



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HEDGESVILLE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Hedgesville Elementary School in Berkeley County was conducted March 24, 2009.

A Follow-up Education Performance Audit of Hedgesville Elementary School in Berkeley County was conducted May 12, 2010. The purpose of the follow-up 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."

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.

FOLLOW-UP REVIEW

INFORMAL MATH ASSESSMENT
2008-2009

Informal Math Assessment and STAR Reading Assessment results compiled by the school.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten: 182 students X 12 IMA skills = 2184 total	1%	3%	56%	25%	14%
Grade 1: 196 students X 19 IMA skills = 3724	1%	4%	68%	20%	8%
Grade 2: 203 students X 15 IMA skills = 3045	2%	6%	80%	8%	4%

STAR READING ASSESSMENT DATA
2008-2009

This data was compiled from the STAR Assessment and STAR Early Literacy Assessment. The county cut-off scores were used to determine Low Risk and Some Risk students. Low Risk would be above the 40th percentile and Some Risk would be between the 10th and 40th percentile. At Risk students would be below the 10th percentile. This list replaces Mastery and Partial Mastery as was recorded on the previous reports of prior years in doing the IRA assessment.

COMPREHENSION

Gender Disaggregated Scores

	Low Risk	Low Risk	Some Risk	Some Risk	At Risk	At Risk
	Boys	Girls	Boys	Girls	Boys	Girls
Grade 2: 203 students	37%	33%	5%	7%	11%	7%
Grade 1: 196 students	24%	26%	28%	15%	4%	3%

COMPREHENSION

Ethnic Disaggregated Scores

	Low Risk	Low Risk	Some Risk	Some Risk	At Risk	At Risk
	White	Not White	White	Not White	White	Not White
Grade 2: 203 students	65%	5%	11%	5%	12%	2%
Grade 1: 196 students	45%	4%	38%	6%	5%	2%

FLUENCY

First grade 40 words per minute Low Risk/Below 40-30 words would be Some Risk. Second Grade 90 words per minute and above would be low risk/89-68 words Some Risk.

Gender Disaggregated Scores

	Low Risk	Low Risk	Some Risk	Some Risk	At Risk	At Risk
	Boys	Girls	Boys	Girls	Boys	Girls
Grade 2: 203 students	33%	29%	10%	11%	10%	7%
Grade 1: 196 students	42%	36%	6%	5%	8%	4%

FLUENCY

Ethnic Disaggregated Scores

	Low Risk	Low Risk	Some Risk	Some Risk	At Risk	At Risk
	White	Not White	White	Not White	White	Not White
Grade 2: 203 students	61%	4%	16%	2%	16%	1%
Grade 1: 196 students	73%	7%	9%	1%	9%	2%

EDUCATION PERFORMANCE AUDIT

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.

FOLLOW-UP REVIEW

COMPLIANCE. The school day had been extended 10 minutes to gain more instructional time. Teachers' schedules verified that all classes were either meeting or exceeding the 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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Technology expenditures included \$150,000 for Hedgesville Elementary School. These funds provided laptop computers, ELMOs, mimeos (interactive whiteboards), and digital cameras for all classrooms.

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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

19.1.10. Adequate storage, folding chairs, and a podium were added to the music facility. The physical education facility had a display case.

19.1.15. The health service unit had a bulletin board and a refrigerator with locked storage.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-207 Hedgesville Elementary	Exemplary Accreditation			

Education Performance Audit Summary

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Exemplary Accreditation status of Hedgesville Elementary School until the release of the Report of Ratings in the fall 2010 in which current performance data will be reviewed.