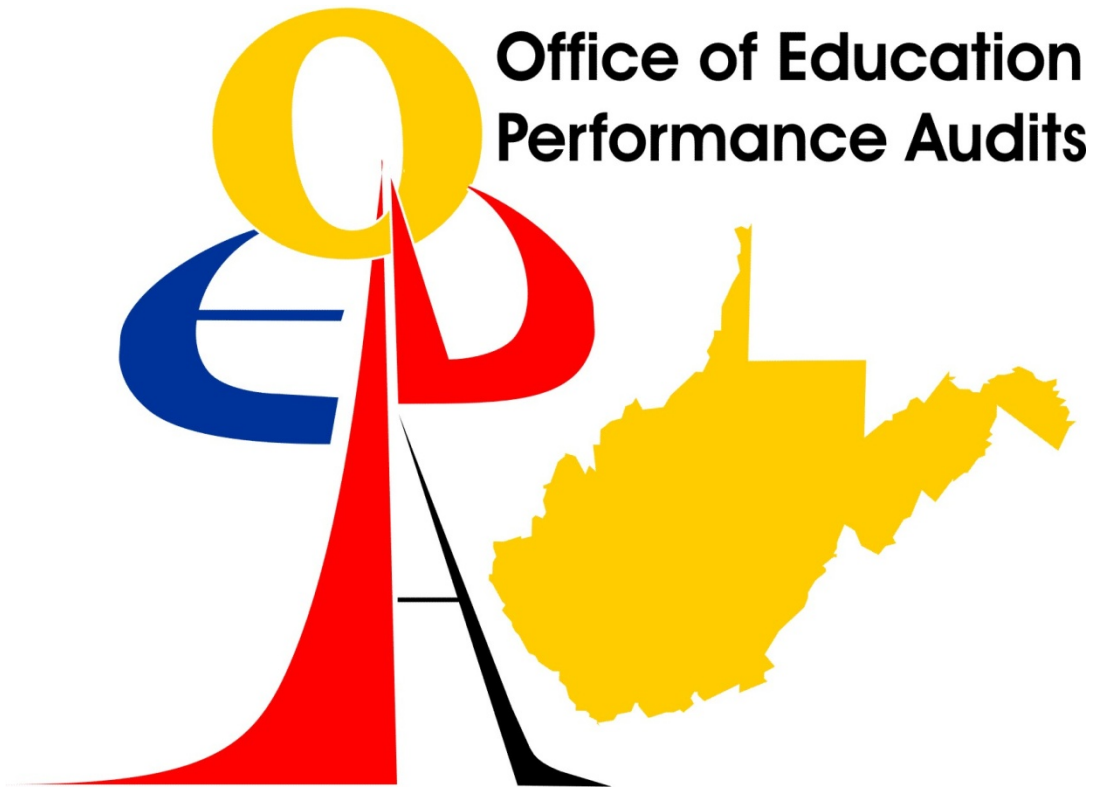




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**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WINCHESTER AVENUE ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**AUGUST 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Winchester Avenue Elementary School in Berkeley County was conducted on April 29, 2008.

A Follow-up Education Performance Audit of Winchester Avenue Elementary School in Berkeley County was conducted May 1, 2009. 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

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

### 04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

### 214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Passed

Dean Warrenfeltz, Principal

Grades K - 03

Enrollment 275 (2<sup>nd</sup> month 2005-2006 enrollment report)

### WESTEST 2005-2006

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	32	38	38	100.00	75.00	Yes	Yes	✓
White	23	27	27	100.00	78.26	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	21	27	27	100.00	71.42	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	32	38	38	100.00	78.12	Yes	Yes	✓
White	23	27	27	100.00	78.26	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	21	27	27	100.00	71.42	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 98.1%**

**04 BERKELEY COUNTY**  
Manuel P. Arvon, II, Superintendent  
**214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Passed**  
Dean Warrenfeltz, Principal  
Grades K - 03  
Enrollment 382 (2<sup>nd</sup> month 2006-2007 enrollment report)

