



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HEDGESVILLE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Initiatives For Achieving Adequate Yearly Progress	4
High Quality Standards	5
Indicators Of Efficiency	6
Early Detection And Intervention	7
Education Performance Audit Summary	7

INTRODUCTION

An announced Education Performance Audit of Hedgesville Elementary School in Berkeley County was conducted on March 24, 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

West Virginia Department of Education Team Leader – K. Lynn Boyer, Executive
Director, Office of Special Programs, Extended & Early Learning

TEAM MEMBERS

Name	Title	School/County
William E. Chapman	Elementary School Principal	Spencer Elementary School Roane County
John Chris Colombo	Title I Teacher	Nutter Fort Intermediate School Harrison County
Frank Marino	Elementary School Principal	Nutter Fort Primary School Harrison 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

207 HEDGESVILLE ELEMENTARY SCHOOL

Paul Tyson, Principal

Grades K - 02

Enrollment 632 (2nd month 2007-2008 enrollment report)

2007-2008

INFORMAL MATH ASSESSMENT DATA

All categories were counted for each child as reflected below and reported by the principal.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten 194 students X 12 IMA skills = 2328 total	1%	3%	52%	28%	16%
Grade 1 206 students X 19 IMA skills = 3914 total	1%	4%	65%	22%	8%
Grade 2 186 students X 15 IMA skills = 2790	1%	0%	83%	9%	7%

INFORMAL READING ASSESSMENT DATA

Comprehension

Gender Disaggregated Scores

	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2 186 students 88 boys 98 girls	99%	93%	11%	9%
Grade 1 206 students 107 boys 99 girls	92%	89%	12%	10%

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

1. Marzano Review.
2. Overview of response to Intervention (RTI).
3. Accelerated Reader.
4. STAR Testing.
5. TechSteps.
6. Tiers without Tears.
7. Small Groups/Explicit Instruction.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The educational facility provided high levels of security and was educationally stimulating. It was evident that staff and students took pride in their facility.
- 7.2.2. Counseling services.** The two guidance counselors delivered a commendable level of counseling and advisement student services. The counselors had developed an “Emergency Plan” that guided response procedures for specific student issues. This enabled the school to respond to student situations and provide students group counseling and intervention services indicated by the particular issues.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

The Team could not verify that all teachers were instructing for 315 minutes per day. While several classroom schedules indicated exactly 315 instructional minutes, non-instructional time was not listed on the schedule and the inclusion of those minutes would reduce the instructional time to less than 315 instructional minutes.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. While technology was being used to its greatest extent, the computers observed in classrooms had antiquated operating systems and minimal other instructional technologies were evident in classrooms. The Team recommended that the county and school investigate services to upgrade current classroom computers and acquire additional instructional technologies for teacher and student use.

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.

- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The music facility did not have adequate storage, folding chairs, music stands, a podium, or acoustical treatment. The physical education facility did not have a display case.
- 19.1.15. Health service units.** The health service unit did not have adequate size, a bulletin board, or a refrigerator with locked storage.

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 identified one high quality standard necessary to improve performance and progress: 7.1.13. Instructional day.

The Team presented two commendations and one recommendation. Under the leadership of the principal and the staff dedication, the school may attain Exemplary Accreditation status in the future.

Hedgesville Elementary School's Education Performance Audit was limited in scope to the performance and progress standards 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 Hedgesville Elementary School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written

report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Hedgesville Elementary School and Berkeley County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.