

**OFFICE OF EDUCATION PERFORMANCE AUDITS**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HEDGESVILLE 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 Hedgesville Elementary School in Berkeley County on April 26, 2005.

A Follow-up Education Performance Audit of Hedgesville Elementary School in Berkeley County was conducted April 24, 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  
**207 HEDGESVILLE ELEMENTARY SCHOOL**  
Paul Tyson, Principal  
Grades K - 02  
Enrollment 434

**INFORMAL MATH INVENTORY**  
**2003-2004**

Each classroom teacher had a Class Profile Sheet for each of the following categories: Algebra, Data Analysis and Probability, Measurement, Geometry, and Numbers and Operations. Each category contained a list of skills, which are subcategories. Teachers charted the date of mastery of each skill for each student.

**INFORMAL READING INVENTORY**  
**2003-2004**

**COMPREHENSION**

**Gender Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (91 students)	47.3%	41.8%	4.4%	6.6%
Grade 1 (94 students)	45.7%	50%	3.2%	1.1%

**Ethnic Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (91 students)	82.4%	6.6%	9.9%	1.1%
Grade 1 (94 students)	85.1%	10.6%	3.2%	1.1%

**FLUENCY**

**Gender Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (95 students)	40%	38.9%	11.6%	9.5%
Grade 1 (94 students)	43.6%	48.9%	11.7%	9.6%

**Ethnic Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (95 students)	73.7%	5.3%	17.9%	3.2%
Grade 1 (94 students)	83%	9.6%	5.3%	2.1%

**Passed**  
**Attendance Rate = 99%**

**SCHOOL PERFORMANCE  
2004-2005**

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

**04 BERKELEY COUNTY**  
Manual P. Arvon, II, Superintendent  
**207 HEDGESVILLE ELEMENTARY SCHOOL**  
Paul Tyson, Principal  
Grades K - 02  
Enrollment 564

**INFORMAL READING INVENTORY  
2004-2005**

**COMPREHENSION**

**Gender Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (95 students)	71.4%	81.1%	26.2%	17%
Grade 1 (98 students)	92.1%	87%	*	*

\* - Denotes less than 10%.

**Ethnic Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (95 students)	77.6%	70%	20%	30%
Grade 1 (98 students)	88.8%	100%	*	*

\* - Denotes less than 10%.

## FLUENCY

### Gender Disaggregated Scores

<b>Novice not Included</b>	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
<b>Total # of students</b>	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (95 students)	92.9%	88.7%	*	*
Grade 1 (98 students)	88.2%	91.5%	*	*

\* - Denotes less than 10%.

### Ethnic Disaggregated Scores

<b>Novice not Included</b>	<b>Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Partial Mastery</b>
<b>Total # of students</b>	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (95 students)	91.8%	80.0%	*	20%
Grade 1 (98 students)	86.5%	88.9%	*	11.02%

\* - Denotes less than 10%.

**Passed**  
**Attendance Rate = 98.7%**

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCE

#### 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)**

A special education teacher was not certified to teach elementary, but could only collaborate. The teacher was teaching a self-contained class instead.

A Speech Therapist was certified in Grades 1 – 12, but was also working with kindergarten students.

### FOLLOW-UP REVIEW

### COMPLIANCE.

### RECOMMENDATIONS

- 6.1.6. Instruction in writing.** A unified writing strategy was not in place that addressed the needs of writing instruction for the West Virginia Assessment rubric. The Team recommended that a unified writing strategy be put in place, such as, four square writing strategy, Power Write, or the Kansas City writing strategy. The schoolwide writing process should focus on the West Virginia Writing Assessment and rubric. This would prepare students for the Grade 4 writing assessment.

### FOLLOW-UP REVIEW

**RECOMMENDATION PARTIALLY FOLLOWED. Some training in the four square writing strategy had been provided but the staff had not adopted a unified writing strategy for schoolwide implementation.**

- 6.1.7. Library/educational technology access and technology application.** Computers throughout the classrooms needed to be upgraded. The computers were being used; however, many of them were outdated and functioned improperly. The Team recommended that the computers be upgraded throughout the school with the assistance of the central office and RESA VIII.

### FOLLOW-UP REVIEW

**RECOMMENDATION FOLLOWED. Twenty-six of the computers had been upgraded so far. This is an ongoing process and will continue as more funds become available.**

**6.1.12. Multicultural activities.** The Team observed that the school was implementing cultural activities; however, there was no written county plan being implemented. The Team recommended that the school combine all their activities into one centralized plan that is consistent with the county plan.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Multicultural activities had been assembled into one schoolwide plan. The plan listed the activities to be completed month by month.



## **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 Hedgesville Elementary School and Berkeley County Schools have the capacity to correct the identified deficiency.

### **FOLLOW-UP CONCLUSION**

**The identified deficiency 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.

**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 five acres plus one acre for each 100 students over 240.

### **FOLLOW-UP CONCLUSION**

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

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
04-207 Hedgesville 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 Hedgesville Elementary School.