**WESTEST 2006-2007**

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	33	40	40	100.00	60.60	Yes	Confidence Interval	✓
White	27	33	33	100.00	62.96	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	29	29	100.00	47.82	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	33	40	40	100.00	66.66	Yes	Confidence Interval	✓
White	27	33	33	100.00	66.66	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	29	29	100.00	56.52	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 97.2%**

**04 BERKELEY COUNTY**  
Manuel P. Arvon, II, Superintendent  
**214 WINCHESTER AVENUE ELEMENTARY SCHOOL – Passed**  
Dean Warrenfeltz, Principal  
Grades K - 03  
Enrollment 425 (2<sup>nd</sup> month 2007-2008 enrollment report)

**WESTEST 2007-2008**

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	24	35	35	100.00	87.50	Yes	Yes	✓
White	20	25	25	100.00	90.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	11	21	21	100.00	72.72	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	24	35	35	100.00	75.00	Yes	Confidence Interval	✓
White	20	25	25	100.00	75.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	11	21	21	100.00	54.54	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	**	**	**	**	**	**	**	**

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

**Passed**  
**Attendance Rate = 95.0%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Met Standard.**

#### **5.1.1. Achievement.**

Winchester Avenue Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students. None of the subgroups had a number (N) greater than 50.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 39.39 percent in mathematics and 33.33 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 provided as reported by the principal.

1. Counselor In-Service.
2. Emergency Plan/Discipline Plan.
3. Test Data Analysis.
4. Math in the Early Childhood.
5. Five-Year Strategic Plan.
6. Creative Curriculum.
7. Harcourt Trophies Reading Training.
8. Co-Teaching and Inclusion.
9. Effective Instructional Strategies.
10. Marzano Strategies.
11. Dealing with Disabilities in the Regular Education Classroom.
12. No More Interruptions (Guided Reading).
13. Ecers Module.
14. Cyber Mentoring.
15. Becoming Bilingual.
16. West Virginia Mathematics Academy.
17. C. C. Bates Literacy Stations.
18. West Virginia Center for Professional Development Evaluation Institute.
19. Response to Intervention (RTI).
20. Standards Based Mathematics Stations.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Winchester Avenue Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in reading/language arts by application of the confidence interval. AYP was



achieved in mathematics with a percent proficient of 87.50 in 2008 as compared with 60.60 percent in 2007.

The principal reported the following professional developments and/or training opportunities were provided.

1. Book Study – *Reading for Meaning*.
2. Ruby Payne – *Children in Poverty*.
3. Training in Using Acuity.
4. Training in the SPIRE Program for use in RTI Tier 3.
5. Managing Reading Centers.
6. RTI Pilot School.
7. STAR Assessment Program.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

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

Cleaning chemicals (located on the second floor and in the basement) were accessible to students. Ammonium chloride was in one coat room and was clearly marked “Keep out of reach of children – DANGER.” This compromised a safe learning environment.

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

**COMPLIANCE.** All cleaning supplies had been moved into locked storage closets where students cannot get them. The principal had provided a safety checklist for the custodian to use to check the building each morning prior to students’ arrival to ensure no cleaning chemicals or other safety hazards existed. The staff had been instructed by the principal to check their areas for any materials that should not be there and report any such materials to the office.

- 7.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Grade 2 and Kindergarten classes did not have 60 minutes of mathematics daily. Mathematics was taught only 45 minutes in Grade 2. Mathematics was taught only 30 minutes Monday through Thursday and 55 minutes on Friday in Kindergarten.

One Grade 1 class did not have 90 minutes of reading on Thursdays. Furthermore, 90 minutes of uninterrupted reading did not occur in either Grade 1 class. An activity in the middle of the reading time interrupted the flow of reading instruction.

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

**COMPLIANCE.** The Team checked all classroom teachers' schedules and found the required time in reading and mathematics was being provided daily.

