

OFFICE OF EDUCATION PERFORMANCE AUDITS

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEDINGTON ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Bedington Elementary School in Berkeley County on April 27, 2005.

A Follow-up Education Performance Audit of Bedington Elementary School in Berkeley County was conducted April 28, 2006. The purpose of the follow-up 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."

**SCHOOL PERFORMANCE
2003-2004**

This section presents the assessment data and the Education Performance Audit Team's findings.

04 BERKELEY COUNTY
Manual P. Arvon, II, Superintendent
202 BEDINGTON ELEMENTARY SCHOOL
Linda Ghion, Principal
Grades K - 02
Enrollment 218

INFORMAL READING ASSESSMENT DATA
2003-2004

COMPREHENSION

Gender Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	Boys	Girls	Boys	Girls
Grade 2 (50 students, 21 girls, 29 boys)	26=89.7%	19=90.5%	10.3%	9.5%
Grade 1 (65 students, 30 girls, 35 boys)	28=80.0%	27=90.0%	20.0%	10.0%

Ethnic Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	White	Not White	White	Not White
Grade 2 (50 students)	44=88.0%	2.0%	10.0%	0.0%
Grade 1 (65 students)	53=81.5%	3.1%	15.4%	0.0%

FLUENCY

Gender Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	Boys	Girls	Boys	Girls
Grade 2 (50 students, 21 girls, 29 boys)	19=65.5%	19=90.5%	34.5%	9.5%
	Fluent	Fluent	Non-Fluent	Non-Fluent
Grade 1 (65 students, 30 girls, 35 boys)	27=77.1%	27=90.0%	22.9%	10.0%

Grade 1 was scored as Fluent or Non-Fluent

Ethnic Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	White	Not White	White	Not White
Grade 2 (50 students)	37=74.0%	2.0%	12=24.0%	0.0%
	Fluent	Fluent	Non-Fluent	Non-Fluent
Grade 1 (65 students)	52=80%	3.1%	11=16.9%	0.0%

INFORMAL MATH ASSESSMENT DATA 2003-2004

Data analysis not compiled by school.

Attendance Rate = 98.4%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test
Passage Rate

Percentage of Students	School Year
55.68%	2003-04
52.35%	2002-03
65.68%	2001-02

**SCHOOL PERFORMANCE
2004-2005**

This section presents the assessment data and the Education Performance Audit Team's findings.

04 BERKELEY COUNTY
Manual P. Arvon, II, Superintendent
202 BEDINGTON ELEMENTARY SCHOOL
Linda Ghion, Principal
Grades K - 02
Enrollment 270

INFORMAL READING ASSESSMENT DATA
2004-2005

COMPREHENSION

Gender Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	Boys	Girls	Boys	Girls
Grade 2 (69 students, 36 girls, 33 boys)	31=93.94%	35=97.22%	*	*
Grade 1 (73 students, 32 girls, 41 boys)	41=100%	31=96.87%	*	*

* - Less than 10 students.

Ethnic Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	White	Not White	White	Not White
Grade 2 (69 students)	59=85.50%	*	*	*
Grade 1 (73 students)	68=93.15%	*	*	*

* - Less than 10 students.

FLUENCY

Gender Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	Boys	Girls	Boys	Girls
Grade 2 (69 students, 36 girls, 33 boys)	28=84.84%	31=86%	*	*
	Fluent	Fluent	Non-Fluent	Non-Fluent
Grade 1 (73 students, 32 girls, 41 boys)	35=85.36%	25=78.13%	*	*

* - Less than 10 students.

Grade 1 was scored as Fluent or Non-Fluent

Ethnic Disaggregated Scores

Grade	Mastery or Above	Mastery or Above	Partial and Novice Mastery	Partial and Novice Mastery
	White	Not White	White	Not White
Grade 2 (69 students)	54=78.26%	*	*	*
	Fluent	Fluent	Non-Fluent	Non-Fluent
Grade 1 (73 students)	58=79.45%	*	11=15.07%	*

* - Less than 10 students.

INFORMAL MATH ASSESSMENT DATA
2004-2005

Grade	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten: 86 students X 12 IMA skills = 816 total	87 = 6.74%	55 = 6.74%	370 = 45.34%	81 = 9.93%	223 = 27.32%
Grade 1: 73 students X 19 IMA skills = 1387	10 = .72%	76 = 5.48%	1039 = 74.91%	261 = 18.82%	*
Grade 2: 69 students X 15 IMA skills = 1035	21 =- 2.03%	84 = 8.12%	817 = 78.94%	102 = 9.85%	11 = 1.06%
Special Education: LD Resource, 3 students	*	11 = 24.44%	28 = 62.22%	*	*

* - Less than 10 students.

