

FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

TUSCARORA ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Tuscarora Elementary School in Berkeley County was conducted November 3, 2011.

A Follow-up Education Performance Audit of Tuscarora Elementary School was conducted April 10, 2013. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

212 TUSCARORA ELEMENTARY SCHOOL

Lawrence Hitt, Principal

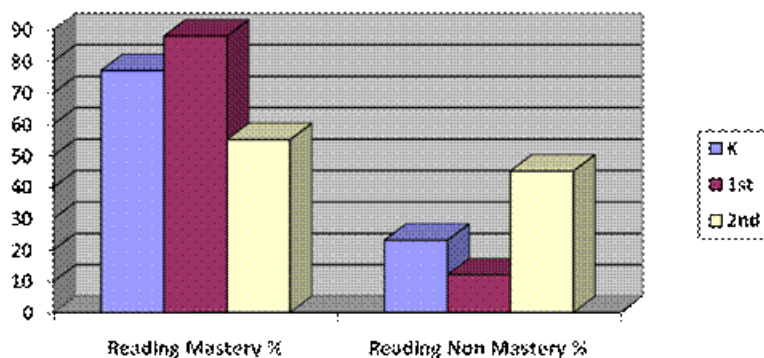
Grades PK - 02

Enrollment 361 (2nd month 2010-2011 enrollment report)

STAR Assessment Figures 2011 - 2012 School Year

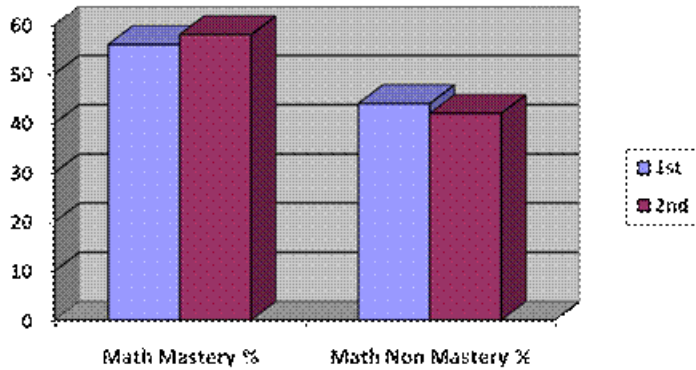
Reading

Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Reading	2011-2012	STAR Early Literacy	Kindergarten	77	23
Reading	2011-2012	STAR Early Literacy	Grade 1	88	12
Reading	2011-2012	STAR	Grade 2	55	45



Mathematics

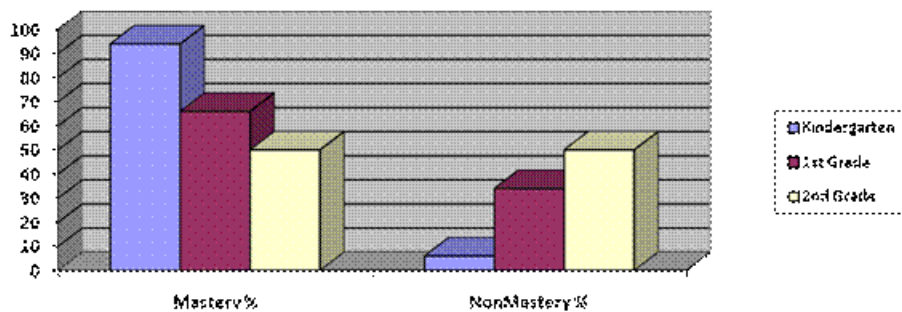
Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Math	2011-2012	STAR-Math	Grade 1	56	44
Math	2011-2012	STAR-Math	Grade 2	58	42



STAR Assessment Figures 2010 - 2011 School Year

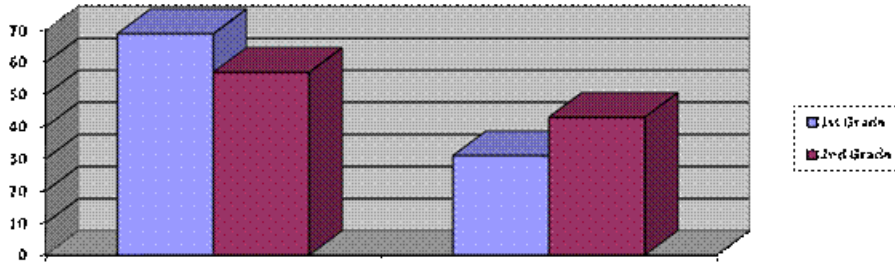
Reading

Subject	Year	Test	Grade	Mastery %	Non-Mastery %	Scaled Score Increase
Reading	2010-2011	STAR Early Literacy	Kindergarten	94	6	128
Reading	2010-2011	STAR Early Literacy	Grade 1	66	34	110
Reading	2010-2011	STAR	Grade 2	50	50	108



