



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BERLIN MCKINNEY ELEMENTARY SCHOOL

WYOMING COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Berlin McKinney Elementary School in Wyoming County was conducted February 9, 2011.

A Follow-up Education Performance Audit of Berlin McKinney Elementary School was conducted March 27, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

98 WYOMING COUNTY
 Frank L. Blackwell, Superintendent
202 BERLIN MCKINNEY ELEMENTARY SCHOOL – Passed
 Stephen Anderson, Principal
 Grades PK - 04
 Enrollment 437 (2nd 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
Mathematics								
All	145	153	153	100.00	57.93	Yes	Yes	✓
White	143	149	149	100.00	58.04	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Spec. Ed.	27	29	29	100.00	29.62	NA	NA	NA
Low SES	86	92	92	100.00	51.16	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	145	153	153	100.00	54.48	Yes	Confidence Interval	✓
White	143	149	149	100.00	53.84	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Spec. Ed.	27	29	29	100.00	22.22	NA	NA	NA
Low SES	86	92	92	100.00	46.51	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.2%

98 WYOMING COUNTY
 Frank L. Blackwell, Superintendent
202 BERLIN MCKINNEY ELEMENTARY SCHOOL – Passed
 Stephen Anderson, Principal
 Grades PK - 04
 Enrollment 443 (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	143	151	151	100.00	28.67	Yes	Confidence Interval	✓
White	139	147	147	100.00	28.05	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	26	26	100.00	8.00	NA	NA	NA
Low SES	91	97	97	100.00	24.17	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	143	151	151	100.00	23.77	Yes	Confidence Interval	✓
White	139	147	147	100.00	24.46	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	26	26	100.00	8.00	NA	NA	NA
Low SES	91	97	97	100.00	20.87	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.8%

98 WYOMING COUNTY
 Frank L. Blackwell, Superintendent
202 BERLIN MCKINNEY ELEMENTARY SCHOOL – Passed
 F. Stephen Anderson, Principal
 Grades PK - 04
 Enrollment 402 (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	134	137	136	99.27	41.04	Yes	Confidence Interval	✓
White	132	135	134	99.25	40.90	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	27.77	NA	NA	NA
Low SES	77	79	79	100.00	32.46	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	134	137	136	99.27	55.97	Yes	Yes	✓
White	132	135	134	99.25	56.81	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	50.00	NA	NA	NA
Low SES	77	79	79	100.00	49.35	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Berlin McKinney Elementary School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. This was the second year for the school to achieve AYP in the AS, W, and SES in reading/language arts and in the SES subgroup in mathematics by application of the confidence interval. 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 – 73.85 percent in mathematics and 70.77 percent in reading; Grade 4 – 69.23 percent in mathematics and 80.77 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 provided as reported by the principal.

1. Five-Year Strategic Plan.
2. School Improvement Process.
3. Differentiated Instruction.
4. Instructional Strategies.
5. Standards Based Instruction.
6. No Child Left Behind Data.
7. Professional Learning Communities.
8. West Virginia Writes.
9. WESTEST2 and Stanford K-02 Test Analysis.
10. Mathematics Pacing Guides.
11. Mathematics Instructional Materials.

FOLLOW-UP REVIEW

MET STANDARD.

Berlin-McKinney Elementary School demonstrated substantial improvement in both mathematics and reading/language. All subgroups showed a significantly higher percentage of students scoring at the proficient level on the 2011 WESTEST2 than in 2010.

The following analysis shows the increases in student percent proficient from the 2010 WESTEST2 to the 2011 WESTEST2.

Mathematics

- All Students (AS) – (+12.37 percent)
- Racial/Ethnicity White (W) – (+12.85 percent)
- Special Education (SE) –(+19.77 percent)
- Economically Disadvantaged (SES) – (+8.29 percent)

Reading

- All Students (AS) – (+32.20 percent)
- Racial/Ethnicity White (W) – (+32.35 percent)
- Special Education (SE) – (+42.00 percent)
- Economically Disadvantaged (SES) – (+28.48 percent)

The principal attributed the increases in the percentage of students scoring proficient to the staff working harder and smarter with the data and designing lessons with multiple instructional strategies that addressed class and individual student needs, assistance from the county writing coach and academic coaches, purchase of new mathematics textbooks that better align with the 21st Century content standards and objectives (CSOs), and the excellent professional development provided by the county and RESA 1.

Berlin McKinney Elementary continued to receive effective professional development.

