



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR
BEDINGTON ELEMENTARY SCHOOL
BERKELEY COUNTY SCHOOL SYSTEM

JULY 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Bedington Elementary School in Berkeley County was conducted February 14, 2013.

A Follow-Up Education Performance Audit was conducted April 9, 2014. 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.

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

202 BEDINGTON ELEMENTARY SCHOOL

Kimberly Agee, Principal

Grades PK-02, Enrollment 177 (2013-2014 enrollment)

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)**

According to teacher interviews, student interviews, classroom observations, and a review of teacher lesson plans, the Team found that science was not being instructed with 50 percent minimum active inquiry, experimentation, and hands-on activities in at least 80 percent of the 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.”

FOLLOW-UP REVIEW

COMPLIANCE. The staff was organized in grade level teams and met weekly to discuss strategies to improve science instruction. The science program was a monthly team topic. Teachers shared effective strategies including science instruction that was hands-on and actively engaged students. The Team reviewed evidence showing these activities were integrated into reading, mathematics, and social studies lessons. The Berkeley County Central Office provided additional materials to provide hands-on science instruction. The principal monitored science instruction through lesson plan reviews, classroom walkthroughs, and discussions during weekly data team meetings. Through classroom observations and teacher interviews, the Team found that the science program was strong with effective instruction taking place in all classrooms.

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)

Three Kindergarten teachers and two Grade 2 teachers did not vary instructional strategies. Teacher directed instruction was the predominate instructional method. Student interest and attention were waning with some students during the Team's observation time.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff was provided several effective professional development sessions designed to improve instruction. These sessions included: Jamming minutes, Jack Hart Music, Energizing Brain Breaks, "Let's Move" program, APL Strategies, Marzano Instructional Strategies, West Virginia Next Generation Standards, Establishing Smart Goals, Fluency Book Study, etc. Through classroom observations, teacher interviews, and lesson plan reviews, the Team observed teachers varying instructional activities to keep the students interested and actively engaged. Additional time was spent with the teachers cited in the initial report.

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 Bedington 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 teachers were aware of student data and student needs, the area of instructional strategies needed immediate attention. Teachers expressed high expectations during the interviews and in classroom observations; however, the lack of a variety of instructional strategies was detrimental to the learning process. The principal must be instrumental in addressing the issue and ensure that all classes have a variety of instructional strategies to meet the needs of all students. Further curriculum delivery must maintain student interest and engagement.

FOLLOW-UP REVIEW

Staff participated in professional development to improve instructional strategies and implemented those strategies into their classroom instruction. The Team observed a variety of instructional strategies designed to actively involve all students. The new principal provided excellent leadership, monitored classroom instruction, and offered assistance as needed to improve instruction. Student interest and engagement were high as students were actively involved in the instructional activities.

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 Bedington 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.**

Student test data were indicative of the school's capacity to increase student achievement and provide high quality instruction. The Team believed that once the issue of a lack of a variety of instructional strategies is corrected, student achievement will continue to increase.

FOLLOW-UP REVIEW

Benchmark assessments demonstrated student growth and increased achievement. Staff believed this was due to improved classroom instruction and a variety of new instructional strategies implemented.

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.

- 19.1.7. K classrooms.** None of the kindergarten classrooms were adequate in size or had a sink or hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** Two Grade 2 classrooms were not adequate in size.
- 19.1.10. Specialized instructional areas.** The art facility was not adequate in size, did not have black-out areas, and did not have a ceramic kiln. However, the school had access to a ceramic kiln at Musselman High School. The music facility did not have adequate storage, music chairs with folding arms, or acoustical treatment. The physical education facility was not located away from quiet areas of the building, was not acoustically treated, did not have

direct access to outdoor or recreational areas, and did not have a ceiling height of 20-24 feet.

- 19.1.14. Food service.** The food service area did not have a dressing room.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a bulletin board, a toilet, a lavatory, or work counter.

FOLLOW-UP REVIEW

All facility resource needs remained as identified in the original Education Performance Audit report.

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.

While student data revealed high student achievement and teachers were knowledgeable of student needs, some teachers needed to vary instructional strategies and engage students throughout the class period. The Team believed that the school has the capacity to correct this area and that student achievement will increase accordingly.

FOLLOW-UP REVIEW

Staff worked diligently to improve their teaching strategies and participated in additional training on effective teaching strategies. Strategies learned in these trainings were implemented in the classrooms and the Team observed students actively engaged from bell to bell.

Education Performance Audit Recommendation

Based upon the results of the Final Education Performance Audit, it is recommended and a motion is requested to approve this report.