Mathematics

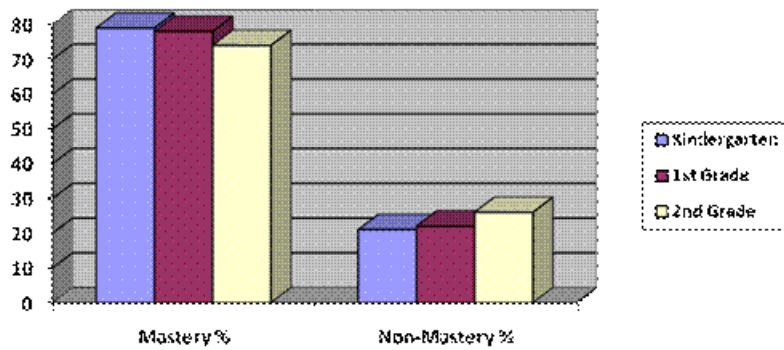
Subject	Year	Test	Grade	Mastery %	Non-Mastery %	Scaled Score Increase
Math	2010-2011	STAR-Math	Grade 1	69	31	74
Math	2010-2011	STAR-Math	Grade 2	57	43	80



DIBELS Assessment Figures 2011 - 2012 School Year

Reading

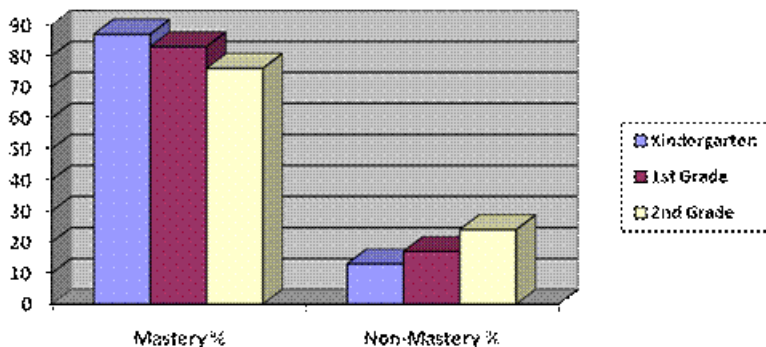
Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Reading	2011-2012	DIBELS	Kindergarten	79	21
Reading	2011-2012	DIBELS	Grade 1	78	22
Reading	2011-2012	DIBELS	Grade 2	74	26



DIBELS Assessment Figures 2010 - 2011 School Year

Reading

Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Reading	2010-2011	DIBELS	Kindergarten	87	13
Reading	2010-2011	DIBELS	Grade 1	83	17
Reading	2010-2011	DIBELS	Grade 2	76	24



5.1.1. Achievement.

STAR Assessment Figures for Tuscarora Elementary School (2011-12 and 2010-11 school years) provided useful reading and mathematics data for the school and county to apply in personalized learning and to improve student achievement.

Reading

Grade 2 Reading: In 2011-12, 55 percent of Grade 2 students were at mastery and 45 percent were at non-mastery. In 2010-11, 50 percent of the students were at mastery and 50 percent were at non-mastery.

Grade 1 Reading: In 2011-12, 88 percent of Grade 1 students were at mastery and 12 percent were at non-mastery. In 2010-11, 66 percent of students were at mastery and 34 percent were at non-mastery.

Kindergarten Reading: In 2011-12, 77 percent of Kindergarten students were at mastery and 23 percent were at non-mastery. In 2010-11, 94 percent were at mastery and 6 percent were below mastery.

Mathematics

Grade 2 Mathematics: In 2011-12, 58 percent of Grade 2 students were at mastery and 42 percent were at non-mastery. In 2010-11, 57 percent of students were at mastery and 43 percent were at non-mastery.

Grade 1 Mathematics: In 2011-12, 56 percent of Grade 1 students were at mastery and 44 percent were at non-mastery. In 2010-11, 69 percent of students were at mastery and 31 percent were at non-mastery.

DIBELS ASSESSMENT FIGURES (Reading)

Grade 2 – In 2011-12, 74 percent of students were at mastery and 26 percent were at non-mastery. In 2010-11, 76 percent of Grade 2 students were at mastery and 24 percent were at non-mastery.

Grade 1 – In 2011-12, 78 percent of students were at mastery and 22 percent were at non-mastery. In 2010-11, 83 percent of Grade 1 students were at mastery and 17 percent were at non-mastery.

Kindergarten – In 2011-12, 79 percent of students were at mastery and 21 percent were at non-mastery. In 2010-11, 87 percent of Kindergarten students were at mastery and 13 percent were at non-mastery.

