



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEDINGTON ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Bedington Elementary School in Berkeley County was conducted on March 26, 2009. 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. The review was limited in scope and concentrated on a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Sterling Beane, Jr., Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Tara S. Aycock	Elementary School Principal	Page Jackson School Jefferson County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Terrie J. Saville	Elementary School Principal	Romney Elementary School Hampshire 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

202 BEDINGTON ELEMENTARY SCHOOL

Linda Ghion, Principal

Grades K - 02

Enrollment 282 (2nd month 2007-2008 enrollment report)

2007-2008

INFORMAL MATH ASSESSMENT

All categories were counted for each child as reflected below, as reported by the school.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten 86 students X 12 IMA skills = 1032 total	1.94%	3.97%	34.49%	37.70%	21.80%
Grade 1 96 students X 19 IMA skills = 1824	3.73%	13.87%	56.14%	20.45%	5.81%
Grade 2 86 students X 15 IMA skills = 1290	.15%	6.36%	83.49%	7.91%	2.09%

INFORMAL READING ASSESSMENT DATA

Comprehension

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery	Novice	Novice
	Boys	Girls	Boys	Girls	Boys	Girls
Grade 2 90 students 42 girls 48 boys	88.33%	88.10%	16.67%	11.90%	0%	0%
Grade 1 98 students 45 girls 53 boys	84.90%	91.11%	9.43%	2.22%	5.66%	6.67%

2007-2008 FLUENCY

Gender Disaggregated Scores

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	Boys	Girls	Boys	Girls
Grade 2 90 students 42 girls 48 boys	72.91%	90.48%	27.08%	9.52%
Grade 1 98 students 45 girls 53 boys	79.25%	82.22%	20.75%	17.78%

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

1. Safe Schools.
2. Test Analysis.
3. Five-Year Strategic Plan.
4. Marzano Review.
5. STAR Literacy and STAR Reading.
6. Collaboration.
7. Assessment training.
8. Math Investigations.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Bedington Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.12. Multicultural activities.** The Puppets and Pennies multicultural program allowed the students to collect money and sponsor materials for a school in Africa. This program encouraged students to investigate means to purchase puppets for the schools there and educated students about the cultures of Africa.
- 7.5.4. Physical Assessment.** The school had implemented a Walking Club to address wellness and to prepare students for the Grade 3 Fitnessgram. All students in the building participated in it. When the students logged enough miles to reach Disney World and back, they earned a Disney Day, which included a schoolwide movie treat. Individual students earned recognition for logging miles by having a marker placed in the school display of walkers.
- 7.8.1. Leadership.** The Team commended the principal on being a true instructional leader dedicated to student achievement, school culture and climate. A caring atmosphere pervaded the building.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

RECOMMENDATIONS

- 7.1.3. Learning environment.** The school was not practicing Code Red Evacuation Drills. Teachers stated that there was no safe place in which to take the students in case of an emergency. The Team recommended that the school develop a plan to allow for the safe practice of a Code Red Evacuation Drill.
- 7.1.6. Instruction in writing.** Although the school was doing writing across the curriculum and in many contexts, the county did not have a selected writing program for the primary level. The Team recommended that the county explore a program to assist the primary elementary grades to teach writing.

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.

None identified.

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 was not five acres, plus one acre for each 100 students over 240.
- 19.1.7. K classrooms.** All Kindergarten classrooms were not of adequate size and did not have a sink or hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facility did not have adequate size, a ceramic kiln, or black-out areas. The music facilities were not of adequate size, did not have adequate storage, and did not have music chairs with folding arms, music stands, a podium, or acoustical treatment.
- 19.1.14. Food service.** A dressing room was not available.
- 19.1.15. Health service units.** A health service unit was not available. Curtained or small rooms with cots, bulletin board, toilet, lavatory, and a work counter were not available.

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.

None identified.

Education Performance Audit Summary

The Team presented three commendations, two recommendations, and the school met all standards. Under the leadership of the principal and the staff dedication, Bedington Elementary School may attain Exemplary Status in the future. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.