



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BACK CREEK VALLEY ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**APRIL 2013**

**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 February 12, 2013. 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.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Mark Moore, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

Name	Title	School/County
Leslie Wade Armentrout	Elementary School Principal	Moorefield Elementary School Hardy County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral 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 PK-02, Enrollment 142 (2<sup>nd</sup> month 2011-2012 enrollment report)

Early Literacy	Scaled Score June 2012					Scaled Score Description				
		300-487	488-674	675-774	775-900	300-487	Early Emergent			
<b>Kindergarten</b>										
Boys	20	0 (0%)	8 (40%)	7 (35%)	5 (25%)		488-674	Late Emergent		
Girls	18	0 (0%)	2 (11%)	7 (39%)	9 (50%)		675-774	Transitional		
<b>First</b>										
		300-487	488-674	675-774	775-900		775-900	Probable		
Boys	20	0 (0%)	0 (0%)	7 (35%)	13 (65%)					
Girls	22	0 (0%)	2 (9%)	0 (0%)	20 (91%)					
<b>Second</b>										
		300-487	488-674	675-774	775-900					
Boys	18	0 (0%)	0 (0%)	0 (0%)	18 (100%)					
Girls	25	0 (0%)	0 (0%)	0 (0%)	25 (100%)					

Reading	Instructional Reading Level 2012									
		PP	P	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	
<b>Kindergarten</b>										
Boys	3	2 (67%)	0 (0%)	1 (33%)						
Girls	6	5 (83%)	0 (0%)	0 (0%)	1 (17%)					
<b>First</b>										
		PP	P	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	
Boys	18	8 (44%)	1 (6%)	3 (17%)	4 (22%)	2 (11%)				
Girls	21	9 (43%)	1 (5%)	6 (29%)	3 (14%)	1 (5%)	1 (5%)			
<b>Second</b>										
		PP	P	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0-6.9	
Boys	19	0 (0%)	4 (21%)	0 (0%)	5 (26%)	6 (32%)	2 (11%)	2 (11%)		
Girls	27	0 (0%)	2 (7%)	4 (15%)	7 (26%)	9 (33%)	4 (15%)	1 (4%)		

Math	Grade Equivalent 2012									
		0.0-0.9	1.0-1.9	2.0-2.9	>3	>4	>5			
<b>Kindergarten</b>										
Boys	18	4 (22%)	8 (44%)	3 (17%)	3 (17%)					
Girls	16	2 (13%)	4 (25%)	10 (63%)						
<b>First</b>										
Boys	18	0 (0%)	1 (6%)	12 (67%)	4 (22%)	1 (6%)				
Girls	21	0 (0%)	0 (0%)	11 (52%)	9 (43%)	1 (5%)				
<b>Second</b>										
Boys	20	0 (0%)	1 (5%)	10 (50%)	9 (45%)					
Girls	26	0 (0%)	4 (15%)	14 (54%)	7 (27%)	1 (4%)				

### Data Analysis

1. **WESTEST2 Analysis** – The school analyzed (2012) WESTEST2 results of Grade 3 Mountain Ridge Intermediate students who had attended Back Creek Valley in Grade 2.

Girls: 35 percent mastery or above in mathematics.  
 45 percent mastery or above in reading/language arts.  
 35 percent mastery or above in science.  
 30 percent mastery or above in social studies.

Boys: 45 percent mastery or above in mathematics.  
 50 percent mastery or above in reading/language arts.  
 50 percent mastery or above in science.  
 18 percent mastery or above in social studies.

#### Mathematics

Of the 10 girls at partial mastery, 4 needed between 1 and 9 points for mastery.  
 Of the 10 boys at partial mastery, 6 needed between 1 and 12 points for mastery.

#### Reading/language arts

Of the 6 girls at partial mastery, 2 needed 4 points for mastery.  
 Of the 3 boys at partial mastery, 2 needed 8 points and 1 needed 18 points.

### 2. STAR reports from Back Creek Valley

**Early Literacy** – May 2, 2012, results.

Kindergarten Boys. 8 emergent, 7 transitional, 5 probable readers  
 Kindergarten Girls. 2 emergent, 7 transitional, 9 probable readers

Grade 1 Boys. 7 transitional, 13 probable readers.  
 Grade 1 Girls. 2 emergent, 20 probable readers.