Data analysis was compiled by school.

Attendance Rate = 98.5%

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

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

In Grades 1 - 2, the Team did not observe varied instructional strategies in best practice instruction. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The staff received staff development on the Marzano Instructional Strategies and APL training on effective instructional strategies. The use of multiple strategies was monitored by the principal through lesson plans and classroom walkthroughs. Classroom visitations by the Team verified the staff used varied instructional strategies.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The special education classroom used the computer infrequently and for limited purposes. Grade 1 classrooms limited computer instruction to occasional use for a specific purpose. Computers should be integrated into daily instruction in all classrooms.

FOLLOW-UP REVIEW

COMPLIANCE. Each classroom was scheduled into the computer laboratory at least two 30 minute periods per week for the basic skills program. The computer laboratory was also available to teachers for other instruction. Team visits to classrooms and the computer laboratory verified that all computers were in use. The continued computer use was monitored by the principal.

6.4. Regulatory Agency Reviews

- 6.4.1. 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, 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 §1.4.23; Policy 4334; Policy 4336)

The Fire Marshal had cited an insufficient number of fire drills as of April 15, 2005 (Four of the required 10 had been conducted).

Several Grade 1 classrooms had peeling paint and were cited in the sanitation report.

FOLLOW-UP REVIEW

COMPLIANCE. The school had two fire drills on the first two days of the school year and have had a total of nine fire drills to date.

6.5. Administrative Practices and School-Community Relations

6.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

Personnel files lacked disclosure forms. Additionally, student records were disclosed in the special education classroom without the disclosure forms.

FOLLOW-UP REVIEW

COMPLIANCE. The Team randomly reviewed personnel files and student records and found disclosure forms in all files.

6.6. Personnel

6.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The music teacher and speech and language pathologist did not hold appropriate certification to teach Kindergarten.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed copies of valid teacher certification for the music teacher and speech and language pathologist to teach Kindergarten students.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** The Team recommended conducting follow-up staff development to ensure that staff implement best practices previously presented (e.g., coaching, personnel evaluation process, etc.).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 6.1.12. Multicultural activities.** Although teachers implemented individual activities relevant to multicultural education, including zero tolerance prevention, no unified, comprehensive plan to organize this instruction was evidenced. The Team recommended that the county organize information as a team to create a multicultural plan.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 6.6.3. Evaluation.** A schedule for personnel evaluations was not available. The Team recommended that the principal develop a list of faculty that need an evaluation and in what year they are to be evaluated to organize the evaluation process.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team reviewed a schedule which listed all personnel that showed who needed evaluations, what kind of evaluation was needed, and the years in which the evaluations were due.

- 6.6.4. Teacher and principal internship.** The Team observed evidence of a mentor program for beginning teachers; however, information was not available regarding meetings held with the mentors and the principals. The Team recommended that a system be developed for indicating the meetings.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 6.7.1. School rules, procedures, and expectations.** Three trash cans and a crate blocked the primary entrance for students in/out of the building through the cafeteria from buses. The Team recommended that all entryways be reviewed to ensure they are unobstructed for safety purposes.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Bedington Elementary School and Berkeley County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Bedington Elementary School and Berkeley County Schools had corrected the identified deficiencies found by the Education Performance Audit Team.

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.

17.1. 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 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.

- 17.1.1. School location.** The school site did not have 5 acres, plus 1 acre for each 100 students over 240. There was not sufficient on-site, solid surface parking for staff, visitors, and handicapped.
- 17.1.5. Library/media and technology center.** Newspapers, pamphlets, and recordings were not available.
- 17.1.7. K classrooms.** Three classrooms did not have adequate size, a sink, hot and cold water, or a wrap area.
- 17.1.8. Grades 1-12 classrooms.** One Grade 1 classroom was not of adequate size. One Grade 2 classroom was not of adequate size, was not located in an area near related educational areas away from disruptive noises, and storage was not adequate. A computer laboratory did not have adequate storage. The speech services room was not located in an area near related educational areas and away from disruptive noises.

- 17.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not contain a ceramic kiln or black-out areas. The music facilities were not of adequate size, did not have adequate storage, and did not contain the following: chalkboard and bulletin board, folding chairs, music stands, podium, and acoustical treatment. The physical education facilities were not located away from quiet areas of the building and close to lockers and showers, and seating was not available.
- 17.1.14. Food service.** A locker/dressing room was not available.
- 17.1.15. Health service units.** A health services unit of adequate size was not available. The following items were also not available: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, locked storage refrigerator, and work counter.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the June 2005 Draft Report.

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-202 Bedington Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Berkeley County School System and continue the Full Accreditation status of Bedington Elementary School.