

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEDINGTON ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Bedington Elementary School, a K-2 school, in Berkeley County was conducted on April 26, 2005. 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 Unified School Improvement Plan (USIP), interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on student performance on the Informal Reading Inventory (IRI) and the Informal Math Inventory (IMI).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Robin Bolling, Assistant Director,
Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
Carmen Henninger	Elementary School Principal	Central Elementary Upshur County
Sherry Hetzel	Coordinator of Instruction K-12	Jefferson County
Rhonda Judy	Assistant Middle School Principal	Braxton County Middle Braxton County
Patricia McComas	Elementary School Principal	French Creek Elementary Upshur County
Ann Mickle	Elementary School Principal	Hodgesville Elementary Upshur County

SCHOOL PERFORMANCE

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

04-202 BEDINGTON ELEMENTARY SCHOOL

BERKELEY COUNTY

Linda Ghion, Principal
Grades K - 02
Enrollment 218

INFORMAL READING ASSESSMENT DATA
2003-2004

COMPREHENSION

Gender Disaggregated Scores

	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

	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

	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

	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

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.

6.1.1. Curriculum based on content standards and objectives. The Content Standards and Objectives (CSOs) Matrix provided an effective management and instructional tool to be used by both administrative and classroom personnel to ensure coverage, mastery, and reteaching of the CSOs.

The Walking Club provided a motivational incentive for academic achievement through health and physical fitness.

Reading Angels, parents, and other community volunteers assisted at-risk children to develop a love for reading and become more competent and independent readers.

6.1.5. Instructional strategies. A kindergarten classroom provided for multiple groups working simultaneously with visual, color-coded cues to signal desired behaviors. Students were engaged and participating in multiple activities that maximized instructional time.

6.1.7. Library/educational technology access and technology application. The computer laboratory aide provided support (e.g., collected and analyzed Compass Learning data) for the teachers upon request. The administration provided quarterly reports and percentages of mastery in reading, language, phonics, and mathematics.

6.1.12. Multicultural activities. The Team observed evidence of a schoolwide Character Model. Students were well-behaved and mannerly throughout the buildings and across all grades.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

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.

- 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.

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.

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.

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.

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.).
- 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.
- 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.
- 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.
- 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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.4.1. Regulatory Agency Reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711
6.5.2. Codes of conduct.	West Virginia Department of Education Office of Legal Services (304) 558-3667
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

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.

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.

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.

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	6.1.5; 6.1.7; 6.4.1; 6.5.2; 6.6.2		

Education Performance Audit Summary

The Team identified five (5) high quality standards – necessary to improve performance and presented five (5) recommendations.

Bedington Elementary School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Bedington Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.