



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

OPEQUON ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Opequon Elementary School in Berkeley County was conducted November 2, 2011.

A Follow-up Education Performance Audit of Opequon Elementary School was conducted April 11, 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

210 OPEQUON ELEMENTARY SCHOOL

Tana Petrucci, Principal

Grades PK - 02

Enrollment 452 (2nd month 2010-2011 enrollment report)

MATHEMATICS

The Everyday Mathematics End of the Year Benchmark was administered to all students in Spring 2010 to assess mathematics progress. Listed below are the averages for each subgroup.

GENDER

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
MALE	73%	71%	62%
FEMALE	68%	70%	60%

ETHNICITY

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
BLACK	68%	67%	52%
WHITE	71%	72%	62%
OTHER	68%	59%	65%

READING

Response-to-Intervention 2010-2011 Progress

	GP-Pre	GP-Post	Change	Scaled Score Pre	Scale Score Post	Scale Score Change
KINDERGARTEN	0.07	0.80	+0.73	550	679 T	+129
FIRST	1.06	1.81	+0.75	639	763 T	+124
SECOND	2.06	2.80	+0.74	199	289 T	+90

GP –Grade Placement; Scale Score: (E) Emergent, (T)Transitional,(P) Probable, X Below Cut Score

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

210 OPEQUON ELEMENTARY SCHOOL

Tana Petrucci, Principal

Grades PK - 02

Enrollment 488 (2nd month 2011-2012 enrollment report)

MATHEMATICS

The Everyday Mathematics End of the Year Benchmark was administered to all students in Spring 2012 to assess mathematics progress. Listed below is the percentage of students performing at mastery and non-mastery for each grade level.

ALL STUDENTS

	KINDERGARTEN	FIRST GRADE	SECOND GRADE
MASTERY	86%	67%	74%
NON-MASTERY	14%	33%	26%

READING

Response-to-Intervention

	GP-Pre	GP-Post	Change	Scaled Score Pre	Scale Score Post	Scale Score Change
KINDERGARTEN	NA	NA	NA	571	699	128
FIRST	NA	NA	NA	644	782	138
SECOND	1.7	2.5	.8	168	279	111

GP –Grade Placement; Scale Score: (E) Emergent, (T) Transitional, (P) Probable, X Below Cut Score

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

1. Culturally Responsive Pedagogy.
2. Everyday Math Workshop.
3. Integration of Fine Arts in the Classroom.
4. Literacy Centers.
5. School Culture That Support High Achievement for English Language Learners.
6. TechSteps.
7. North Health and Physical Education Leadership Academy.
8. Response to Intervention.
9. *Other People's Children* and *Culturally Responsive Teaching* Book Study.
10. West Virginia Council for Teaching Mathematics Conference.
11. Easy to Implement Differentiated Literacy Centers.
12. Guided Reading.
13. Differentiated Instruction.
14. Effective Instructional Strategies.
15. Adding Music to Your Math Centers.
16. Culture and Learning Summer Workshop.
17. Berkeley County Schools' Summer Institute.
18. Kindergarten Common Core Training.
19. *The Power of 2* Co-teaching Video.
20. *The Daily 5*, *Culture and Learning*, and *Math Work Stations* Book Study.
21. Common Formative Assessments.
22. ECERS Pre-K Training.
23. Universal Pre-K Leadership Symposium.
24. Summer Leadership Academy for Administrators.
25. RESA 8 Leadership for Rigorous Schools and Classrooms.

FOLLOW-UP REVIEW

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

1. iPad Technology Training.
2. STAR Enterprise Reports.
3. Test Analysis/Data Team.
4. Implementation of West Virginia Board of Education Policy 4373.
5. Teaching Writing.
6. Use of Data Walls.
7. Culturally Responsive Training.
8. E-Instruction responder training.
9. Mobile Network review/Elmo review.
10. Virtual Field Trip Training.

