



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HEDGESVILLE ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**MARCH 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Hedgesville Elementary School in Berkeley County was conducted February 13, 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 – Lynn Baker, Coordinator, Office of Early Learning

West Virginia Department of Education Team Leader and Technology – Mark Moore, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

Name	Title	School/County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Nicole R. Shaffer	Primary School Principal	Blue Ridge Primary School Jefferson 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 PK-02, Enrollment 647 (2<sup>nd</sup> month 2011-2012 enrollment report)

## Math Assessment Data 2011-2012

The new math series EVERYDAY Math was implemented. EVERYDAY Math Assessment results were compiled by the school.

- Kindergarten areas of focus: Math subtraction to 10 and fluent add/subtract to 5.
- Strengths were shown in all areas with students achieving 88 percent or above Mastery level for the Common Core Standards.
- Grade 1 areas of focus: Math computation, time and money. Strengths were shown in all areas with students achieving 93 percent or above Mastery level for the West Virginia 21st Century content standards and objectives (CSOs).
- Grade 2 areas of focus: Time, money and adding/subtracting 2 digit numbers. Strengths were shown in basic facts and graphs. Strengths were shown in all areas with students achieving 84% or above Mastery level for the CSO's.

### STAR Math Results

#### Grade 1

181 students were tested on STAR Math.

S.S. 462 grade equivalent 2.3.

103 students or 56 percent scored at the 75th percentile or above.

41 or 22.7 percent scored at the 74th percentile to 50th percentile.

31 or 17.1 percent scored at the 49th to 25th percentile.

6 or 3.3 percent scored at the 25th percentile or below.

#### Grade 2

Average Scaled Score was 547 which is GE 3.1.

163 students tested.

76 or 46.6 percent tested 75th and above.

42 or 25.8 percent tested 74th to 50th percentile.

27 or 16.6 percent tested 49th to 25th percentile.

18 or 11.0 percent tested below 25th percentile.

55 percent of students scored 3.0-4.9 GE.

35 percent of students scored 2.9-2.0.

4.3 percent of students scored at risk 1.9-1.0.

**EVERYDAY Math Assessment  
2011-2012**

	<b>Novice</b>	<b>Partial Mastery</b>	<b>Mastery</b>
<b>Kindergarten</b> Total Skills: 179x12=2148	<b>0%</b>	<b>4%</b>	<b>96%</b>
<b>First</b> Total Skills: 181x17=3077	<b>0%</b>	<b>3%</b>	<b>97%</b>
<b>Second</b> Total Skills: 163x11=1793	<b>2%</b>	<b>5%</b>	<b>93%</b>
Special Educ.: LD Resource, 3 Students K-1, 1st-0, and 2nd- 2	Kind./0% First/ 0% Second/ .2%	Kind./ 0% First/ 0% Second/ .5%	Kind./ .5% First/ 0% Second/ .8%

The priorities for math continued to include more focused instruction in number sense and computation.

**Reading Assessment Data 2011-2012**

**STAR Early Literacy Results**

Kindergarten

179 Kindergarteners tested.  
 Mean Score overall 711--Transitional Readers.  
 41 students or 22.9 percent Probable Readers.  
 81 students or 45.3 percent Transitional Readers.  
 57 students or 31.8 percent Late Emergent Readers.  
 0 students scored Early Emergent.  
 Overall 67 percent of the Kindergarteners were above Emergent Readers.

**STAR Early Literacy Results**

Grade 1

93 percent at or above in STAR Early Literacy Grade Equivalent.  
 72 students tested in May.  
 60 students or 83 percent scored at above benchmark(40PR) --715 SS.  
 12 students or 17 percent of the students scored below benchmark(40PR).

## **STAR Reading Results**

122 students tested in May.

108 students or 89 percent scored at above benchmark(40PR)

14 students or 11 percent of the students scored below benchmark(40 PR)

### Grade 2

## **STAR Reading Results**

163 students tested in May.

54 students or 33.1 percent scored 75th percentile and above.

52 students or 31.9 percent scored 74th-50th percentile.

32 students or 19.6 percent scored 49th-25th percentile.

25 students or 15.3 percent scored below the 25th percentile.

84.6 percent were above 25th percentile.

Average Scaled Score was 371--GE 3.2.

Hedgesville Elementary School used the STAR Assessment program this year. The following are areas of strength and weaknesses that will be addressed.

- Kindergarten-continue to focus on vocabulary and phonics.
- Strengths were alphabetic principle, concept of word, visual discrimination and early numeracy.
- First Grade-continue to focus on structural analysis, vocabulary and paragraph level comprehension. Strengths were concept of word, visual discrimination, alphabetic principle, and early numeracy.
- Second Grade-continue to focus on oral reading fluency, vocabulary and comprehension. Strengths were graphophonemic knowledge and independent reading levels.

**STAR Reading Assessment Data  
2011-2012**

Data were compiled from the STAR Assessment and STAR Early Literacy Assessment. The county cut-off scores were used to determine Low Risk, Some Risk, or At Risk students. Low Risk would be above the 40<sup>th</sup> percentile and Some Risk would be between the 10<sup>th</sup> and 40<sup>th</sup> percentile. At Risk students would be below the 10<sup>th</sup> percentile.

