



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BERKELEY HEIGHTS ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**DECEMBER 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Berkeley Heights Elementary School in Berkeley County was conducted October 14, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

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

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

## TEAM MEMBERS

Name	Title	School/County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Jeanne R. Gren	Elementary School Principal	Anna Jarvis Elementary School Taylor County
John L. Lyonett	Primary School Teacher	Lauretta B. Millsop Primary School Brooke County
Tara R. Mahoney	Coordinator Elementary Schools	Jefferson County Schools
Larry R. Werry	Elementary School Principal	Fairview Elementary School Marion 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

#### 203 BERKELEY HEIGHTS ELEMENTARY SCHOOL – Passed

Amber Boeckmann, Principal

Grades PK - 04

Enrollment 790 (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	132	148	148	100.00	50.75	Yes	Confidence Interval	✓
White	90	99	99	100.00	53.33	Yes	Confidence Interval	✓
Black	28	32	32	100.00	35.71	NA	NA	NA
Hispanic	11	14	14	100.00	72.72	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	18	23	23	100.00	50.00	NA	NA	NA
Low SES	66	79	79	100.00	48.48	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	132	148	148	100.00	58.33	Yes	Yes	✓
White	90	99	99	100.00	58.88	Yes	Yes	✓
Black	28	32	32	100.00	53.57	NA	NA	NA
Hispanic	11	14	14	100.00	63.63	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	18	23	23	100.00	27.77	NA	NA	NA
Low SES	66	79	79	100.00	51.51	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 98.4%**

**04 BERKELEY COUNTY**  
Manuel P. Arvon, II, Superintendent  
**203 BERKELEY HEIGHTS ELEMENTARY SCHOOL – Passed**  
Amber Boeckmann, Principal  
Grades PK - 04  
Enrollment 777 (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	141	164	161	98.17	30.21	Yes	Confidence Interval	✓
White	94	107	105	98.13	34.40	Yes	Confidence Interval	✓
Black	28	34	34	100.00	21.42	NA	NA	NA
Hispanic	13	16	16	100.00	23.07	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	37	35	94.59	17.24	NA	NA	NA
Low SES	74	93	92	98.92	13.51	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	141	164	161	98.17	37.41	Yes	Yes	✓
White	94	107	105	98.13	41.93	Yes	Yes	✓
Black	28	34	34	100.00	28.57	NA	NA	NA
Hispanic	13	16	16	100.00	23.07	NA	NA	NA
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	31	37	35	94.59	13.79	NA	NA	NA
Low SES	74	93	92	98.92	20.27	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 98.1%**

BERKELEY HEIGHTS 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	163	140	161	139	98.77	28.06	41.73	17.27	12.95	0.00	30.22
04	1	1	*	*	*	*	*	*	*	*	*

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	163	140	161	139	98.77	41.01	21.58	23.02	7.19	7.19	37.41
04	1	1	*	*	*	*	*	*	*	*	*

Enr. - Enrollment  
 FAY - Full Academic Year  
 Part. - Participation  
 \* - Less than 10 students

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Berkeley Heights Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup below AYP was the economically disadvantaged (SES) subgroup in mathematics. Berkeley Heights Elementary School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and the SES subgroup in reading/language arts only by application of the confidence interval for two consecutive years. 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 – 69.78 percent in mathematics and 62.59 percent in reading.**

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

1. Developing School Culture.
2. WESTEST Data Analysis.
3. Strategic Planning.
4. Standards-Based Curriculum, Instruction, and Assessment.
5. Establishing Norms.
6. Response to Intervention (RIP).
7. Guided Reading Management.
8. Effective Reading Instruction.
9. Differentiated Reading Instruction.
10. S.I.M.P.L.E. Science Training.
11. Student Engagement.
12. Dealing with Parents in a Positive Manner.
13. TechSteps.
14. DIBELS Updates.
15. Culturally Responsive Pedagogy Book Study.
16. Safety.
17. School Cultures That Support High Achievement for English Language Learners.
18. Smart Board Training.
19. Power Strategies for Effective Teaching and Engaging Classroom Assessments.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.8.1. Leadership.** The principal and assistant principal were thorough and efficient in the school's management and operation. Teachers and students reported that the administrators provided high quality assistance and excellent leadership. The Team believed that the administration possessed a clear vision for the direction of the school.

### Exemplary Programs & Practices

#### 7.1.5. Instructional strategies.

Title: Get Down and Dirty

#### Description of Program

During the 2009-2010 school year, Berkeley Heights Elementary School, a K-3 school serving approximately 650 students, offered a supplemental Science Club for selected Grade 3 students. Each of the seven teachers were asked to choose two students to participate in the program who would benefit from additional instruction in this content area. Eleven of the 14 nominees participated in the "Get Down and Dirty" program. On Friday afternoons a Master Gardener and part-time school secretary introduced the students to numerous hands-on activities and experiences involving reducing, reusing, and recycling materials.

The participants composted remains from cafeteria lunches, utilized the composted soil for planting, and applied their acquired knowledge regarding plant growth. Students also participated in lessons that included making rain gauges, studying and charting the placement of the sun at the same time of day throughout the year, comparing and contrasting planting of bulbs versus seeds, compiling lists of materials found in excavated soil from various campus locations, and observing different plants throughout their individual growth cycle. Numerous mathematics concepts were incorporated through the incorporation of Square Foot Gardening. Students applied mathematics and science by determining how many seed bulbs to sow in each square based upon the adult plant's potential size, discussing and calculating area and perimeter, measuring for length and volume, and utilizing multiplication and division skills in "real life" applications.



## Summary of Results

The 2009-2010 WESTEST results for Berkeley Heights Elementary School indicated that 74 percent of 163 Grade 3 students scored below mastery in science with a mastery or above rate of 26 percent. However, nine of the 11 students who participated in the Science Club scored mastery or above and one student achieved Distinguished status resulting in an 81.8 percent mastery of science content knowledge within the focus group. These 11 students comprised only 6.7 percent of the Grade 3 population, but accounted for 25 percent of the mastery or above results.

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## 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 Berkeley Heights 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.**

Several programs and initiatives were instituted to increase student achievement. These programs/initiatives included: Mathematics tutoring, DOMA (Dynamic Online Math Assessment), guided reading, literacy centers, Odyssey, Response to Intervention, STAR early literacy, STAR reading, Writing Roadmap, and Acuity.

### **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 Berkeley Heights 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 administration and teachers demonstrated high quality instruction and knowledge of the students' needs. The Team believed, through staff interviews and classroom observations, that the school is moving forward to improve student achievement and has the capacity to achieve adequately yearly progress (AYP).

### **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*)

**None 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.**

Student data must continue to be the basis of the curriculum decisions at the school. The administration must continue to research and implement high quality programs and practices to improve student and school performance.

### **Education Performance Audit Summary**

The Team presented one commendation and an Exemplary Program and Practice.