1. Instructional Practices Inventory (IPI).
2. Data Analysis of WESTEST2, Stanford, and Benchmark Tests and Applying Results in Lesson Planning.
3. Standards Based Instruction.
4. Construction of Lessons using Depth of Knowledge (DOK) Strategies.
5. Intervention Strategies to Meet the Needs of All Students.
6. Using Various Instructional Strategies and Techniques.

EDUCATION PERFORMANCE AUDIT

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 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.” Teachers in Grade 3 and students in Grade 4 stated that there were minimal activities in science. Teachers said that a lack of materials and instructional space were the reasons for the minimal science activities.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed teachers and students, reviewed lesson plans, and observed classes and found that science instruction exceeded the 50 percent active inquiries, investigations, and hands on activities. Teachers reported that sufficient materials were provided to teach science and requests for instructional materials were accepted.

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 teachers did not vary instructional strategies during the classroom observations. The predominant instructional strategy in these classrooms involved worksheets and workbooks. This type of instruction was not engaging nor did it support 21st century learning skills and the needs of primary level students.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers participated in professional development on using multiple instructional strategies and techniques to motivate students and keep them on task. The Team interviewed teachers, reviewed lesson plans, and observed

classes and verified that teachers were using various instructional strategies and varying strategies about every 15 minutes. Students were motivated and actively involved in all classes. No workbooks or worksheets were seen in any class during the Team's visit. Instruction was being monitored by the principal through weekly lesson plan reviews and classroom walkthroughs.

7.2. Student and School Performance

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Grade 3 and Grade 4 teachers could not discuss the goals and action steps of the school's Five-Year Strategic Plan. None of the teachers interviewed could discuss how they were going to increase student achievement through using the plan.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of School Improvement, revealed weaknesses in the school's plan. The school must contact the West Virginia Department of Education, Office of School Improvement, to discuss the areas of weakness and strengthen the plan.

Category	Criteria	Approved	Needs Improvement
Plan Committee	<ul style="list-style-type: none"> ➤ Stakeholders represent various school groups and committees that can assist in aligning improvement efforts toward common goals. ➤ Provides a narrative describing how the plan was written and how it is monitored and revised throughout the year. ➤ Verifies how parents, community and other external stakeholders are involved in the development and revisions of the plan. 	Approved A variety of stakeholders exists	Consider this: Create a calendar for meeting dates to review progress toward the goals in the plan. Share that calendar with all members of the plan committee as well as all staff members.
Core Beliefs	<ul style="list-style-type: none"> ➤ Few in number and can be internalized and easily remembered. ➤ Written in a language that strongly conveys organizational values ➤ Reflects qualities of highly effective schools and school systems. 	Approved	
Mission Statement	<ul style="list-style-type: none"> ➤ Can be easily understood and remembered by various stakeholders. ➤ Written in future oriented language that conveys what the school/school system is striving to accomplish in order to prepare students for the 21st century. ➤ Guides the selection of system goals, objectives, and strategies. ➤ 	Approved	

<p>Data Analysis</p>	<ul style="list-style-type: none"> ➤ Key Outcome Indicators <ul style="list-style-type: none"> • Completed annually and a narrative of the analysis of the data is provided • Goals and objectives reflect the priorities of the data analysis and mission ➤ External Trends <ul style="list-style-type: none"> • Analysis includes attention to local, state, and/or national demographic data • Provides a brief description of the conclusions of the analysis ➤ Student Achievement <ul style="list-style-type: none"> • Provides a narrative review of student achievement trends from multiple data sources ➤ Other Student Outcomes <ul style="list-style-type: none"> • Analysis of data such as LEP, dropout rates, attendance, discipline, etc. • Analysis includes the root causes that have a direct impact on achievement ➤ Culture, Conditions & Practices <ul style="list-style-type: none"> • Analysis includes a review of monitoring reports, questionnaires or observations completed by staff or external evaluators and should describe the overall culture. ➤ OEPA Analysis <ul style="list-style-type: none"> • Narrative describing any non-compliances on the OEPA checklist and brief summary of plan to correct. ➤ Identified Priorities <ul style="list-style-type: none"> • List of strategic issues following data analysis 		<p>The WESTEST-2 data analysis is written in general terms. Are there specific content standards that should be addressed based on an in depth analysis of WESTEST2, Acuity data, and Stanford Achievement Test Tenth Edition (SAT 10)? Good analysis of demographics and trends within the community.</p>
<p>Goals/ Objectives</p>	<ul style="list-style-type: none"> ➤ Focus the school/county on improvement of student achievement and other important student outcome measures ➤ Limited number of goals that can focus school improvement efforts ➤ Goals are derived from data analysis and prioritized strategic issues ➤ Objectives are written in measurable terms 	<p>Approved</p>	<p>Consider this: It is important to determine which CSOs (content standards/clusters) specifically challenged your 3rd and 4th grade students? All the goals address 3rd and 4th grade. Is there additional work that should be done pertaining to the challenging CSOs in the lower grades to prepare students for 3rd and 4th grades?</p>