- 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)

Six of the eight general education classrooms did not have the required 315 daily instructional minutes. The Team calculated the instructional time from the schedules, which was approximately 300 minutes daily.

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

**COMPLIANCE.** The Team checked schedules for all classroom teachers and verified that every classroom teacher was meeting the required instructional time.

### **7.2. Student and School Performance**

- 7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Five of the nine teachers interviewed could not discuss the educational components of the Five-Year Strategic Plan. It was evident that the plan did not guide school improvement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** All members of the staff participated in the development of the school Five-Year Strategic Plan. The entire plan was reviewed in the beginning of the year staff meeting. Progress toward meeting the plan was discussed at several faculty meetings throughout the year. Teachers were randomly “quizzed” about the plan by the Team. When asked, they could verbally discuss the contents of the plan and what they were doing in their respective classrooms to meet the objectives of the plan.

**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 stated that she met with students in excess of 75 percent of the time; however, no counseling log was maintained to verify this amount.

When the Team interviewed the counselor about the counseling program, the example given was counseling students in the counselor’s office. Examples of small group counseling or class counseling were not presented by the counselor or teachers. Teacher interviews were also vague about direct student counseling. In the absence of a log or specific examples of student counseling services and a lack of substantive staff interview information, the Team concluded that the 75 percent direct student counseling time was not occurring.

W.Va. Code §18-5-18b. School counselors in public schools (f) School counselors shall be full-time professional personnel, shall spend at least seventy-five percent of work time in a direct counseling relationship with pupils, and shall devote no more than one-fourth of the work day to administrative activities. Provided: That such activities are counseling related.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team was provided the counselor’s work logs which showed she spends at least 75 percent of her time in direct counseling relationship with students.

- 7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Three teachers did not have lesson plans.

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

**COMPLIANCE.** The Team checked lesson plans in each teacher's classroom. All lesson plans were complete and contained the basic areas of: the West Virginia 21st Century content standards and objectives (CSOs), Objective, Activities and/or Procedures for the day, Evaluation, and Homework. In addition to checking the lesson plans in classrooms, the principal collected, checked, and commented on lesson plans each month.

#### **7.6. Personnel**

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

One teacher did not have the first observation by November 1, 2007 and a later observation had not been signed by the teacher.

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

**COMPLIANCE.** The Team reviewed personnel evaluations and found them to meet the requirements of the West Virginia Board of Education Policy 5310 and the Berkeley County Board of Education evaluation policy.

#### **7.8. Leadership**

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the number of deficiencies found at Winchester Avenue Elementary School, the Team determined that technical assistance needed to be provided by the central office administration, the West Virginia Department of Education, and RESA VIII to assist the building administrator in the school's operation.

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

**COMPLIANCE.** A Coordinator for Berkeley County Schools has met with the principal throughout the year to review the operations of the school and offer suggestions and advice on ways to improve the operations. The assistant superintendent, Director of Title I, members of the Department of Instruction, and the Human Resources Director have all provided assistance to the principal. The principal reported that all this assistance was valuable to him in resolving the deficiencies.

## **RECOMMENDATION**

**7.1.3. Learning environment.** Teachers stated that they did not feel safe in the building due to the inability to secure the facilities. The building doors, both inside and outside, could not be locked in an emergency. The Team recommended that the school and county investigate means of securing the building.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION PARTIALLY FOLLOWED.** The outside doors have been secured. The second set of doors on the front of the building had been replaced and a new “buzz in” system had been installed. Classroom doors had old, unusable locks and a request to replace them had been sent to maintenance.

## **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.**

Mathematics and reading instruction that were not being taught the required amount of time could show a direct correlation with the declining WESTEST scores. The administration must ensure that the programs of study are followed and the instructional time meets or exceeds the requirements.

The school's Five-Year Strategic Plan must be a guiding force for the school's curriculum. The plan met the needs of the school; however, the administration must provide staff development and teachers' ownership of the plan and ensure that all teachers use the plan to address student needs.

