

OFFICE OF EDUCATION PERFORMANCE AUDITS

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARLOWE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Marlowe Elementary School in Berkeley County on April 27, 2005.

A Follow-up Education Performance Audit of Marlowe Elementary School in Berkeley County was conducted April 27, 2006. The purpose of the follow-up 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."

**SCHOOL PERFORMANCE
2003-2004**

This section presents the assessment data and the Education Performance Audit Team's findings.

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

209 MARLOWE ELEMENTARY SCHOOL

Sharon Rogers, Principal

Grades K - 02

Enrollment 252

INFORMAL MATH ASSESSMENT
2003-2004

Summary data not available.

INFORMAL READING ASSESSMENT
2003-2004

Summary data not available.

Passed

Attendance Rate = 99.05%

Other Relevant Performance Data

**Physical Assessment – Presidential Physical Fitness Test
Passage Rate**

Percentage of Students	School Year
55.86%	2003-04
49.76%	2002-03
47.89%	2001-02

**SCHOOL PERFORMANCE
2004-2005**

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

04 BERKELEY COUNTY
Manual P. Arvon, II, Superintendent
209 MARLOWE ELEMENTARY SCHOOL
Sharon E. Rogers, Principal
Grades K - 02
Enrollment 315

INFORMAL MATH ASSESSMENT
2004-2005

Grade	Above Mastery Number of Skills*	Mastery Number of Skills*	Partial Mastery Number of Skills*
K (88 students)	182	810	16
Grade 1 (86 students)	8	1468	31
Grade 2 (82 students)	***	1067	136
Special Education**	***	32	33

* - 12 Skills tested in K; 19 Skills tested in Grade 1; 15 Skills tested in Grade 2.

** - Included in Grade 2.

*** - Less than 10 students.

INFORMAL READING ASSESSMENT DATA
2004-2005

COMPREHENSION

Gender Disaggregated Scores

Grade	Mastery		Partial Mastery	
	Boys	Girls	Boys	Girls
Grade 2	31	30	***	***
Grade 1	39	30	***	***

*** - Less than 10 students.

Ethnic Disaggregated Scores

Grade	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2	57	***	***	***
Grade 1	67	***	***	***

*** - Less than 10 students.

FLUENCY

Gender Disaggregated Scores

Grade	Mastery	Mastery	Partial Mastery	Partial Mastery
	Boys	Girls	Boys	Girls
Grade 2	23	29	***	***
Grade 1	33	25	***	***

*** - Less than 10 students.

Ethnic Disaggregated Scores

Grade	Mastery	Mastery	Partial Mastery	Partial Mastery
	White	Not White	White	Not White
Grade 2	48	***	***	***
Grade 1	56	***	17	***

*** - Less than 10 students.

**Passed
Attendance Rate = 99.1%**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

6.6. Personnel

- 6.6.2. 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 speech/language pathologist and music teacher were not certified to teach Kindergarten.

FOLLOW-UP REVIEW

COMPLIANCE. The speech therapist and music teacher now have permanent authorizations to work with Kindergarten students.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** Teachers expressed a strong desire to collaborate and subsequently used their own planning, lunch, and personal hours to meet and plan. The Team recommended that methods be researched to provide collaboration time for team planning.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Each group of grade level teachers was scheduled to have lunch together. First grade teachers had a common planning period. Next year because of additional student growth the specialists will be fulltime at this school and the other grades may be able to have common planning periods.

- 6.1.7. Library/educational technology access and technology application.** Computers were used on a limited basis in the special education classroom and students had to access the computers in the adjoining Grade 1 classroom. The Team recommended that staff development in the use of computers for targeted remediation and reteaching of skills including the selection of instructionally appropriate software.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A new teacher of specific learning disabled (SLD) students had been hired. The school placed two new computers in the classroom with up-to-date operating systems. Training on using the software had been provided.

- 6.2.4. Data analysis.** The Team found that data analysis for the Informal Math and Reading Assessments had been completed, but the information would be more useful to have a summary data available. The Team recommended that a summary sheet be developed for reporting grade level achievement on informal assessments and monitoring student achievement.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED FOR 2004-2005 TEST DATA. The school developed summary sheets and summary data for reading and mathematics for the 2004-2005 year.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Marlowe Elementary School and Berkeley County Schools have the capacity to correct the identified deficiency.

FOLLOW-UP CONCLUSION

Working with the Berkeley County Schools staff, Marlowe Elementary School corrected the identified deficiency.

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.

17.1. 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 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.

- 17.1.5. Library/media and technology center.** Newspapers, periodicals, and pamphlets were not available for student use.
- 17.1.10. Specialized instructional areas.** The art facility did not have 2 deep sinks. The physical education facilities did not have a display case or a ceiling height of 24 feet.
- 17.1.15. Health service units.** The health services unit had none of the following items: cots, bulletin board, toilet, lavatory, scales, medicine chest, and refrigerator with locked storage.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the June 2005 Draft Report.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-209 Marlowe Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Berkeley County School System and continue the Full Accreditation status of Marlowe Elementary School.