

OFFICE OF EDUCATION PERFORMANCE AUDITS

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARTINSBURG SOUTH MIDDLE 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 Martinsburg South Middle School in Berkeley County on April 28, 2005.

A Follow-up Education Performance Audit of Martinsburg South Middle School in Berkeley County was conducted April 25, 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**

04 BERKELEY COUNTY

Manual P. Arvon, II, Superintendent

303 MARTINSBURG SOUTH MIDDLE SCHOOL - Needs Improvement

David Rogers, Principal

Grades 06 - 08

Enrollment 793

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	669	723	717	99.17	62.34	Yes	Yes	✓
White	551	592	588	99.32	66.42	Yes	Yes	✓
Black	89	99	99	100.00	41.57	Yes	No	✗
Hispanic	23	26	24	92.31	42.85	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	283	316	312	98.73	44.80	Yes	No	✗
Spec. Ed.	110	119	116	97.48	23.14	Yes	No	✗
LEP	13	15	14	93.33	33.33	NA	NA	NA
Reading/Language Arts								
All	669	723	719	99.45	81.08	Yes	Yes	✓
White	551	592	589	99.49	81.78	Yes	Yes	✓
Black	89	99	99	100.00	75.28	Yes	Yes	✓
Hispanic	23	26	25	96.15	86.36	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	283	316	314	99.37	71.53	Yes	Confidence Interval	✓
Spec. Ed.	110	119	116	97.48	37.03	Yes	No	✗
LEP	13	15	15	100.00	76.92	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

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

303 MARTINSBURG SOUTH MIDDLE SCHOOL - Needs Improvement

David Rogers, Principal

Grades 06 - 08

Enrollment 870

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
Mathematics								
All	711	798	783	98.12	74.21	Yes	Yes	✓
White	569	630	617	97.93	78.60	Yes	Yes	✓
Black	103	115	114	99.13	53.39	Yes	Confidence Interval	✓
Hispanic	36	49	48	97.95	62.85	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	294	351	342	97.43	59.16	Yes	Confidence Interval	✓
Spec. Ed.	111	131	125	95.41	37.38	Yes	Safe Harbors	✓
LEP	19	23	23	100.00	52.63	NA	NA	NA
Reading/Language Arts								
All	711	798	784	98.24	82.24	Yes	Yes	✓
White	569	630	618	98.09	84.69	Yes	Yes	✓
Black	103	115	113	98.26	73.78	Yes	Confidence Interval	✓
Hispanic	36	49	49	100.00	66.66	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	294	351	343	97.72	72.31	Yes	Confidence Interval	✓
Spec. Ed.	111	131	126	96.18	35.77	Yes	No	✗
LEP	19	23	23	100.00	63.15	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Martinsburg South Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Three subgroups designated in 5.1.1. Achievement, included: Racial/ethnicity Black students (B) and economically disadvantaged students (SES) in mathematics, and special education students (SE) in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Martinsburg South Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Martinsburg South Middle School achieved AYP in the SES subgroup in reading/language arts only by application of the confidence interval. It is further noted that the racial/ethnicity Hispanic (H) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and apply interventions to close the achievement gap for the B, H, SES, and SE students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Martinsburg South Middle School improved on the WESTEST scores for the 2004-2005 school year. All the subgroups achieved adequate yearly progress (AYP) except the special education (SE) subgroup in reading/language arts. The achievement of all subgroups, except the racial/ethnicity black (B) subgroup in reading/language arts, improved in the 2004-2005 school year. The B subgroup scored 1.5 percent less in reading/language arts in the 2004-2005 school year. The highest gain in WESTEST percent proficient was by the racial/ethnicity Hispanic (H) subgroup with gains of 20.00 percent in mathematics and 19.70 percent in reading/language arts. Even with these gains the B and economically disadvantaged students (SES) subgroups achieved AYP only by application of the confidence interval and the special education (SE) subgroup achieved AYP in mathematics through safe harbors.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.1. 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)**

The lesson plans of a health instructor did not indicate the dates of each lesson. The lesson plans for the seven week course were repeated for different groups of students throughout the year and had the dates of August – October 22 noted. This did not indicate any differentiation for the different groups taught. Also, a Grade 7 teacher did not have lesson plans for several days and several other teachers could not produce lesson plans for the year.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed lesson plans and found them in order.

- 6.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The school had only one computer laboratory for computer instruction, basic skills computer education program, and for use by teachers with their classes. The school was not providing instruction in basic skills twice a week using the State adopted basic skills program for Grades 6 or required in the SUCCESS program. Computers were not turned on in many classrooms.

