



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BACK CREEK VALLEY ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Back Creek Valley Elementary School in Berkeley County was conducted on March 26, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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 was limited in scope and concentrated on a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Sterling Beane, Jr., Coordinator,
Office of Instructional Technology

West Virginia Department of Education Team Leader – K. Lynn Boyer, Executive
Director, Office of Special Programs, Extended & Early Learning

TEAM MEMBERS

Name	Title	School/County
William E. Chapman	Elementary School Principal	Spencer Elementary School Roane County

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 K - 02

Enrollment 141 (2nd month 2007-2008 enrollment report)

2007-2008

INFORMAL MATH ASSESSMENT DATA

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten 45 students X 12 IMA skills = 540 total	1.29%	1.11%	53.7%	25.18%	18.7%
Grade 1 35 students X 19 IMA skills = 665 total	.30%	4.96%	69.17%	19.54%	6.01%
Grade 2 42 students X 15 IMA skills = 630	0%	1.58%	98.41%	0%	0%

INFORMAL READING ASSESSMENT DATA

Comprehension

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery	Novice	Novice
	Boys	Girls	Boys	Girls	Boys	Girls
Grade 2 45 students 24 boys 21 girls	100%	95.23%	0%	4.76%	0%	0%
Grade 1 37 students 17 boys 20 girls	100%	95%	0%	5%	0% 0%	0% 0%

2007-2008 FLUENCY

Gender Disaggregated Scores

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	Boys	Girls	Boys	Girls
Grade 2 45 students 24 boys 21 girls	83.33%	80.95%	16.66%	19.04%
Grade 1 37 students 17 boys 20 girls	82.35%	85%	17.64%	15%

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

1. STAR Early Literacy and STAR Reading.
2. Test Analysis – Informal Mathematics Assessment (IMA) and Informal Reading Assessment (IRA), and scores from Mountain Ridge Intermediate.
3. 21st Century Learning.
4. Math Investigations.
5. Wiimote training.
6. Interventions for Math Investigations.
7. TechSteps.
8. Five-Year Strategic Planning.
9. Marzano.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

7.1.3. Learning environment. The students reported a high level of confidence in their safety and security while at school and recounted the drills and procedures. It was evident that a high level of importance was placed on student security and comfort which added to the overall nurturing and positive school environment.

7.1.5. Instructional strategies. The Team commended the diversity and frequency of supplemental learning opportunities provided students. The Brad Martin Science and Math Club monthly events exemplified a high level of commitment to providing students' extension and enrichment activities. These programs were held after school for Grades 1 and 2 and approximately 40 students attended regularly.

Programs such as the Title I Backpack program, Title I Summer Packs, and the Seasonal Reading Challenges challenged students to read 1000 pages over the summer and 500 pages during Christmas and spring break. These programs highlighted a pervasive commitment to improving reading for all students.

7.1.7. Library/educational technology access and technology application. All classrooms had Windows XP computers. Students used them routinely for research, as well as for center activities. The Team commended the level of technology available and student use in the learning environment.

7.1.12. Multicultural activities. The school's multicultural activities indicated a commendable level of stakeholder creativity and involvement. The school's Multicultural Day event and other programs within the school illustrated an emphasis on understanding and respecting diverse cultures and involved full participation from all teachers and staff. The Team noted a wide variety of reading material in classrooms that highlighted diverse cultures.

7.8.1. Leadership. The Team commended the principal for professionalism and devotion to student education. The administrator was well-prepared, organized, and exhibited a true commitment for educational endeavors.

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.

None identified.

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.

- 19.1.7. K classrooms.** A sink and hot and cold water were not available in classrooms.
- 19.1.10. Specialized instructional areas.** Itinerant art and music teachers taught these specialized subjects in the regular classrooms. The classrooms were not equipped with the materials and equipment listed on the K-4 School Facilities Evaluation Checklist.
- 19.1.14. Food service.** A chalkboard and bulletin board were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was 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.

None identified.

Education Performance Audit Summary

The Team presented five commendations and the school met all standards. Under the leadership of the principal and the staff dedication, Back Creek Valley Elementary School may attain Exemplary Status in the future. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.