



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BURKE STREET ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

DECEMBER 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Burke Street Elementary School in Berkeley County was conducted November 3, 2011. 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 declining 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.

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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Brad A. Fittro	High School Assistant Principal	Liberty High Harrison County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary Hampshire County
Larry R. Werry	Retired Elementary School Principal	Fairview Elementary Marion County

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

205 BURKE STREET ELEMENTARY SCHOOL – Passed

Todd Cutlip, Principal

Grades PK - 03

Enrollment 163 (2nd 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
Mathematics								
All	10	15	15	100.00	40.00	Yes	Yes	✓
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	10	15	15	100.00	50.00	Yes	Yes	✓
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.1%

04 BERKELEY COUNTY
Manual P. Arvon, II, Superintendent
205 BURKE STREET ELEMENTARY SCHOOL – Passed

Todd Cutlip, Principal
Grades PK - 03
Enrollment 165 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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
Mathematics								
All	19	25	24	96.00	31.57	Yes	Confidence Interval	✓
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**		**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	18	24	23	95.83	27.77	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	19	25	24	96.00	36.84	Yes	Confidence Interval	✓
White	**	**	**	**	**	**	**	**
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	18	24	23	95.83	33.33	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.2%

BURKE STREET 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	25	19	24	19	96.00	10.53	57.89	15.79	5.26	10.53	31.58

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	25	19	24	19	96.00	15.79	47.37	21.05	10.53	5.26	36.84

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All Students	19	6	13
SES	18	5	13

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All Students	19	7	12
SES	18	6	13

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Burke Street Elementary School achieved adequate yearly progress (AYP) in mathematics and reading/language arts only by application of the confidence interval. Burke Street Elementary School does not meet the minimum N (number) in the tested grade levels. Policy 2320, *A Process for Improving Education: Performance Based Accreditation System* states for these schools “the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three year period.” The 2011 WESTEST2 percent proficient declined significantly from the 2010 assessment.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 68.42 percent in mathematics and 63.16 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Test Analysis.
2. Five-Year Strategic Plan.
3. Response to Intervention Mathematics.
4. Power Strategies.
5. Student Responders.
6. APL Instructional Strategies.
7. Common Formative Assessments.
8. Everyday Math.
9. Instructional Practices Inventory.
10. Guided Reading and Writing Strategies.
11. *Essential 55* Book Study.
12. Ruby Payne Book Study.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None Identified.

RECOMMENDATIONS

- 7.1.3. Learning environment.** Cleaning chemicals were stored in the boys' rest rooms and in a custodian's closet that were easily accessible to students. All cleaning chemicals are required to be stored in a secured location away from students.
- 7.2.2. Counseling services.** Interviews with the counselor, principal, and teachers verified that the counselor spent 75 percent of the work day in a direct counseling relationship with students as required by W.Va. Code §18-5-18b and West Virginia Board of Education Policy 2315. However, the counseling log was incomplete and counseling services were not entered as suggested by Policy 2315. The Team recommended that the counselor receive assistance in completing the form to clearly reflect time and counseling activities spent in a direct counseling relationship with students.

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 Burke Street 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.

During the Education Performance Audit, the Team observed high quality instruction, all students on task, and staff was aware of the students' needs. This school is challenged as 23 of the 24 Grade 3 students were in the economically disadvantaged (SES) subgroup in the 2009-2010 school year and continues to be high (18 out of 19 Grade 3 students) for the 2010-2011 school year. Burke Street Elementary has a high percentage (67 percent of transient students). Given this reality, the staff was working to offset the effects of these numbers and provided high quality instruction, as well as, fostering a caring, compassionate, and secure environment.

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 did not have five usable acres.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms, music stands, a podium, or acoustical treatment. The physical education facility did not have a ceiling height of 20-24 feet.
- 19.1.14. Food service.** The food service area did not have a locker/dressing room.

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.

The Team believed that the high percentage of transient students dramatically affected the achievement of the students and the school as a whole. The school has a transient rate of 67 percent, which was down from previous years. Only eight of the Grade 3 students remained from last year, and only three Grade 3 students remained from when the students began kindergarten.

Burke Street Elementary School is likely to maintain the course of its performance levels given the high percentage of transient students and the state of the economy in the school's district. While it was evident that the entire staff was working tirelessly toward meeting the needs of the students, the principal is strongly recommended to contact the West Virginia Department of Education, Office of School Improvement, to explore avenues to enable the teachers to continue to strive to increase student achievement.

Education Performance Audit Summary

The Team presented two recommendations (7.1.3. Learning environment and 7.2.2. Counseling services), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Burke Street Elementary School's Education Performance Audit was limited in scope to 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 Burke Street Elementary School in improvement efforts.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.