



EDUCATION PERFORMANCE AUDIT REPORT

FOR

GERRARDSTOWN ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

APRIL 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gerrardstown Elementary School in Berkeley County was conducted February 14, 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 – Lynn Baker, Coordinator, Office of Early Learning

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
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Nicole R. Shaffer	Primary School Principal	Blue Ridge Primary School Jefferson 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

206 GERRARDSTOWN ELEMENTARY SCHOOL

Kevin McBee, Principal

Grades PK-02, Enrollment 261 (2nd month 2011-2012 enrollment report)

Gerrardstown students who were in Kindergarten in the 2010-2011 school year continued to show progress through 2012-2013 (now Grade 2 students). The first benchmark assessment for these students at the beginning of their Kindergarten year showed that approximately 43 percent were at or above benchmark. By the end of Kindergarten approximately 71 percent were at or above benchmark. According to the STAR Early Literacy Assessment, 86 percent were at benchmark at the start of Kindergarten and 95 percent achieved mastery by the end of the year. The January 2013 middle of the year DIBELS benchmark assessments showed that as second graders - 66 percent achieved mastery and the STAR Reading Assessment showed that 70 percent of students achieved mastery. The data showed that only 43 percent of these students were on level when arriving at Gerrardstown Elementary School and now 66 percent assessed on level.

Kindergarten students in the 2010-2011 school year also continued to show progress. The first DIBELS benchmark assessment at the start of Kindergarten showed approximately 70 percent at or above benchmark. By the end of that year, about 80 percent achieved mastery. According to the STAR Early Literacy Assessment, 91 percent were at benchmark at the start of the year. By the end of the year, 100 percent achieved mastery. As of January 2013, the middle of the year DIBELS assessments showed that as first graders 87 percent were at or above benchmark and the STAR Early Literacy Assessment showed 95 percent at mastery. This data showed that only 70 percent of these students were on level when arriving at Gerrardstown Elementary School and now 87 percent assessed on level.

Mathematics - 72 percent of the students in Grade 1 (2011-2012) were on level at the January benchmark. These students are second graders for the current school year (2012-2013) and 98 percent scored at or above mastery.

Mathematics - At the beginning of this year 2012-2013, 89 percent of the Grade 1 students were at or above benchmark and by the mid-year assessment 98 percent were at or above mastery.

Gerrardstown Elementary
 Student Benchmark Report 2010-2011
 Grades K-02
 Enrollment: 234

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

Kindergarten (2012-2013 Second Grade Students)

	FSF	LNF	PSF	NWF
Beginning of Year	40%	45%	N/A	N/A
Middle of Year	88%	69%	92%	64%
End of Year	N/A	67%	84%	62%

Percentage of Students at or above Benchmark

First Grade

	NWF	DORF
Beginning of Year	62%	N/A
Middle of Year	81%	74%
End of Year	80%	67%

Percentage of Students at or above Benchmark

Key: FSF – First Sound Fluency LNF – Letter Naming Fluency PSF – Phoneme Segmentation Fluency NWF – Nonsense Word Fluency DORF – DIBELS Oral Reading Fluency

Second Grade

	DORF
Beginning of the Year	74%
Middle of the Year	71%
End of the Year	78%

Percentage of Students at or above Benchmark

Star Early Literacy/Star Reading Benchmark Assessment

	BOY	MOY	EOY
Kindergarten	86%	94%	95%
First Grade	84%	91%	88%
Second Grade	67%	71%	72%

Percentage of Students at or above Benchmark

Gerrardstown Elementary
 Student Benchmark Report 2011-2012
 Grades K-02

Enrollment: 223 (2nd month 2011-2012 enrollment report)

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

Kindergarten (2012-2013 First Grade Students)

	FSF	LNF	PSF	NWF
Beginning of Year	61%	84%	N/A	N/A
Middle of Year	86%	86%	80%	76%
End of Year	N/A	87%	84%	76%

Percentage of Students at or above Benchmark

First Grade (2012-2013 Second Grade Students)

	NWF	DORF
Beginning of Year	81%	N/A
Middle of Year	75%	60%
End of Year	71%	54%

Percentage of Students at or above Benchmark

Key: FSF – First Sound Fluency LNF – Letter Naming Fluency PSF – Phoneme Segmentation Fluency NWF – Nonsense Word Fluency DORF – DIBELS Oral Reading Fluency

Second Grade

	DORF
Beginning of the Year	71%
Middle of the Year	72%
End of the Year	70%

Percentage of Students at or above Benchmark

Star Early Literacy/Star Reading Benchmark Assessment

	BOY	MOY	EOY
Kindergarten	91%	94%	100%
First Grade	83%	90%	88%
Second Grade	54%	62%	63%

