

OFFICE OF EDUCATION PERFORMANCE AUDITS

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARTINSBURG HIGH 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 High School in Berkeley County on April 27, 2005.

A Follow-up Education Performance Audit of Martinsburg High 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

502 MARTINSBURG HIGH SCHOOL - Needs Improvement

Kenneth Pack, Principal

Grades 09 - 12

Enrollment 1471

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	289	306	299	97.71	56.53	Yes	Yes	✓
White	226	232	228	98.28	59.45	Yes	Yes	✓
Black	45	52	49	94.23	37.20	No	NA	X
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	101	105	104	99.05	42.00	Yes	Confidence Interval	✓
Spec. Ed.	43	45	45	100.00	4.65	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	289	306	298	97.39	73.40	Yes	Yes	✓
White	226	232	227	97.84	75.11	Yes	Yes	✓
Black	45	52	49	94.23	62.79	No	NA	X
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	101	105	103	98.10	59.59	Yes	No	X
Spec. Ed.	43	45	45	100.00	11.62	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Needs to Improve
Graduation Rate = 69.9%**

**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

502 MARTINSBURG HIGH SCHOOL - Passed

Kenneth Pack, Principal

Grades 09 - 12

Enrollment 1553

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	292	312	308	98.71	65.27	Yes	Yes	✓
White	242	257	253	98.44	66.38	Yes	Yes	✓
Black	42	45	45	100.00	52.38	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	78	83	81	97.59	52.63	Yes	Confidence Interval	✓
Spec. Ed.	34	38	37	97.36	15.15	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	292	312	308	98.71	74.65	Yes	Yes	✓
White	242	257	253	98.44	75.21	Yes	Yes	✓
Black	42	45	45	100.00	66.66	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	78	83	81	97.59	67.10	Yes	Confidence Interval	✓
Spec. Ed.	34	38	37	97.36	21.21	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 79.7%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Martinsburg High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in reading/language arts.

Martinsburg High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval and may have an achievement deficiency if remediation and interventions have not been emphasized. Additionally, students in the racial/ethnicity black (B) and the special education (SE) subgroups were not considered in AYP because of the number (N) less than 50 in these subgroups. Achievement of students in the B subgroup in mathematics and SE subgroup in mathematics and reading/language arts was substantially below the State's proficiency level. Berkeley County curriculum staff and school staff must monitor the achievement of these students and promote curriculum and instructional strategies that are designed to close the achievement gap.

FOLLOW-UP REVIEW

COMPLIANCE. Martinsburg High School achieved adequately yearly progress (AYP) in all subgroups, although the standard was met in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts by applying the Confidence Interval. The most dramatic improvement occurred in the racial/ethnicity black (B) subgroup in mathematics in which the Percent Proficient increased from 37.20 percent in 2003-2004 to 52.38 percent in 2004-2005.

5.1.4. Graduation rate.

Martinsburg High School failed to achieve adequate yearly progress (AYP) in 5.1.4. Graduation rate.

In accordance with Section 9.4 of the policy, the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement and 5.1.4. Graduation rate, the plan was approved by the West Virginia Board of Education, and the school was meeting the objectives and time line specified in the revised USIP. Consequently, the West Virginia Board of Education continued the school's Conditional Accreditation status at the February 10, 2005 meeting.

FOLLOW-UP REVIEW

COMPLIANCE. The graduation rate improved from 70 percent in 2003-2004 to 79.7 percent in 2004-2005.

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)**

Through teacher interviews and classroom observations, the Team determined that all staff were not utilizing the Content Standards and Objectives (CSOs) to drive their curriculum. Several teachers were referring to the West Virginia Board of Education Instructional Goals and Objectives (IGOs) instead of the CSOs.

FOLLOW-UP REVIEW

COMPLIANCE. The curriculum at Martinsburg High School had been mapped using the Content Standards and Objectives (CSOs) and all teachers had been provided copies of the CSOs for their subject area(s) which they kept in their plan books for reference when planning the class lessons. Teachers showed the CSOs in their lesson plans to ensure they covered all of them.

- 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 Team observed minimal use of computers throughout the building. Through interviews with teachers and students, the Team determined that technology was not used at adequate levels in several classrooms.

With the exception of the career-technical department, the Team observed computers that lacked up-to-date and adequate technology.

FOLLOW-UP REVIEW

COMPLIANCE. A new computer laboratory had been provided which was available for teachers to use. The computer laboratory log indicated the computer laboratory received extensive use. A walkthrough by Team members revealed that computers in all classrooms were being used by students. The school will receive a full-time technology specialist next year to support technology use.