**Reading** – May 2, 2012, results.

Grade 1 Boys.	15 of 20 increased scaled score; 6 scored at or above 2.0 IRL.
Grade 1 Girls.	18 of 24 increased scaled score; 5 scored at or above 2.0 IRL.
Grade 2 Boys.	19 of 20 increased scaled scores; 10 scored at or above 3.0 IRL.
Grade 2 Girls.	26 of 27 increased scaled scores; 14 scored at or above 3.0 IRL.

**Math** – May 2, 2012. results.

Grade 1 Boys.	19 of 20 increased scaled scores; 17 scored at or above 2.0 GE.
Grade 1 Girls.	22 of 24 increased scaled scores; 21 scored at or above 2.0 GE.
Grade 2 Boys.	15 of 20 increased scaled scores; 9 scored at or above 3.0 GE.
Grade 2 Girls.	27 of 27 increased scaled scores; 8 scored at or above 3.0 GE.

**Data Analysis Synopsis**

Back Creek Valley benchmarks all students in Kindergarten through Grade 2 three times a year in mathematics (September, January, and May) and monthly in reading. The school uses the STAR Early Literacy, Reading, Mathematics online programs.

**2011-2012**

**Reading**

- During the 2011-2012 school term, Kindergarten students increased their scaled score on STAR Early Literacy from 549 to 747, a difference of 198 points. The Kindergarten class exceeded the spring benchmark of 574 by 173 points.
- Grade 1 students increased their scaled score on STAR Reading from 108 to 200, a difference of 92 points. Grade 1 exceeded the spring benchmark of 150 by 50 points.
- Grade 2 students increased their scaled score on STAR Reading from 182 to 392, a difference of 110 points. Grade 2 exceeded the spring benchmark of 299 by 93 points.

**Math**

- Kindergarten students are unable to read the STAR Math program; therefore, they did not have a schoolwide benchmarking program. However, the Kindergarten team created assessments for each interim and report period to provide feedback to parents.
- Grade 1 students increased their scaled score on STAR Math from 372 to 510, a difference of 138. Grade 1 exceeded the spring benchmark of 376 by 134 points.
- Grade 2 students increased their scaled score on STAR Math from 440 to 570, a difference of 130 points. Grade 2 exceeded the spring benchmark of 492 by 78 points.

**2012-2013**

The current school year statistics showed the following information.

**Reading – September 2012 to January 2013**

- Kindergarten scaled scores on STAR Early Literacy began at 535 and increased 125 points to 660.
- Grade 1 STAR Reading scaled scores increased 72 points from 121 to 193.
- Grade 2 STAR Reading scaled scores increased 100 points from 204-304.

### **Math – September 2012 to January 2013**

- Kindergarten began using the program easyCBM.com in January for mathematics progress monitoring, and the program will assess each month. This program has the ability to read to the student; thus, eliminating the need to assess students individually.
- Grade 1 STAR Math scaled scores increased 68 points from 379 to 447.
- Grade 2 STAR Math scaled scores increase 71 points from 464 to 535.

### **Data Analysis**

The data gathered from the STAR assessments, easyCBM.com assessments, and classroom assessments are used to determine which students need additional assistance through Support for Personalized Learning (SPL). The data analysis also drives the groups that are established in each classroom for reading and mathematics. The data team, during scheduled team meetings, review the data, reconfigure student groups, and adjust instruction. The Data Review Committee includes the school psychologist who helps with decisions regarding referrals for special education testing.

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

1. Five-Year Strategic Plan.
2. STAR Data Analysis.
3. Review of Marzano Strategies.
4. “Culturally Responsive Teaching” Book Study.
5. Disability Harassment Training.
6. Working with Parents.
7. Introduction to Data Teams.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.8. Instructional materials.** Back Creek Valley Elementary had a backpack program in which students were given a tape recorder, headphones, a book on tape, and a response sheet. The students listened to the book on tape and illustrated or wrote a response to the story. A packet of summer fun literacy activities were mailed to participating students to increase literacy skills. The principal reported positive parent feedback and increased reading scores of participating students.

## 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 – 21<sup>st</sup> 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.”



## **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.

## 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.

### **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.

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

### **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.

## **Education Performance Audit Summary**

Back Creek Valley Elementary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified one high quality standard necessary to improve performance and progress.

### 7.1.4. Instruction.

The Team presented one commendation (7.1.8. Instructional materials), one recommendation (7.1.6. Instruction in writing), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Back Creek Valley Elementary School and Berkeley County to correct the findings noted in the report by the next accreditation cycle.