

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HEDGESVILLE ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**JUNE 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Hedgesville Elementary 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

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Larry Dalesio	Elementary School Principal	Cameron Elementary Marshall County
Ann Downs	Assistant Early/Middle School Principal	East Hardy Early/Middle Hardy County
Alesia Green	Primary School Principal	Point Pleasant Primary Mason County
Julie Handley	Elementary School Principal	Vienna Elementary Wood County
Patricia Lucas	Director of Special Education	Morgan County
Sandra Wolfe	Elementary School Principal	Westover Elementary Monongalia County

**SCHOOL PERFORMANCE**

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

**04-207 HEDGESVILLE ELEMENTARY SCHOOL**

**BERKELEY COUNTY**

Paul Tyson, Principal  
Grades K - 02  
Enrollment 434

**INFORMAL MATH INVENTORY**  
**2003-2004**

Each classroom teacher had a Class Profile Sheet for each of the following categories: Alegbra, Data Analysis and Probability, Measurement, Geometry, and Numbers and Operations. Each category has a list of skills, which are subcategories. Teachers chart the date of mastery of each skill for each student.

**INFORMAL READING INVENTORY**  
**2003-2004**

**COMPREHENSION**

**Gender Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (91 students)	47.3%	41.8%	4.4%	6.6%
Grade 1 (94 students)	45.7%	50%	3.2%	1.1%

**Ethnic Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (91 students)	82.4%	6.6%	9.9%	1.1%
Grade 1 (94 students)	85.1%	10.6%	3.2%	1.1%

**FLUENCY**

**Gender Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
Grade 2 (95 students)	40%	38.9%	11.6%	9.5%
Grade 1 (94 students)	43.6%	48.9%	11.7%	9.6%

**Ethnic Disaggregated Scores**

	<b>Mastery or Above</b>	<b>Mastery or Above</b>	<b>Partial and Novice Mastery</b>	<b>Partial and Novice Mastery</b>
	<b>White</b>	<b>Not White</b>	<b>White</b>	<b>Not White</b>
Grade 2 (95 students)	73.7%	5.3%	17.9%	3.2%
Grade 1 (94 students)	83%	9.6%	5.3%	2.1%

**Passed**  
**Attendance Rate = 99%**

**Other Relevant Performance Data**

**Physical Assessment – Presidential Physical Fitness Test  
Passage Rate**

<b>Percentage of Students</b>	<b>School Year</b>
61.73%	2003-04
67.53%	2002-03
67.34%	2001-02

## 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.

**6.1.3. Learning environment.** Several programs were in place that provided a safe, nurturing environment, including: Student citizenship, a responsible student program (PRIDE), and a safety committee. Community volunteers were used to mentor at-risk students. The counselor was active in promoting developmental guidance and character education.

Parents were actively involved throughout the school with classroom art projects, reinforcing classroom instruction, and enhancing the school environment. Parents were welcomed and important to the positive school environment.

**6.8.1. Leadership.** The principal maintained a positive, supportive learning environment. An environment that was conducive to learning was promoted through the principal's positive, active approach to school leadership. The school staff was cohesive, supportive, and demonstrated positive leadership in their areas.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard

#### 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)

A special education teacher was not certified to teach elementary, but could only collaborate. The teacher was teaching a self-contained class instead.

A Speech Therapist was certified in Grades 1 – 12, but was also working with kindergarten students.

## RECOMMENDATIONS

- 6.1.6. Instruction in writing.** A unified writing strategy was not in place that addressed the needs of writing instruction for the West Virginia Assessment rubric. The Team recommended that a unified writing strategy be put in place, such as, four square writing strategy, Power Write, or the Kansas City writing strategy. The schoolwide writing process should focus on the West Virginia Writing Assessment and rubric. This would prepare students for the Grade 4 writing assessment.
- 6.1.7. Library/educational technology access and technology application.** Computers throughout the classrooms needed to be upgraded. The computers were being used; however, many of them were outdated and functioned improperly. The Team recommended that the computers be upgraded throughout the school with the assistance of the central office and RESA VIII.
- 6.1.12. Multicultural activities.** The Team observed that the school was implementing cultural activities; however, there was no written county plan being implemented. The Team recommended that the school combine all their activities into one centralized plan that is consistent with the county plan.

### **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 Hedgesville Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
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 Hedgesville Elementary School and Berkeley County Schools have the capacity to correct the identified deficiency.

## 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 five acres plus one acre for each 100 students over 240.

### **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**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
04-207 Hedgesville Elementary	Full Accreditation	6.6.2		

**Education Performance Audit Summary**

The Team identified one (1) high quality standard – necessary to improve performance and presented three (3) recommendations.

Hedgesville 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 Hedgesville Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.