



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WINCHESTER AVENUE ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**JUNE 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

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

A Follow-up Education Performance Audit of Winchester Avenue Elementary School was conducted April 9, 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

### 214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Needs Improvement

Dean Warrenfeltz, Principal

Grades PK - 03

Enrollment 399 (2<sup>nd</sup> month 2009-2010 enrollment report)

### WESTEST 2009-2010

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	29	40	40	100.00	27.58	Yes	Confidence Interval	✓
White	20	26	26	100.00	35.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	21	30	30	100.00	23.80	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	29	40	40	100.00	10.34	Yes	No	✗
White	20	26	26	100.00	10.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	21	30	30	100.00	9.52	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 97.5%**

**04 BERKELEY COUNTY**  
Manual P. Arvon, II, Superintendent  
**214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Passed**  
Dean Warrenfeltz, Principal  
Grades PK - 03  
Enrollment 359 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	29	41	40	97.56	31.03	Yes	Confidence Interval	✓
White	19	25	24	96.00	42.10	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	22	34	33	97.05	18.18	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	29	41	40	97.56	31.03	Yes	Confidence Interval	✓
White	19	25	24	96.00	36.84	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	22	34	33	97.05	22.72	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.0%**

**04 BERKELEY COUNTY**  
Manual P. Arvon, Superintendent

**214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Passed**

Dean Warrenfeltz, Principal  
Grades PK - 03

Enrollment 207\* (2<sup>nd</sup> month 2011-2012 enrollment report) (This enrollment is just for the K-3 students in this building, Does not include PreK students housed at other sites as it once did.)

**WESTEST 2011-2012**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	34	39	39	100.00	41.17	Yes	Confidence Interval	✓
White	21	24	24	100.00	57.14	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	12	12	100.00	33.33	NA	NA	NA
Low SES	28	31	31	100.00	46.42	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	34	39	39	100.00	41.17	Yes	Confidence Interval	✓
White	21	24	24	100.00	42.85	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	12	12	100.00	25.00	NA	NA	NA
Low SES	28	31	31	100.00	42.85	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.4%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Winchester Avenue Elementary School achieved adequate yearly progress (AYP). Winchester Avenue Elementary School does not meet the minimum number (N) in the tested grade levels. Policy 2320, *A Process for Improving Education: Performance Based Accreditation System* states for these schools “the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three year period.” The county curriculum staff and school staff are urged to address all subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 68.97 percent in mathematics and 68.96 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. WESTEST2 Data Review.
2. Five-Year Strategic Plan.
3. Guided Reading/Strategies/Differentiation.
4. Grading Practices Webinar – Grading for Success.
5. Everyday Math.
6. APL Classroom Management and Refresher for Administrators.
7. *Other People’s Children, Beyond the Golden Rule, and Culture and Learning* Book Studies.
8. Making Reading Stations Work in the Classroom.
9. West Virginia Mathematics Conference.
10. Critical Thinking Training.
11. Depth of Knowledge/Power Standards.
12. Classroom Techniques and Strategies for Behavior Disorders and Autism Classrooms.
13. Kindergarten Teachers Trained in Common Core.
14. Acuity.
15. Writing Instruction.

## **FOLLOW UP REVIEW**

### **ACHIEVED STANDARD.**

Winchester Avenue Elementary School achieved adequate yearly progress (AYP). Students showed substantial progress in all subgroups. In mathematics the percentage of the all students (AS) subgroup scoring at the proficient level increased from 31.03 percent in 2011 to 41.17 percent in 2012 and in reading/language arts the percent of AS scoring at the proficient level increased from 31.03 percent in 2011 to 41.17 percent in 2012. Significant gains were shown in 2011 to 2012 in the following subgroups: Mathematics – all students from (AS) +10.14 percent, racial/ethnicity white (W) +15.04 percent, and economically disadvantaged (SES) subgroup +28.24 percent and in reading/language arts – AS (+10.14), W (+6.01) percent, and SES (+20.13) percent.

The school continued to provide relevant staff development and trainings as reported by the principal.

1. Training on WV Writes to emphasize writing in Grade 3.
2. Co-Teaching with special education and regular education teachers.
3. Created Data Teams to develop strategies for using data to improve instruction.
4. Grade Level Professional Learning Communities meet weekly.
5. Employed a fulltime Academic Coach who works with teachers in classrooms to develop more effective instruction.
6. Established and implemented Smart Goals.
7. Staff trained in implementing the Instructional Practices Inventory (IPI).
8. Critical Thinking Skills.
9. Teaching Reading Skills.
10. Next Generation Standards Training.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

**7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Teachers stated that the textbook was the basis for the curriculum, and that this was required by the Berkeley County Central Office. Teachers must use their professional knowledge to determine the delivery of the content standards and objectives (CSOs) as to the needs of their students.

### FOLLOW-UP REVIEW

**COMPLIANCE.** According to the principal, these statements made by teachers were caused by some confusion created by the instruction given to implement the Everyday Math Program where teachers were directed to follow the step-by-step instruction in the textbook as recommended by the program authors. This confusion has been cleared and teachers have been instructed to use the West Virginia Content Standards and Objectives (CSOs), Berkeley County School District's Essential Curriculum, and Curriculum Maps to guide instruction in all subjects, including mathematics. The Team interviewed teachers and observed instruction in the classrooms and verified the curriculum was being guided by the West Virginia Content Standards and Objectives or the Common Core Standards.

**7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

One girls' rest room stall was visible from the hallway through a mirror. If the stall door was opened, a person could see the commode. The Team recommended that this issue be resolved to ensure student privacy.

