



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**OPEQUON ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**FEBRUARY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

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

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

### 210 OPEQUON ELEMENTARY SCHOOL

Tana Petrucci, Principal

Grades PK - 02

Enrollment 452 (2<sup>nd</sup> 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

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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Opequon Elementary School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

**7.1.12. Multicultural activities.** The school had a strong multicultural program. Monthly schoolwide activities and multiple classroom activities were held. The activities were in-depth and all students actively participated in all activities.

## 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.

**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.

## **RECOMMENDATION**

**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.

## 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.



### **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.

## 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.)

## 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.

## Education Performance Audit Summary

Opequon 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 two high quality standards necessary to improve performance and progress.

They include the following:

**7.1.2. High expectations.** (Students were not challenged in one classroom; expectations and implementation of the Positive Support Program were not consistently applied at the Grade 2 level.)

**7.1.13. Instructional day.** (A classroom did not provide the required instructional time.)

The Team presented one commendation (7.1.12. Multicultural activities), 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 Opequon Elementary School and Berkeley County to correct the findings noted in the report by the next accreditation cycle.