



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

TUSCARORA ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Tuscarora Elementary School in Berkeley County was conducted November 3, 2011. 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 – Matthew Dotson, Coordinator,
Office of Special Programs

TEAM MEMBERS

Name	Title	School/County
Leslie Wade Armentrout	Elementary School Principal	Moorefield Elementary School Hardy County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Julie E. Mancini	Elementary School Principal	Big Elm Elementary School Harrison County
Steve F. Rodriguez	Middle School Principal	Fairview Middle School Marion County

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

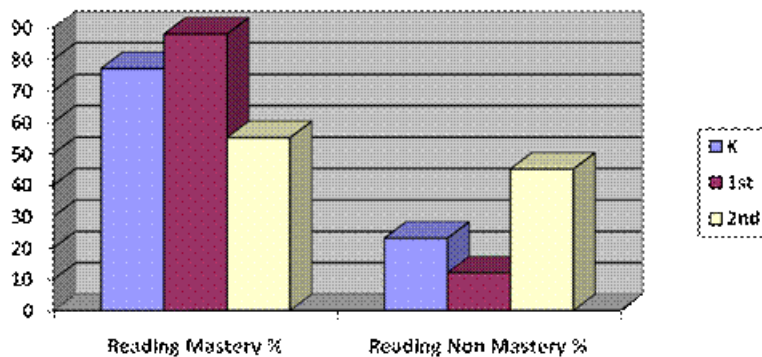
Grades PK - 02

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

STAR Assessment Figures 2011 - 2012 School Year

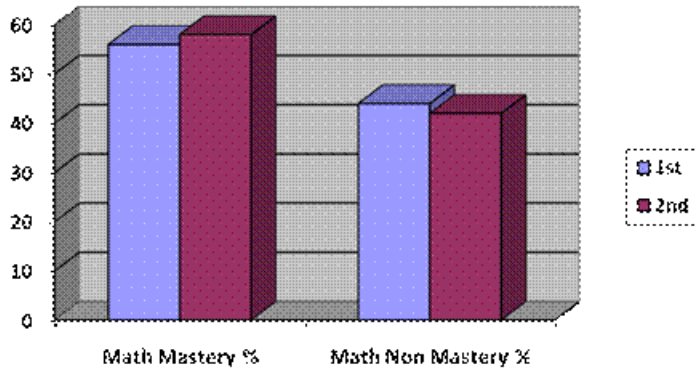
Reading

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

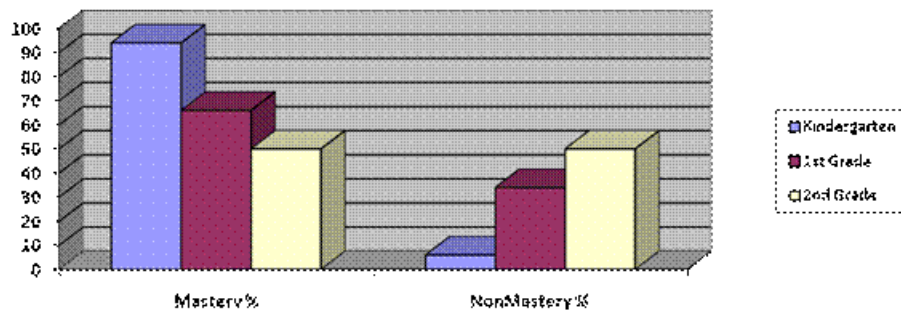
Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Math	2011-2012	STAR-Math	Grade 1	56	44
Math	2011-2012	STAR-Math	Grade 2	58	42