FOLLOW-UP REVIEW

COMPLIANCE. Two new computer laboratories had been added to meet the program needs. Computer use in classrooms and laboratories was verified by log sheets in classrooms and in computer laboratories.

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)**

Several staff members (21) lacked proper certification.

FOLLOW-UP REVIEW

COMPLIANCE. Several staff members who lacked proper certification were no longer at the school. The remaining staff members held the appropriate licensure for the subjects they were teaching.

RECOMMENDATIONS

6.1.5. Instructional strategies. In some classrooms the use of a variety of instructional strategies was observed; however, other classrooms should have implemented more of a variety of instructional strategies. The Team recommended that professional development on research-based instructional strategies be provided to make this a consistent practice among all teachers.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The staff had professional development on Marzano's instructional strategies and the APL effective teaching strategies.

6.1.6. Instruction in writing. While the Statewide Assessment Writing scores were good, a consistent and pervasive program for alignment with the West Virginia Writing Assessment rubric was not in place. The Team recommended that such a program be developed and implemented.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The county provided an instructor to teach writing skills and a computer laboratory in which to teach the writing skills. The school reported 13 perfect writing scores.

6.1.7. Library/educational technology access and technology application. The Team determined that more emphasis was needed on the importance of the integration of technology in instructional delivery. In order to facilitate this, the existing technology in the classrooms needed to be upgraded or improved to allow access to various programs.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school had two new computer laboratories with the most current operating system. All teachers had a working computer in their classrooms.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

The Team found that the principal and educators at Martinsburg South Middle School had introduced and applied programs to improve the achievement of students in the racial ethnicity/black (B), racial ethnicity/Hispanic (H), economically disadvantaged (SES), and special education (S) subgroups. Berkeley County also plans to expand programs for Hispanic students during 2005-2006. Additionally, RESA VIII has been assisting the school. The school staff have approached achievement issues in a serious and aggressive manner. Consequently, the Team believes that Martinsburg South Middle School and Berkeley County have the capacity to improve students' achievement and achieve adequate yearly progress (AYP).

If the school fails to achieve AYP or show progress in the subgroups, on the 2005 WESTEST, the Office of Education Performance Audits recommends that the West Virginia Department of Education school improvement team provide assistance to this school.

FOLLOW-UP CONCLUSION

The school achieved adequate yearly progress (AYP) in all subgroups except the special education (SE) subgroup in reading/language arts.

Improvements in achievement were attributed to the following activities.

- 1. State pilot program in inclusion of special education students.**
- 2. Training staff in co-teaching techniques.**
- 3. Schoolwide math problem program with awards for student winners.**
- 4. Library was open longer for student use.**
- 5. A new computer laboratory was added for creative writing with a new instructor to teach it.**
- 6. Staff training in Marzano's Instructional Strategies and APL effective teaching.**
- 7. Curriculum mapping which focused instruction on the Content Standards and Objectives (CSOs).**
- 8. Implementation of the Plato remedial program.**

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.

- 17.1.1. School location.** The site did not contain 11 acres +1 acre for each 100 students over 600 and was not large enough for future expansion. On-site, solid surface parking was insufficient for staff, visitors, and those of limited mobility.
- 17.1.3. Teachers' workroom.** The teachers' work area was not of adequate size and did not provide access to communications technology.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have acoustical treatment. The physical education facility was not of adequate size and was not located away from quiet areas of the building and close to lockers and showers.
- 17.1.11. Grades 6-12 science facilities.** Room 214 was not of adequate size and was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following were not available: Gas, AC/DC current, air vacuum, chalkboard, bulletin boards, open and closing shelving, ventilation fume

hood, demo table, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, and main gas shut-off.

Room 217 was not of adequate size and had none of the following: Gas, AC/DC current, air vacuum, ventilation fume hood, demo table, laboratory work space of adequate size, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, and main gas shut-off.

Room 132 was not located with easy access to outdoor activities and isolated to keep odors from remainder of the building. The following were not available: Sink, hot and cold water, gas, AC/DC current, air vacuum, ventilation fume hood, demo table, laboratory work space of adequate size, fire extinguisher, blanket, emergency showers, balance cases, and darkening provisions.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the June 2005 Draft Report with the exception of the following:

- 17.1.10. The Art room had been remodeled.**
- 17.1.11. The school had been renovated and included a building addition which contained new science rooms.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-303 Martinsburg South Middle	Conditional Accreditation		5.1.1. (SE)	May 31, 2007

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 Conditional Accreditation status of Martinsburg South Middle School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).