11. **Principals' Leadership Academy.**
12. **Next Generation Content Standards and Objectives Training.**
13. **Everyday Math Training.**
14. **Training on Entering Behavior Data.**
15. **Classroom Management.**
16. **Differentiated Instruction.**
17. **21st Century Skills.**

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 teacher did not exhibit high expectations for all students. Instruction in this class was at low level and did not challenge students to use higher order thinking skills. The teacher was gruff to the students in responses to their questions during the Team's observation. The lesson plans in this class did not correspond to the classroom schedule.

The Grade 2 Positive Behavior Support Program "I Can Manage Myself" was not consistent in each classroom. The expectations were not the same from one Grade 2 classroom to the other. The teachers in Kindergarten and Grade 1 were consistent in their expectations for students, but the Grade 2 teachers had a variety of implementation. The Team recommended that the Grade 2 teachers collaborate to ensure that the program is consistent to provide a seamless program for students.

FOLLOW-UP REVIEW

COMPLIANCE. The special education teacher was provided extensive help with writing student individualized education programs (IEPs), classroom management, providing vigor and high expectations in instruction, etc. This assistance was provided by the principal, assistant principal, and various county special education specialists. The principal constantly monitored the classroom during the walkthroughs and reviewing lesson plans. The Team observed the classroom and interviewed the principal and teacher. The Team found instruction had improved and the teacher was very patient with the students while teaching them and trying to keep them on task.

In addressing the positive behavior program not being consistent in Grade 2, the faculty decided to implement a new schoolwide positive behavior program. The faculty selected the Clip Alert Discipline Plan. The Team observed this positive behavior support program had been implemented and was in place in all classrooms.

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)

One teacher did not have the required 315 instructional minutes. This teacher had 310 minutes.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the schedule for the teacher cited and found the schedule met the 315 instructional minutes per day requirement. The Team further reviewed a sample of other teachers' schedules and found all schedules reviewed met the minimum time requirement.

7.1.3. Learning environment. Individual classrooms were unable to be locked in the event of an emergency as most of the classrooms did not have doors. At least five teachers stated that this was a concern. The Team recommended that the principal and Berkeley County Central Office staff investigate possible means to secure classrooms in the event of an emergency.

One custodian closet containing cleaning chemicals was unsecured. All cleaning chemicals are required to be stored in a secure area away from children.

FOLLOW-UP REVIEW

COMPLIANCE. The custodian had been instructed to keep all closets containing cleaning chemicals locked. The Team checked the doors and found all were locked.

The concern about the structure of the building that prevented classrooms from having lockable doors was under study and included in the Berkeley County School District Ten-Year Comprehensive Educational Facilities Plan (CEFP) and will be addressed as solutions can be found and funds become available.

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 Opequon 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 Team observed high quality instruction in all general education classes. Students were on task and the teachers were providing high quality instruction and had excellent lesson plans. During the interview process, the Team found that the principal and teachers were knowledgeable of the needs of the students and had the students' best interest in mind in all curricular decisions. The teacher that did not exhibit high expectations for all students needs staff development on proper classroom management and student interaction.

FOLLOW-UP REVIEW CONCLUSION

The Team visited classrooms, observed instruction, and talked with teachers and found high quality, interesting, well planned instruction and students were actively involved. Lesson plans reviewed were excellent. The school Data Teams consistently reviewed student achievement information and devised instructional strategies to address individual student weaknesses. The teacher cited for not having high expectations for all students and poor classroom management and student interaction received intensive individual professional development from the school administrators and several experts in the Berkeley County School District. The Team found this teacher to be effective during the time of the classroom observation.

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 Opequon 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 believed that Opequon Elementary School and Berkeley County have the capacity to correct the deficiencies found at the school.

FOLLOW-UP REVIEW CONCLUSION

The school principal and staff, with excellent support from the Berkeley County administrative staff, successfully addressed all deficiencies reported in the original Education Performance Audit report.

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 physical education facilities did not have a ceiling height of 20-24 feet. (Did not impact program and student performance.)

FOLLOW-UP REVIEW CONCLUSION

The facility resource need remained the same as identified in the original Education Performance Audit report.

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.

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 Support System developed by the school administrators at Opequon Elementary School and the Berkeley County Central Office administrators had been implemented and deficiencies had been corrected. This plan will continue to guide school improvement.

SCHOOL ACCREDITATION STATUS

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

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