Several floor tiles on the basement floor were cracked and had holes in them. The Team recommended that the school repair or replace the missing tiles to prevent tripping.



**FOLLOW-UP REVIEW**

**COMPLIANCE.** The rest room mirror, which created a situation where one girls' rest room stall was visible from outside the door, had been removed. This resolved the problem.

The replacement of cracked and broken floor tile in the basement was included in the Berkeley County School District Ten-Year Educational Facilities Plan (CEFP) and will be addressed when funds are available.

## 7.2. Student and School Performance

- 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 guidance counselor was meeting with students less than 50 percent of the time. The counselor had two duties, bus duty during the morning and afternoon, which was stated as a major reason for not spending 75 percent of the work day in a direct student counseling relationship.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team interviewed the guidance counselor and reviewed the counselor's work log which showed 78 percent of the counselor's time was spent in a direct counseling relationship with students. The counselor reported she is not required to perform bus duty, but is in that area at times for the opportunity to observe and talk 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 issue listed in the chart.

Educator	Courses/Content Teaching	Certification/Status	Findings	Recommendations
Educator	4115 ESL	Long Term Sub permit in English 5-AD  Long Term Sub permit German PK-AD  Long Term Sub Permit Math 5-AD	Does not have ESL endorsement.	Apply on Form 2 to add endorsement with correct fee.  Does educator have coursework for ESL?

### FOLLOW-UP REVIEW

**COMPLIANCE.** The issue with the ESL teacher certification was resolved with an application for a waiver. Furthermore, this teacher was no longer employed at Winchester Avenue Elementary School.

**7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

One new teacher last year (2010-11) did not have a mentor and did not have a mentor this year (2011-12) either. All new teachers must be given a mentor to ensure a proper transition into the building and to assist in the proper curriculum delivery.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The teacher cited was no longer working at this school. Two new teachers at Winchester Avenue Elementary School this current year (2012-2013) had assigned mentors who had been mentoring them this year.

## **RECOMMENDATION**

- 7.1.3. Learning environment.** Teachers requested a way to lock the doors to their classrooms in the event of an emergency. The age of the building and the classroom doors made it impossible to secure the classrooms if needed. The Team recommended that the Berkeley County Central Office provide assistance through the county maintenance office for staff to have the capability to secure classrooms.

## **FOLLOW-UP RECOMMENDATION**

**RECOMMENDATION IN PROCESS.** The problem securing the classroom doors was under study by the county maintenance department and so far a suitable, affordable solution had not been found. This item will remain a part of the county Ten-Year Comprehensive Educational Facilities Plan (CEFP) for further study and resolution.

## 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 Winchester Avenue 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 curriculum in the classrooms must be based on a thorough analysis of the student needs as outlined by the content standards and objectives (CSOs). The CSOs, in conjunction with proper data analysis and the goals of the school, as outlined in the school's Five-Year Strategic Plan must be the combined guiding force behind all curriculum. The student achievement percentage increased from the 2009-2010 school year to the 2010-2011 school year. The principal and staff had implemented high quality instruction in all classes and the Team believed that the increase in achievement will continue.

### **FOLLOW-UP REVIEW**

**The staff had further training on data analysis and, with the leadership of the Instructional Coach, formed Data Teams that continually study student achievement data and find strategies to address student needs. The State content standards and objectives were being used in all classrooms for all subjects and high quality instruction was evident throughout the school. Increased student achievement was shown on the 2012 WESTEST2 in both mathematics and reading/language arts.**

### **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 Winchester Avenue 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 principal and staff of Winchester Avenue Elementary School possessed the capacity to correct the deficiencies found at the school.

The school is urged to continue assistance and support provided by the Berkeley County Central Office, RESA 8, and the West Virginia Department of Education, Office of School Improvement.

### **FOLLOW-UP REVIEW CONCLUSION**

**The principal and staff of Winchester Avenue Elementary School, with effective assistance from the Berkeley County superintendent and central office staff, RESA 8, and the Office of School Improvement - West Virginia Department of Education, corrected all the deficiencies found 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.**

- 19.1.1. School location.** The school site did not have five usable acres, was not easily accessible and conveniently located, and was not large enough for future expansion. On-site solid surface parking for staff, visitors, and individuals with disabilities was not sufficient. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.2. Administrative and service facilities.** An adequate waiting/reception area was not available.
- 19.1.4. Counselor's office.** Easy access to student records was not available.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, on-line periodical indexes, and copying equipment were not available.

- 19.1.7. K classrooms.** The Kindergarten classrooms did not have a sink or hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facilities did not have a ceramic kiln or black-out areas. The music facilities did not have music chairs with folding arms, music stands, a podium, or acoustical treatment. The physical education facility did not have a drinking fountain.
- 19.1.14. Food service.** The food service area was not convenient to a service drive for deliveries and removal of wastes. The following were not available: Chalkboard, bulletin board, or locker/dressing room.
- 19.1.15. Health service units.** A health service unit was not available. The school did not have curtained or small rooms with cots, a bulletin board, toilet, lavatory, scales, a medicine chest, refrigerator with locked storage, work counter, desk and chair, or a locked medication box.

#### **FOLLOW-UP REVIEW CONCLUSION**

**The facility resource needs remained as stated 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 principal and staff were successful in using the School Support System developed in cooperation with the Office of Instruction, West Virginia Department of Education, RESA 8, and the Berkeley County central office administration to address the deficiencies in the audit and continue to implement the plan to improve learning opportunities for Winchester Avenue Elementary School students.**

**Education Performance Audit Summary**

**SCHOOL ACCREDITATION STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
<b>Winchester Avenue Elementary School</b>	<b>Full Accreditation</b>			

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