Action Steps	<ul style="list-style-type: none"> ➤ Describes detailed, sequential steps to accomplish the goals/objectives ➤ Should be detailed enough to serve as a monitoring tool 		Action steps should be more specific. Are you using collaborative teams, or PLCs, to address student learning? Is vertical collaboration (even 4 th to 5 th) between teachers a strategy that you will employ to address student learning? How will the PD translate into action steps for each goal?
Professional Development	<ul style="list-style-type: none"> ➤ Activities occur over time and build knowledge, skill and commitment ➤ Reflect a variety of delivery methods(e.g. collaborative teams, webinars, trainer-led, on-line courses, etc. 	Approved	Consider this: The Acuity training should be helpful. However, there is no indication in the actions steps that the Acuity training will lead to customizing the Acuity Benchmark Tests so that what teachers teach at a given time is assessed at that time. RESA can be of assistance in providing PD in a number of areas.
Parental Involvement	<ul style="list-style-type: none"> ➤ Plan embeds parental involvement ➤ High expectations for parents, families, and community to become partners in education ➤ Utilizes community resources to strengthen school programs ➤ Current county/school parent involvement initiatives are listed. 	Approved	Consider this: With so many parents unemployed, is it possible to use parent volunteers to assist teachers with creating hands-on activities and such?

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the Grades 3 and 4 teachers in groups and asked them questions concerning the school’s Five-Year Strategic Plan. Teachers discussed the plan in detail including how they were using the plan’s goals and action steps to guide their lesson planning and instruction. The dramatic increase in the percent of students scoring proficient on the WESTEST2 may be an outcome of teachers’ efforts.

The school and county administrators, along with the school staff, reviewed the weaknesses in the plan and received assistance from the West Virginia Department of Education, Office of School Improvement, in revising the plan. The revised plan was then approved and implemented.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not

at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

When teachers were asked about WESTEST2 data analysis, they stated that they had not received the information from the office. The principal had the raw data; however, the Team could not verify that the data had been dissected to determine school, class, and individual student instructional needs. Teachers could not discuss the class needs or individual student needs based on the data. The analysis of student achievement data will help the school staff discern common class and individual student errors and specific corrections for students to master the curriculum.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed had the WESTEST2 data which was supplemented by benchmark test data. Teachers were using the data analysis to plan instruction that addressed class and student weaknesses. Teachers reported completing the WESTEST2 data analysis before school began in August 2011 and identifying their class and individual student weaknesses. They further stated that they designed lesson plans to address the identified needs through whole group, small group, and individual instruction. The Team visited most classrooms, reviewed lesson plans, and confirmed this type of instruction was occurring.

7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

The school was cited by the Wyoming County Department of Health on 09/21/10 for leaving the milk cooler open during the serving period. The report stated that this causes the product to be out of the proper temperature range. The Team observed that the cooler was open during the serving time on the day of the Education Performance Audit.

FOLLOW-UP REVIEW

COMPLIANCE. Wyoming County Department of Health inspection reports dated April 20, 2011 and November 30, 2011 showed no problem with the handling of milk and the milk cooler.

RECOMMENDATIONS

- 7.1.1. Curriculum based on content standards and objectives.** While the Team believed that the teachers were using the West Virginia 21st century content standards and objectives (CSOs), the Team reported that the CSOs could be used more effectively. Procedures were not in place to show how mastery of the CSOs was being measured. The Team recommended that methods be developed and applied to ensure that students master the CSOs.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Teachers had checklists of the CSOs on which they recorded CSOs taught and mastered.

- 7.1.7. Library/educational technology access and technology application.** The computer laboratory teacher was doing techSteps with the students; however, the teachers were not involved with techSteps. The Team recommended that teachers take a more active role in techSteps.

While the computer laboratories were being used, the Team could not verify that the classroom computers were being used to a high degree. The Team recommended that all computers be used to the highest degree possible.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Teachers were actively involved in teaching techSteps.