**Comprehension**

**Gender Disaggregated Scores**

	<b>Low Risk Boys</b>	<b>Low Risk Girls</b>	<b>Some Risk Boys</b>	<b>Some Risk Girls</b>	<b>At Risk Boys</b>	<b>At Risk Girls</b>
<b><u>Grade 2:</u> Students - 152 (76 girls, 76 boys) STAR</b>	36%	34%	4%	5%	10.5%	10.5%
<b><u>Grade 1:</u> Students - 195 (96 girls, 99 boys) STAR Early Literacy</b>	51%	49%	0%	0%	0%	0%

**Ethnic Disaggregated Scores**

	<b>Low Risk White</b>	<b>Low Risk Non-White</b>	<b>Some Risk White</b>	<b>Some Risk Non-White</b>	<b>At Risk White</b>	<b>At Risk Non-White</b>
<b><u>Grade 2:</u> Students - 152 (76 girls, 76 boys) STAR</b>	62%	9%	8%	1%	16%	4%
<b><u>Grade 1:</u> Students - 195 (96 girls, 99 boys) STAR Early Literacy</b>	88%	12%	0%	0%	0%	0%

**Fluency**

- First Grade: 40 words per minute would be Low Risk. Below 40 to 30 words would be Some Risk. Less than 30 words would be At Risk.
- Second Grade: 90 words per minute and above would be Low Risk. 89 – 68 words would be Some Risk. Less than 68 words would be At Risk.

**Gender Disaggregated Scores**

	Low Risk Boys	Low Risk Girls	Some Risk Boys	Some Risk Girls	At Risk Boys	At Risk Girls
<b><u>Grade 2:</u> <u>Students -</u> <u>152 (76</u> <u>girls, 76</u> <u>boys) STAR</u></b>	28%	32%	13%	9%	8%	10%
<b><u>Grade 1:</u> <u>Students -</u> <u>195 (96</u> <u>girls, 99</u> <u>boys)</u> <b>STAR Early Literacy</b></b>	40%	43%	6%	4%	5%	2%

**Ethnic Disaggregated Scores**

	Low Risk White	Low Risk Non-White	Some Risk White	Some Risk Non-White	At Risk White	At Risk Non-White
<b><u>Grade 2:</u> <u>Students -</u> <u>152 (76</u> <u>girls, 76</u> <u>boys) STAR</u></b>	56%	7%	18%	3%	12%	4%
<b><u>Grade 1:</u> <u>Students -</u> <u>195 (96</u> <u>girls, 99</u> <u>boys)</u> <b>STAR Early Literacy</b></b>	76%	7%	6%	3%	6%	2%



## **Academic Reading Trends for School Years 2010-2012**

The following scores were based on STAR Early Literacy for Kindergarten and Grade 1 and STAR Reading for Grade 2.

Kindergarten students improved by 4 percent in overall reading; 97 percent obtained Reading proficiency above the 40<sup>th</sup> percentile in 2011-2012.

Grade 1 students improved 1 percent in Comprehension and 3 percent in Fluency. Overall reading scores increased by 3 percent; 92 percent obtained Reading proficiency above the 40<sup>th</sup> percentile in 2011-2012.

Grade 2 students decreased 2 percent in Comprehension. Grade 2 students increased 1 percent in Fluency. Overall, Grade 2 reading proficiency remained at 73 percent.

STAR Math scores are only available for the 2011-2012 school year.

Grade 1 students' scores showed that 92 percent were proficient in Mathematics.

Grade 2 students' scores showed that 83 percent were proficient in Mathematics.

Kindergarten does not take STAR Math. Their scores are based on EVERYDAY Math year end assessment. The scores increased by 4 percent for 2011-2012 with an overall proficiency of 96 percent.

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

1. Data Teams.
2. Instructional Practices Inventory.
3. WESTEST 2 Data Analysis.
4. Reading Focus.
5. Common Core (Next Generation).
6. TechSteps.
7. Five-Year Strategic Plan.
8. Marzano Instructional Strategies.
9. Cultural Responsive Teams.
10. Number Worlds.
11. APL Instructional Strategies.
12. WV Board of Education Policy 4373.
13. Governor's Academy of Teacher Excellence.
14. iPad Training.
15. Principal's Scholarship Academy.
16. Teach 21.

## 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 school had a very positive, welcoming, nurturing environment that was conducive to the learning process. The staff was welcoming and open and was enthusiastic about the future of the students. The principal and assistant principal were supportive of all students and staff and made available all the opportunities to enable the teachers to provide a positive learning environment. There was excellent vertical teaming among the staff to ensure continuity in the achievement of the students throughout their years at the school. The building was clean and educationally stimulating.
  
- 7.5.1. Parents and the community are provided information.** The school had a high number of retired teachers and parents volunteering at the school. They helped in the classrooms to aid the teachers in the classroom curriculum delivery. These adults acted in the role of providing an additional professional staff member with their high levels of knowledge and experience, which aided students in achieving the highest levels of achievement.
  
- 7.8.1. Leadership.** The principal led the school in a positive and effective manner. The principal was highly organized, knowledgeable, and held himself to the highest standards and fostered leadership in the individual classrooms. Teachers demonstrated great classroom leadership through attending professional development sessions and applying best practices in classroom instruction.

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

None identified.

## 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 Hedgesville 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.**

The entire staff of Hedgesville Elementary School was highly knowledgeable of the needs of the students and the areas of weakness that required specific interventions. Under the leadership of the principal and assistant principal, the teachers implemented high quality, research-based programs and practices to increase student achievement. The common core standards were being followed in the classroom curriculum delivery and instruction was adjusted based on the standards and student data.

### **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.

- 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.**

Hedgesville Elementary School demonstrated the capacity to provide an educationally stimulating environment that was safe and nurturing. The school's Five-Year Strategic Plan clearly identified the direction and action steps for the school.

### **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.**

Hedgesville Elementary School was providing high quality instruction for all students to ensure that all students achieve at high levels. Staff development was provided to target any areas of concern that the staff had in regards to curriculum and student behavior.

### **Education Performance Audit Summary**

The Team presented three commendations (7.1.3. Learning environment, 7.5.1. Parents and the community are provided information, and 7.8.1. Leadership) and the school met all standards. The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Hedgesville Elementary School.