When asked why the WESTEST scores had dramatically declined from the 2005-2006 school year to the 2006-2007 school year, a majority of the staff indicated that it was due to the high student transient rate. Data provided by the school indicated that 80 students had moved into the school and 97 students had moved out of the school from the spring 2006 testing to the spring 2008 testing.

## **FOLLOW-UP CONCLUSION**

**The school schedules had been adjusted to ensure the required time for instruction in mathematics and reading was being provided. The length of the instructional day had been extended to ensure all students were receiving at least 315 instructional minutes each day. Staff members had been involved in reviewing the school Five-Year Strategic Plan and were knowledgeable of the educational components of the plan and were using the plan to guide classroom instruction. Student scores on the WESTEST**

**continued to fluctuate, and the student Mobility Rate through March 2009 was approximately 46 percent.**

## **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.**

Capacity building needed to be developed for educators at the school in implementing the school's Five-Year Strategic Plan to improve student and school achievement. The plan was well-developed; however, it was not evident that the plan had been communicated to staff or that staff was involved in developing the plan.

### **FOLLOW-UP CONCLUSION**

**The principal has held training sessions and faculty meetings to ensure the faculty is knowledgeable of the educational components of the school's Five-Year Strategic Plan. The plan is being used by teachers to guide their lesson planning.**

## 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 site was not five acres plus one acre for each 100 students over 240, was not easily accessible and conveniently located, was not large enough for future expansion, and not removed from undesirable noise and traffic. The site was not suitable for special instructional needs, e.g., outdoor learning. Sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility was not available. The playgrounds/recreational areas were not well equipped and appropriate for the age level.

**19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.



- 19.1.4. Counselor's office.** The counselor did not have easy access to student records.
- 19.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have appropriate space, newspapers, pamphlets, and recordings.
- 19.1.7. K classrooms.** The Kindergarten classroom did not have a sink and hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** Storage was not adequate in all classrooms.
- 19.1.14. Food service.** The food service area was not convenient to a service drive for deliveries and waste removal. Seating was insufficient for dining and study purposes. A teachers' dining area of adequate size was not provided. Food and non-food storage was not adequate. A locker/dressing room was not provided.
- 19.1.15. Health service units.** A health service unit was not available. The following were not available: Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, first aid kit, work counter, desk and chair, and locked medication box.

### **FOLLOW-UP CONCLUSION**

**No change.**

## **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.

Given the dramatic decline in achievement levels of students in all subgroups, Winchester Avenue Elementary School and Berkeley County must implement high yield instructional practices that will improve students' achievement. Berkeley County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**Assistance from Berkeley County Schools, RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development has been requested and received. These agencies provided the following assistance.**