The Team visited classes and discussed with teachers the use of computers in the classrooms. Teachers reported they used the computers in many ways, especially to individualize instruction to meet student learning needs. Students were using computers in all classrooms when the Team visited.

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 Berlin McKinney Elementary School in providing a thorough and efficient system of education. Wyoming 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 Wyoming 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 principal must ensure that all teachers vary instructional strategies regularly to ensure student attention and involvement. The use of only one instructional strategy did not lend itself to high student achievement as many students learn through different modalities.

The failure to involve teachers in data analysis must be corrected immediately to make certain that teachers are aware of all students' needs based on the results of the WESTEST2. One resource recently available is the 2010 WESTEST2/Teach21/CSOanalysis at wvde.state.wv.us/oaa/westest_index.html.

The school's Five-Year Strategic Plan must guide school improvement in all classrooms. The plan contains the direction of the school based on the WESTEST2 and must be an integral part of the overall school vision.

FOLLOW-UP REVIEW CONCLUSION

The staff had been provided additional professional development on varying instructional strategies to motivate students and keep them involved in instruction. The principal reviewed lesson plans regularly and monitored instruction and student involvement during classroom walkthroughs. As the Team visited classrooms and observed instruction, all students were on task and actively involved in the lesson being taught.

Training has been provided on disaggregating test data and using the data to improve instruction. All teachers had the appropriate test data and were actively and appropriately using it to help design classroom instruction.

The staff was involved in updating and revising the Five-Year Strategic Plan and was very familiar with the plan. Teachers indicated that the plan was used to guide lesson planning and classroom instruction.

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 Berlin McKinney 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 Team believed that with assistance and support, the school has the capacity to correct the deficiencies. However, the principal must receive assistance from the Wyoming County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

The Team recommended that the Wyoming County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP REVIEW CONCLUSION

The principal reported that he received assistance from the Wyoming County Central Office staff, RESA 1 staff, and the West Virginia Department of Education staff in many areas that included: Professional development, funding for resources, critical skills teachers for the school two days per week, a county technology integration specialist (TIS), a county academic writing coach, a reading coach, a mathematics coach (two days per week), revisions to the school's Five-Year Strategic Plan, technology maintenance from RESA 1, and Instructional Practices Inventory (IPI) training and implementation from RESA 1.

All Education Performance Audit deficiencies had been corrected.

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, plus one acre for each 100 students over 240 and was not large enough for future expansion. The topography was not varied enough to provide a desirable appearance but without steep inclines. The sidewalks did not have adequate crosswalks, curbcuts, and correct slope. On-site, solid surface parking was insufficient for staff, visitors, and individuals with limited mobility. The playgrounds/recreational areas were not separated from streets and parking.

19.1.2. Administrative and service facilities. The administrative office did not include an adequate reception/waiting area and did not have sufficient work space and privacy.

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and other reference materials that are adequate for general reading and reference were not provided.
- 19.1.7. K classrooms.** All Kindergarten classes did not have a sink and hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facility was not adequate in size and did not have the following equipment and materials: Two deep sinks, hot and cold water, counter space, display facilities, bulletin boards, a ceramic kiln, and black-out areas.
- The music facility did not have adequate storage, music chairs with folding arms, music stands, a podium, an instructor's station, and acoustical treatment.
- The physical education facility did not have a data projector or 50 inch screen monitor, network connection, or Internet access.
- 19.1.14. Food service.** The food service area did not have a locker/dressing room.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The school did not have curtained or small rooms with cots, a bulletin board, toilet, medicine chest, refrigerator with locked storage, work counter, or desk and chair.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following.

19.1.5 - The school was in the planning stage of acquiring the electronic programs and reference materials.

19.1.10 – The physical education facility had Internet access.

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.

Given the sharp decline in the achievement levels of students, Berlin McKinney Elementary School and Wyoming County must implement high yield instructional practices and deliver a strong curriculum that will improve students' achievement. Wyoming County must actively pursue assistance from RESA 1, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The school staff participated in professional development on using effective instructional strategies and using student assessment data to identify class and student weaknesses. Teachers were using assessment data to plan class instruction to target whole class weaknesses and individual student weaknesses. Student achievement as measured on the 2011 WESTEST2 showed significant increases in the percentage of students scoring at the proficient level in mathematics and reading/language arts.

The revised Five-Year Strategic Plan was being used by the faculty to guide curriculum and instruction and school improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Berlin McKinney Elementary School	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Accreditation status of Berlin McKinney Elementary School**.