Percentage of Students at or above Benchmark

Star Math Benchmark Assessment

	BOY	MOY	EOY
First Grade	N/A	72%	85%
Second Grade	72%	75%	77%

Percentage of Students at or above Benchmark

Gerrardstown Elementary
 Student Benchmark Report 2012-2013
 Grades K-02

Enrollment: 213 (2nd month 2012-2013 enrollment report)

DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)

Kindergarten

	FSF	LNF	PSF	NWF
Beginning of Year	39%	56%	N/A	N/A
Middle of Year	83%	85%	83%	56%
End of Year	N/A	--	--	--

Percentage of Students at or above Benchmark

First Grade

	NWF	DORF
Beginning of Year	77%	N/A
Middle of Year	75%	87%
End of Year	--	--

Percentage of Students at or above Benchmark

Key: FSF – First Sound Fluency LNF – Letter Naming Fluency PSF – Phoneme Segmentation Fluency NWF – Nonsense Word Fluency DORF – DIBELS Oral Reading Fluency

Second Grade

	DORF
Beginning of the Year	65%
Middle of the Year	66%
End of the Year	--

Percentage of Students at or above Benchmark

Star Early Literacy/Star Reading Benchmark Assessment

	BOY	MOY	EOY
Kindergarten	83%	91%	--
First Grade	89%	95%	--
Second Grade	53%	70%	--

Percentage of Students at or above Benchmark

Star Math Benchmark Assessment

	BOY	MOY	EOY
First Grade	89%	98%	--
Second Grade	77%	90%	--

Percentage of Students at or above Benchmark

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

1. Singapore Math.
2. iPads In the Classroom.
3. K-2 Data Analysis.
4. Five-Year Strategic Plan.
5. West Virginia Board of Education Policy 4373.
6. Descriptive Writing.
7. Ways to Incorporate Content Standards and Objectives (CSOs) in High Interest Ways.
8. Culturally Responsive Teaching.
9. "Involving Parents in their Children's Reading Development" Book Study.
10. "All About Attention Deficit Hyperactive Disorder (ADHD)" Book Study.
11. Destination Common Core: On the Road to Literacy and Math.
12. Marzano APL Strategies.
13. TechSteps.
14. Support for Personalized Learning/Response to Intervention Update.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.2.3. Lesson plans and principal feedback.** The principal provided excellent feedback on teacher lesson plans. The feedback was productive and a great benefit to the teachers. Lesson plans throughout the building were high quality and an excellent roadmap for the progression of the classes.

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)

Grade 2 teachers indicated that active inquiry, investigation, experimentation, and hands on science activities were between 30-50 percent. The principal indicated that it was about 30-40 percent. The Team saw science lessons plans, but the plans did not indicate many hands on or experimentation activities.

Science was not being instructed with 50 percent minimum investigation, experimentation, and hands-on activities in all 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.”

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Six of eight classrooms the Team observed did not vary instructional strategies during the day of the Education Performance Audit. Three of the four Grade 2 teachers were teaching from their desk and one remained at the front of the class during the entire Team observation period. Two of the four Grade 1 teachers did not vary instruction. Teacher directed instruction was predominant. Students were observed to be off task and not redirected by the teachers. The Team observed an abundance of workbook/worksheet tasks being used in Grade 2.

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 Gerrardstown 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.

While student achievement was increasing, the area of instructional strategies was lacking. The principal must ensure that high quality professional development in this area is provided and incorporated buildingwide to ensure the greatest levels of student achievement.

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 Gerrardstown 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.**

Gerrardstown Elementary School has demonstrated the capacity to increase student achievement based on the individual student data provided by the school. Staff had received high quality professional development and had high expectations for students and self. The Team determined that, upon correcting the issue of varied instructional strategies, student achievement will continue to increase.

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.

- 19.1.10. Specialized instructional areas.** The music facility did not have music stands or music chairs with folding arms. The physical education facility did not have a data projector or 50 inch screen monitor.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a bulletin board, or a work counter.

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 staff had been provided high quality professional development to target the areas of weakness and the staff had high expectations for all students and provided a safe and secure learning environment. Once the area of instructional strategies is corrected, student achievement will continue to increase.

Education Performance Audit Summary

Gerrardstown 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 two high quality standards necessary to improve performance and progress.

They include the following:

7.1.4. Instruction.

7.1.5. Instructional strategies.

The Team presented one commendation (7.2.3. Lesson plans and principal feedback), 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 Gerrardstown Elementary School and Berkeley County to correct the findings noted in the report by the next accreditation cycle.