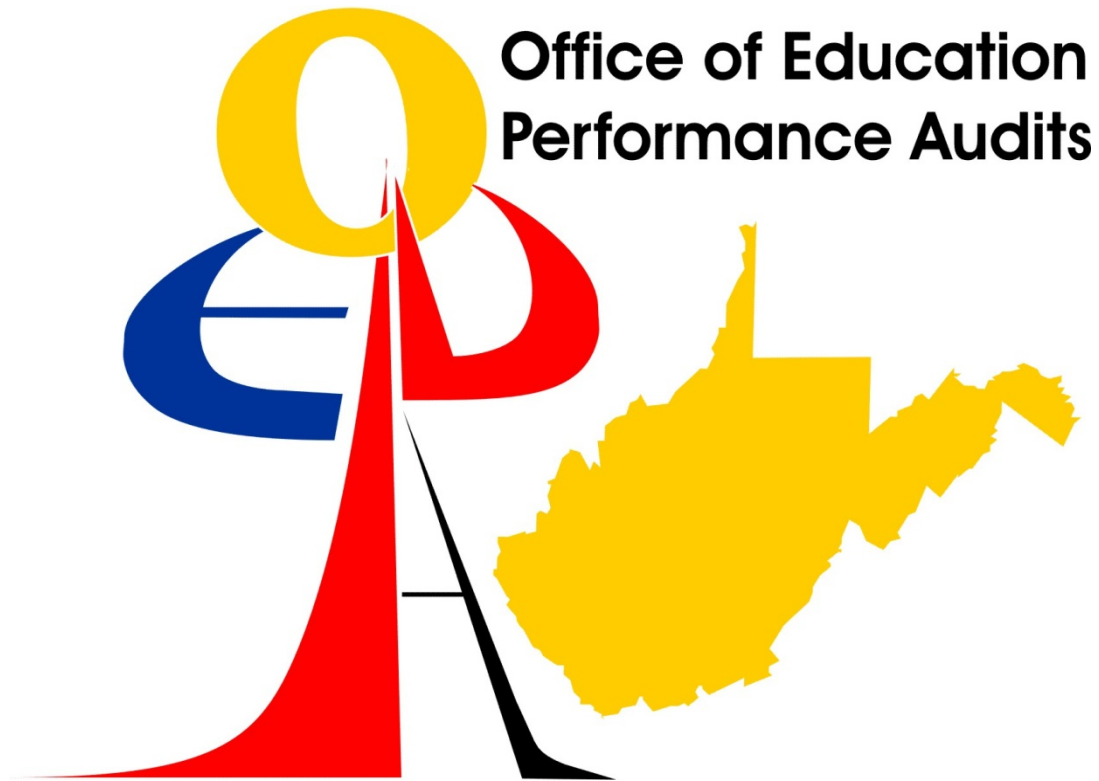
- 1. Training in the Response to Intervention (RTI) Program.**
- 2. Training on effective reading instruction.**
- 3. Guided Reading Management.**
- 4. APL instructional strategies.**
- 5. Acuity training and use in the classroom.**
- 6. Standards Based Instruction.**
- 7. Early Childhood Training.**
- 8. 21<sup>st</sup> Century Learning Strategies.**

### 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>
04-214 Winchester Avenue Elementary	Full Accreditation			

### Education Performance Audit Summary

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



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MARTINSBURG NORTH MIDDLE SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**AUGUST 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Martinsburg North Middle School in Berkeley County was conducted on May 20, 2008.

A Follow-up Education Performance Audit of Martinsburg North Middle School in Berkeley County was conducted April 30, 2009. 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

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

### 04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

### 302 MARTINSBURG NORTH MIDDLE SCHOOL – Needs Improvement

David Rudy, Principal

Grades 06 - 08

Enrollment 549 (2<sup>nd</sup> month 2005-2006 enrollment report)

### WESTEST 2005-2006

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	479	556	548	98.56	59.91	Yes	Confidence Interval	✓
White	333	377	370	98.14	62.91	Yes	Averaging	✓
Black	119	145	144	99.31	50.84	Yes	No	✗
Hispanic	22	29	29	100.00	59.09	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	276	324	317	97.83	51.29	Yes	No	✗
Spec. Ed.	112	131	127	96.94	20.90	Yes	No	✗
LEP	14	19	19	100.00	42.85	NA	NA	NA
<b>Reading/Language Arts</b>								
All	479	556	549	98.74	75.94	Yes	Yes	✓
White	333	377	371	98.40	78.72	Yes	Yes	✓
Black	119	145	144	99.31	69.49	Yes	Confidence Interval	✓
Hispanic	22	29	29	100.00	68.18	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	276	324	318	98.14	71.95	Yes	Confidence Interval	✓
Spec. Ed.	112	131	127	96.94	36.36	Yes	No	✗
LEP	14	19	19	100.00	71.42	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed  
Attendance Rate = 96.5%**

**04 BERKELEY COUNTY**  
Manuel P. Arvon, II, Superintendent  
**302 MARTINSBURG NORTH MIDDLE SCHOOL – Needs Improvement**  
Elizabeth Ward, Principal  
Grades 06 - 08  
Enrollment 544 (2<sup>nd</sup> month 2006-2007 enrollment report)

