Berkeley 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 Berkeley 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.

The staff of Back Creek Valley Elementary was knowledgeable of the students' needs and areas of deficiency. It was evident that curricular changes were made based on the data analysis conducted by the staff. High quality instruction was prevalent throughout the school.

FOLLOW-UP REVIEW

The staff continued to analyze student data and adjust instruction to address deficiencies in student learning. High quality instruction and student achievement were still prevalent 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 Back Creek Valley 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.**

Back Creek Valley Elementary School demonstrated the capacity to increase student achievement as evidenced by the STAR Early Literacy, Reading, and Mathematics program results. All staff must continue to strive to provide the high quality instruction that resulted in these increases. The school's Five-Year Strategic Plan was instrumental in guiding the school to influence student achievement.

FOLLOW-UP REVIEW

Student achievement shown on the STAR Early Literacy, Reading, and Mathematics assessment continued to increase. All staff members conscientiously provided high quality instruction.

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.** Online periodical indexes were not available.

FOLLOW-UP REVIEW

The school had *Scholastic News* online.

- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or music stands. The physical education facility did not have a ceiling height of 20-24 feet.

FOLLOW-UP REVIEW

No Change.

19.1.14. Food service. A teachers' dining area was not provided that was of adequate size.

FOLLOW-UP REVIEW

No Change.

19.1.15. Health service units. A health services unit of adequate size was not provided and there were no curtained or small rooms with cots.

FOLLOW-UP REVIEW

No Change.

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.

Back Creek Valley Elementary School was proactive in curriculum delivery in that teachers analyzed the data and made curricular and instructional changes based on the data. Staff development was provided to target weaknesses and strengthen the overall instruction.

FOLLOW-UP REVIEW

The Team observed the staff utilizing data analysis as the basis for decision making and instruction. Staff development in writing instruction and scoring led to an excellent writing program for students.

Education Performance Audit Recommendation

Based upon the results of the Final Education Performance Audit, it is recommended and a motion is requested to approve this report.