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

1. Literacy Centers/Guided Reading.
2. WESTEST2 Data Review.
3. STAR/DIBELS.
4. Five-Year Strategic Plan.
5. Everyday Math.
6. Education City.
7. TechSteps.
8. STAR Mathematics.
9. Tim Rasinski Workshop on Creating Fluent Readers.
10. Response to Intervention.
11. Touch Math.
12. Diversity Book Studies.
13. Comprehension/Fluency Workshop.
14. Make It/Take It for Math/Literacy Centers.
15. Music Educators Conference.
16. Suicide Prevention.
17. STAR Enterprise.
18. DIBELS Graphing.
19. Arts in Education.
20. Components of Problem Solving with Interventions.
21. Berkeley County Summer Institute.
22. Student Engagement – Marzano.
23. Effective Practices – Marzano.
24. Differentiation with Literacy Centers.
25. ESL and LEP with Dr. Pedro Noguera.
26. DI for the Little Guy.
27. Parental Involvement.
28. *Reading Success* Book Study.
29. *Words Their Way* Book Study.
30. *Smarter Isn't Faster* Book Study.
31. Differentiation in Guided Reading.
32. Mastering Math Facts.

FOLLOW-UP REVIEW

STAR Assessment Figures for Tuscarora Elementary School for the 2012-13 school year compared to the 2011-2012 school year are depicted below.

Subject	Grade	Year 2011-12	Year 2012-13	Change
Reading	K	77% Mastery	87% Mastery	+10%
Reading	1	88% Mastery	85% Mastery	+3%
Reading	2	55% Mastery	53% Mastery	-2%
Math	1	56% Mastery	89% Mastery	+33%
Math	2	58% Mastery	85% Mastery	+27%

The percent of students scoring mastery on the STAR Assessment in Reading in Kindergarten increased 10 percentage points, Grade 1 increased 3 percentage points, and Grade 2 decreased 2 percentage points from 2011-2012 to 2012-2013.

The percentage of students scoring mastery on the STAR Assessment in Mathematics in Grade 1 increased 33 percentage points and Grade 2 increased 27 percentage points from 2011-2012 to 2012-2013.

DIBELS Assessment Figures for Tuscarora Elementary School for the 2012-13 school year compared with the 2011-12 school year are depicted below.

Subject	Grade	Year 2011-12	Year 2012-13	Change
Reading	K	79% Mastery	84% Mastery	+5%
Reading	1	78% Mastery	74% Mastery	-4%
Reading	2	74% Mastery	76% Mastery	+2%

The percentage of students scoring at mastery on the DIBELS Assessment in Reading in Kindergarten increased 5 percentage points, Grade 1 decreased 4 percentage points, and Grade 2 increased 2 percentage points from 2011-2012 to 2012-2013.

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

1. Essential Curriculum.
2. Effective Classroom Strategies.
3. Engaging Assessments.
4. Data Analysis through data teams.
5. Acuity.
6. WV Writes.
7. STAR Reading and Math.
8. DIBELS.
9. Everyday Math.

- 10. Interventions and Differentiating Instruction.**
- 11. Inquiry Based Math.**
- 12. Technology for Everyday Math.**
- 13. Guided Reading.**
- 14. Classroom Management.**

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

One special education student was not receiving a full day of instruction. The Individualized Education Program (IEP) did not reflect this as a need and the Team did not observe a basis as why the decreased time was necessary.

FOLLOW-UP REVIEW

COMPLIANCE. This student no longer attended Tuscarora Elementary School as the family has moved to another state. All students attend school the full instructional day.

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)

Two Kindergarten teachers and one Grade 1 teacher did not have the required 315 instructional minutes minimum instructional day which was verified through observations and a review of the classroom schedules.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed classroom master schedules for all teachers. All schedules contained the required 315 minute instructional day.

7.2. Student and School Performance

- 7.2.1. **County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

None of the teachers interviewed could discuss the goals of the school's Five-Year Strategic Plan. The plan must be the foundation for the curricular decisions made at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal appointed a faculty committee to review and revise the school's Five-Year Strategic Plan. This revised plan clearly showed the school's goals, strategies, evaluation for effectiveness of strategies, professional development, and evidence the plan was being implemented. The Team interviewed the principal and classroom teachers and found all staff interviewed was knowledgeable of the school goals in the plan and their role in implementing the strategies to meet the goals.

- 7.2.2. **Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The counselor was not spending at least 75 percent of the work day in a direct counseling relationship with students. According to the counselor's schedule, the counselor had planning, office duty, recess duty, attendance duty, and lunch duty. With these duties, the amount of time was approximately 180 minutes, which was 57 percent of the counselor's time. A counseling log was not available to show counseling activities and time spent on student services.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the school counselor and reviewed the work log and individual daily schedule for the 2012-2013 school year. The counselor was no longer scheduled for planning, office duty, or attendance duty and lunch duty. However, the counselor goes to the playground at times to interact with students and observe students interacting with each other. These schedules provided sufficient evidence to conclude the counselor was spending 75 percent of the work day in a direct counseling relationship with students.