- 6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Special education classrooms did not have adopted textbooks or the availability of textbooks. Supplemental materials provided were also inadequate for special education students.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed special education teachers and determined that classroom sets of adopted textbooks were available in the special education classrooms. The special education department chair reported that supplies for special education classes were adequate. Four new computers had been provided for the special education classrooms.

- 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 special education teachers were not appropriately licensed for their teaching assignment.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

- 6.1.13. Instructional day.** Several classrooms were observed to be finished 10 minutes before the bell rang. The Team recommended that all students be fully engaged for the entire class period.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. Even though the school administration emphasized to the staff the importance of teaching “bell to bell” and had provided staff development on effective teaching strategies (this was confirmed in interviews with teachers), Team member walkthroughs near the end of two different class periods revealed several classrooms in which instruction ended five minutes or more before the end of the class period.

7.1.3. Facilities. Facilities for most science 9 and science 10 classes were limited in size, thus making it difficult for teachers to provide 50 percent hands-on science lessons. An attempt should be made to provide larger classroom facilities for these science classes.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The master schedule had been developed so larger science laboratories were available for teachers when classes conducted laboratory experiments.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

Martinsburg High School has a long history of being a low performing school. In the past five years, Martinsburg High has only achieved full accreditation status during one year (2000). Previous accountability reports show recurring themes, i.e., achievement weaknesses, student dropout rate, graduation rate, technology application, and special education issues.

Berkeley County has provided an abundance of staff development in programs and practices to improve student performance. It would be beneficial if staff development programs were continuous and sustained to lead to the results of student performance. Student specific levels of achievement need to have weaknesses addressed with learning sequences applied to students' prior knowledge. Assessment must be on-going with identified criteria linked to students' mastery of the Content Standards and Objectives (CSOs).

The low graduation rate is linked to the academic achievement of students. As students experience success in learning performance, they move through the program and are more likely to graduate. Graduation rate and achievement are interdependent concepts.

Now that weaknesses have been identified, county and school staff must address specifics to close the achievement gap and increase the graduation rate.

FOLLOW-UP CONCLUSION

The staff at Martinsburg High School made significant strides in improving student achievement during the 2004-2005 school year. The school achieved adequate yearly progress (AYP) in the all students (AS) subgroup and in all subgroups required to meet assessment standards. An 8.74 point increase in the Percent Proficient of the AS subgroup was made in mathematics. The most dramatic increase in WESTEST scores was made by the racial/ethnicity black (B) subgroup in mathematics where the Percent Proficient increased by 15.18 points. Martinsburg High School achieved AYP for the 2004-2005 school year. The graduation rate increased from 70 percent to 80 percent during the 2004-2005 school year. This met the standard for the graduation rate.

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.

Martinsburg High School and Berkeley County have not demonstrated that they have the capacity in achieving the standards and alleviating the deficiencies without help. The Office of Education Performance Audits recommends that the needed capacity be provided by West Virginia Department of Education and RESAVIII to bring about sustained achievement.

FOLLOW-UP CONCLUSION

Some of the ways in which Martinsburg High School received assistance to increase student achievement included the following:

- 1. West Virginia Department of Education funded a pilot program in teaching Algebra I using technology.**
- 2. A pilot program was implemented in health to keep young mothers in school. This was a partnership with West Virginia University Medical School.**
- 3. A program with the community college was executed to pay tuition for students taking college courses.**
- 4. The Division of Technical and Adult Education, West Virginia Department of Education, provided support through the High Schools That Work program.**
- 5. Berkeley County Schools, RESA VIII, and the West Virginia Department of Education provided staff development and training.**

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.

17.1.14. Food service. A teachers' dining room of adequate size was not provided.

17.1.15. Health service units. A health service unit of adequate size was not available and the following equipment and furnishing were inadequate: Curtained or small rooms with cots, bulletin board, scales, and a desk and chair.

FOLLOW-UP CONCLUSION

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

Martinsburg High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

TEAM SUMMARY

School improvement assistance was being provided to Martinsburg High School by Berkeley County Schools, RESA VIII, and the West Virginia Department of Education through the provisions of on-going staff development in Marzano's instructional strategies, APL effective teaching strategies, classroom inclusion training, co-teaching strategies, and mapping the curriculum.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-502 Martinsburg High	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 Martinsburg High School.