STAR Assessment Figures 2010 - 2011 School Year

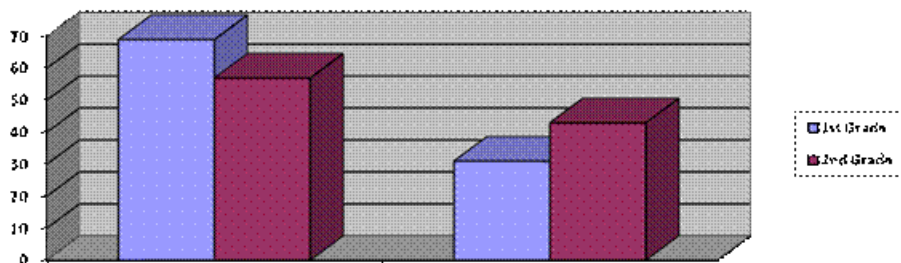
Reading

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

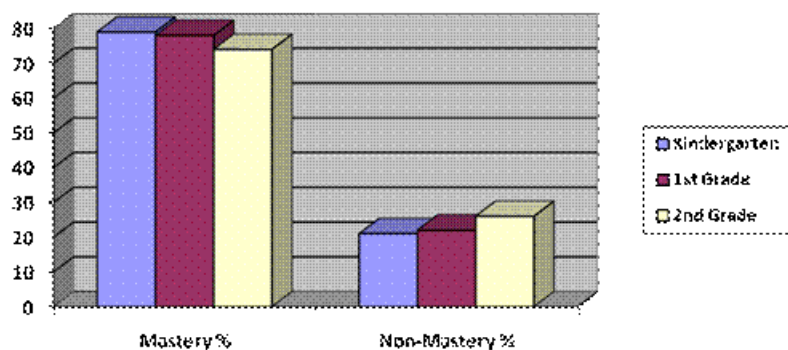
Subject	Year	Test	Grade	Mastery %	Non-Mastery %	Scaled Score Increase
Math	2010-2011	STAR-Math	Grade 1	69	31	74
Math	2010-2011	STAR-Math	Grade 2	57	43	80



DIBELS Assessment Figures 2011 - 2012 School Year

Reading

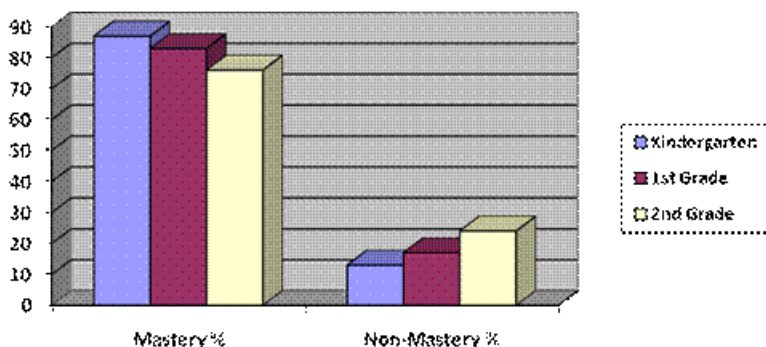
Subject	Year	Test	Grade	Mastery %	Non-Mastery %
Reading	2011-2012	DIBELS	Kindergarten	79	21
Reading	2011-2012	DIBELS	Grade 1	78	22
Reading	2011-2012	DIBELS	Grade 2	74	26



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.

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.

- 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.

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.

- 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.

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.

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.

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.

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.

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.

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.)

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.

Education Performance Audit Summary

Tuscarora Elementary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified six high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.** (IEP for special education not consistent with instruction time.)
- 7.1.13. Instructional day.** (Some teachers were not providing full instructional time.)
- 7.2.1. County and School electronic strategic improvement plans.** (Teachers could not discuss school strategic plan.)
- 7.2.2. Counseling services.** (Other duties resulted in less than 75 percent time in student counseling.)
- 7.6.2. Licensure.** (Four teachers had licensure issues after the time provided for correction.)
- 7.7.1. School rules, procedures, and expectations.** (A consistent discipline plan was not being followed.)

The Team presented one recommendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Tuscarora Elementary School and Berkeley County to correct the findings noted in the Education Performance Audit report by the next accreditation cycle.