7.6. Personnel

7.6.2. 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)

The Team identified the licensure issues listed in the chart.

Educator	Courses/Content Teaching	Certification/Status	Findings	Recommendations
Educator	2625	Math 4-8 Elem Ed 1-6 MR 0K-12 SLD 0K-12	Need to use 2630 for sped self-contained. OH not reflected in course codes.	Add in OH exceptionality to the 6 th digit in the course codes.
Educator	2625	Early Ed PK-0K Multi Sub 0K-8 SLD 0K-AD MI 0K-12	Need to use 2630 for sped self-contained. OH not reflected in course codes.	Add in the OH exceptionality to the 6 th digit in the course codes.
Educator	2625	Early Ed PK-K Multi Sub 0K-8 BD 0K-12 Autism 0K-AD	Need to use 2630 for sped self-contained. OH not reflected in course codes.	Add in the OH exceptionality to the 6 th digit in the course codes.
Educator	2625 2630	PE PK-AD	Is not certified to teach BD self-contained as mentioned in course codes.	Apply on Form 1, show courses enrolled in approved program.

FOLLOW-UP REVIEW

COMPLIANCE. The adjustment was made in the course code for the other handicapped (OH) exceptionality which resolved three of the licensure issues, and a waiver was secured for the long term substitute teacher who taught the behavior disorder classes.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

There was no consistent schoolwide discipline plan that the teachers could discuss. Teachers stated that discipline was handled in the individual teacher's classroom.

FOLLOW-UP REVIEW

COMPLIANCE. A faculty committee was appointed to study available schoolwide discipline plans. The committee selected the Clip Alert Discipline Plan authored by Rick Morris. The Clip Alert Discipline Plan was implemented and was being used throughout the school. The Team visited classrooms and interviewed teachers and was informed the staff liked the Clip Alert Discipline Plan and thought it was effective.

RECOMMENDATION

7.1.3. Learning environment. Classrooms could not be locked in the event of an emergency because classrooms did not have doors. The Team recommended that Berkeley County investigate means to secure classrooms in the event of an emergency.

FOLLOW-UP RECOMMENDATION

RECOMMENDATION PARTIALLY FOLLOWED. The school was constructed as an "open space" building without walls and, therefore, no doors. Walls had been constructed, but had to be constructed in such a way so the air movement in the building was not constrained. Half doors (covering the lower half of the door openings) were being installed to provide a feeling of security. Arrangements have been made with the Martinsburg Police Department to have at least one policeman at the school daily and walk through the building on most days. The county will continue to seek a practical way of addressing this problem.

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 Tuscarora 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.

All teachers were providing high quality instruction and all students were on task. The principal will need to examine achievement data collected and apply the data to increase students performing at mastery level. The principal and staff must ensure that the school's curriculum is aligned with the needs contained in the school's Five-Year Strategic Plan.

FOLLOW-UP REVIEW

The Team observed high quality instruction throughout the school. The school staff had further training in using data to adjust instruction to meet the needs of all students. Teachers were implementing this training and using data to identify the learning needs of all students. The Five-Year Strategic Plan had been reviewed and revised.

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 Tuscarora 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.**

The Team determined that Tuscarora Elementary School and Berkeley County have the capacity to correct the identified deficiencies. However, the school's Five-Year Strategic Plan must play a more active role in the curricular decisions made at the school. The school and staff will need to examine assessment results and identify academic areas in which students are not achieving mastery and shift efforts to those that yield greater results.

FOLLOW-UP REVIEW CONCLUSION

The school staff, with support from the Berkeley County Central Office administration, successfully addressed the areas shown as "necessary to improve" in the original Education Performance Audit report. The teachers had a system of analyzing the assessment results, identifying academic weaknesses, and devising strategies to address the weaknesses.

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 or black-out areas. The music facilities did not have music chairs with folding arms, music stands, or acoustical treatment. The physical education facility did not have a data projector or 50 inch screen monitor. (Did not adversely impact program and student performance.)

FOLLOW-UP REVIEW CONCLUSION

No Change.

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.

Achievement data identify subjects and grade levels for early detection. It is essential that the curriculum and instruction are applied systematically for students to be prepared to succeed as they transition to Grade 3 at another school.

While high quality instruction was prevalent throughout the building, the principal is strongly encouraged to elicit assistance from the Berkeley County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate all means and methods to increase student achievement.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The school received substantial support from the Berkeley County Superintendent of Schools and central office administrative staff and appeared to be improving instruction and student achievement. The School Support System prepared to address the deficiencies in the audit had been implemented and continued to guide the school to further improvement.

Education Performance Audit Summary

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Tuscarora Elementary	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Tuscarora Elementary School.