



EDUCATION PERFORMANCE AUDIT REPORT

FOR

BEDINGTON ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

APRIL 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

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

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
 West Virginia Department of Education Team Leader and Technology – Mark Moore, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Leslie Wade Armentrout	Elementary School Principal	Moorefield Elementary School Hardy County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Sheena R. VanMeter	Elementary School Assistant Principal	Moorefield Elementary School Hardy 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 PK-02, Enrollment 251 (2nd month 2010-2011 enrollment report)

INFORMAL MATH ASSESSMENT - 2010-2011

All categories were counted for each child as reflected below. The three Informal Math Assessments (3-IMAs) that were used are reflected in the Five-Year Strategic Plan.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten: 68 Students X 3 IMA skills = 204 total	3 = 1.47%	4 = 1.96%	22 = 10.78%	0 = 0%	175 = 85.78%
Grade 1: 85 Students X 3 IMA skills = 255 total	5 = 1.96%	7 = 2.75%	243 = 95.29%	0 = 0%	0 = 0%
Grade 2: 72 Students X 3 IMA skills = 216 total	2= .93%	9 = 4.16%	205 = 94.91%	0 = 0%	0 = 0%
Special Educ.: Autism Separate Class, 1 Student = 3 total	0 = 0%	1 = 33.33%	1 = 33.33%	1 = 33.33%	0 = 0%

Informal Reading Assessment Data - 2010-2011

COMPREHENSION

GENDER DISAGGREGATED SCORES

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2 (72 students: 34 girls, 38 boys)	34 = 89.47%	33= 97.06%	4 = 10.53%	1 = 2.94%
Grade 1 (85students; 42 girls, 43 boys)	43 = 100%	42 = 100%	0 = 0%	0 = 0%

COMPREHENSION

ETHNIC DISAGGREGATED SCORES

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2 (72 students: 63 white, 9 non white)	59 = 93.65%	8 = 88.89%	4 = 6.35%	1 = 11.11%
Grade 1 (85 students: 71 white, 13 non white)	71 = 100%	13 = 100%	0 = 0%	0= 0%

Informal Reading Assessment Data - 2010-2011

FLUENCY

GENDER DISAGGREGATED SCORES

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	Boys	Girls	Boys	Girls
Grade 2 (72 students; 34 girls, 38 boys)	33 = 86.84%	33 = 97.06%	5 = 13.16%	1 = 2.94%
Grade 1 (85 students: 42 girls, 43 boys)	38 = 88.37%	36 = 85.71%	5 = 11.63%	6 = 14.29%

ETHNIC DISAGGREGATED SCORES

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	White	Not White	White	Not White
Grade 2 (72 students: 72 white, 9 non white)	57 = 90.48%	9 = 100%	6 = 9.52%	0 = 0%
Grade 1 (85 students: 72 white, 13 non white)	63 = 87.5%	11 = 84.62%	9 = 12.3%	2 = 15.38%

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 Grades PK-02, Enrollment 174 (2nd month 2011-2012 enrollment report)

INFORMAL MATH ASSESSMENT - 2011-2012

All categories were counted for each child as reflected below. The three Informal Math Assessments (3-IMAs) that were used are reflected in our Five-Year Strategic Plan.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten: 58 Students X 3 IMA skills = 174total	3 = 1.72%	3 = 1.72%	119 = 68.4%	0 = 0%	49 = 28.16%
Grade 1: 48 Students X 3 IMA skills = 144 total	2.08 = 1.96%	4 = 2.78%	76 = 52.78%	9.72 = 0%	47 = 32.64%
Grade 2: 53/54 Students X 3 IMA skills = 160 total	0 = 0%	13 = 8.13%	123 = 76.88%	10 = 6.25%	14 = 8.75%
Special Educ.: Autism Separate Class, NO separate class students	0 = 0%	0 = 0%	0 = 0%	0 = 0%	0 = 0%

INFORMAL READING ASSESSMENT DATA - 2011-2012

COMPREHENSION

GENDER DISAGGREGATED SCORES

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2 (54 students: 24 girls, 30 boys)	25 = 83.33%	22= 91.67%	5 = 16.67%	2= 8.33%
Grade 1 (48students; 23 girls, 25 boys)	25 = 100%	23 = 100%	0 = 0%	0 = 0%

COMPREHENSION

ETHNIC DISAGGREGATED SCORES

	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2 (54 students: 49 white, 5 non white)	43 = 87.76%	4 = 80%	6 = 12.24%	1 = 20%
Grade 1 (48students: 42 white, 6 non white)	42 = 100%	6 = 100%	0 = 0%	0= 0%

INFORMAL READING ASSESSMENT DATA -- 2011-2012

FLUENCY

GENDER DISAGGREGATED SCORES

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	Boys	Girls	Boys	Girls
Grade 2 (54 students: 24 girls, 30 boys)	25 = 83.33%	20 = 83.33%	5 = 16.67%	4= 16.67%
Grade 1 (48 students: 23 girls, 25 boys)	19 = 67.86%	21 = 91.3%	6 = 24%	2= 8.7%

ETHNIC DISAGGREGATED SCORES

	Mastery (Fluent)	Mastery (Fluent)	Partial Mastery (Not Fluent)	Partial Mastery (Not Fluent)
	White	Not White	White	Not White
Grade 2 (54 students: 49 white, 5 non white)	42 = 85.71%	3 = 60%	7 = 14.29%	2 = 40%
Grade 1 (48 students: 40 white, 8 nonwhite)	32 = 80%	7 = 87.5%	8 = 20%	1 = 12.5%

Informal Math Assessment

The Informal Math Assessment was used before the school used DIBELS and the STAR computer program for data collection. The school still uses these assessments because the Five-Year Strategic Plan is based on the data that have been collected for nine years.

Each grade level chose three math assessments that were good predictors of how the students will achieve in mathematics the next year. The data were then broken down into five categories: Distinguished, Above Mastery, Mastery, Partial Mastery, and Novice. The math goal is 100 percent mastery and above. The Kindergarten results indicated 96.56 percent mastery, Grade 1 results indicated 95.36 percent mastery, and Grade 2 results indicated 91.87 percent mastery.

Informal Reading Assessments:

The Informal Reading Assessments include Comprehension and Fluency data the school used. The tables show comparisons between boys and girls and white and non-white students. Mastery levels of 80 percent and greater were achieved by the boys and girls in all areas, except Grade 1 boys in fluency.

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

1. Integrating Science, Social Studies, and Health Into Literacy Centers.
2. Culturally Sensitive Teaching Methods.
3. Five-Year Strategic Plan.
4. Schoolwide Data Analysis.
5. WVEIS WOW.
6. Working with Parents.
7. Motivating Students.
8. Four Square Writing.
9. Reading Fluency.
10. Behavior Support and Intervention.
11. Oppositional, Defiant, and Disruptive Students.

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.”

- 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.

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 classrooms 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.

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.

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.

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.

Education Performance Audit Summary

Bedington Elementary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified two high quality standards necessary to improve performance and progress.

They include the following:

7.1.4. Instruction.

7.1.5. Instructional strategies.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Bedington Elementary School and Berkeley County to correct the findings noted in the report by the next accreditation cycle.