**WESTEST 2006-2007**

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	449	514	504	98.05	64.86	Yes	Confidence Interval	✓
White	293	331	324	97.88	67.93	Yes	Confidence Interval	✓
Black	124	144	141	97.91	56.55	Yes	Safe Harbors	✓
Hispanic	23	29	29	100.00	65.21	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	246	294	287	97.61	59.33	Yes	Safe Harbors	✓
Spec. Ed.	103	120	115	95.83	31.00	Yes	Safe Harbors	✓
LEP	15	21	21	100.00	60.00	NA	NA	NA
<b>Reading/Language Arts</b>								
All	449	514	507	98.63	78.20	Yes	Confidence Interval	✓
White	293	331	327	98.79	81.78	Yes	Yes	✓
Black	124	144	141	97.91	72.95	Yes	Confidence Interval	✓
Hispanic	23	29	29	100.00	65.21	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	246	294	290	98.63	73.55	Yes	Confidence Interval	✓
Spec. Ed.	103	120	117	97.50	38.61	Yes	No	✗
LEP	15	21	21	100.00	40.00	NA	NA	NA

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

**Passed  
Attendance Rate = 96.5%**

**04 BERKELEY COUNTY**  
Manuel P. Arvon, II, Superintendent

**302 MARTINSBURG NORTH MIDDLE SCHOOL – Needs Improvement**

Elizabeth Ward, Principal

Grades 06 - 08

Enrollment 551 (2<sup>nd</sup> month 2007-2008 enrollment report)

**WESTEST 2007-2008**

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	476	542	535	98.70	65.46	Yes	Confidence Interval	✓
White	289	329	325	98.78	69.33	Yes	Confidence Interval	✓
Black	144	164	162	98.78	58.04	Yes	No	✗
Hispanic	33	39	38	97.43	65.62	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	270	321	315	98.13	56.17	Yes	No	✗
Spec. Ed.	101	117	115	98.29	34.34	Yes	No	✗
LEP	21	24	24	100.00	38.09	NA	NA	NA
<b>Reading/Language Arts</b>								
All	476	542	534	98.52	81.56	Yes	Yes	✓
White	289	329	324	98.48	83.27	Yes	Yes	✓
Black	144	164	162	98.78	81.11	Yes	Yes	✓
Hispanic	33	39	38	97.43	71.87	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	270	321	314	97.81	77.52	Yes	Confidence Interval	✓
Spec. Ed.	101	117	114	97.43	48.48	Yes	Safe Harbors	✓
LEP	21	24	24	100.00	61.90	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.3%**



## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met standard.

#### 5.1.1. Achievement.

Martinsburg North Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in reading/language arts. Furthermore, the school achieved AYP in the all students (AS), the racial/ethnicity white (W), the racial/ethnicity black (B), the economically disadvantaged (SES), and the SE subgroups in mathematics; and the AS, B, and SES subgroups in reading/language arts only by application of the confidence interval and/or safe harbors. It is further noted that the racial/ethnicity Hispanic (H) and the limited English proficiency (LEP) subgroups, with the number (N) less than 50, scored below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these 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 in mathematics: Grade 6 – 28.95 percent; Grade 7 – 37.24 percent; Grade 8 – 39.45 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Martinsburg North Middle School performed within the point range (841-724) for full accreditation status.

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

1. WESTEST Data Analysis.
2. Five-Year Strategic Plan.
3. Sexual Harassment.

4. Inclusion I, II, and III.
5. Marzano Strategies.
6. Reading Technology.
7. Co-teaching.
8. Classroom Management.
9. New Alternative Education.
10. Special Education Reading, Language, and Thinklink.
11. Teach 21.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Martinsburg North Middle School failed to achieve adequate yearly progress (AYP) in 2008 in the racial/ethnicity black (B), the economically disadvantaged (SES), and the special education (SE) subgroups in mathematics. However, the school demonstrated improvement in student percent proficient. Martinsburg North Middle School met AYP through the 1<sup>st</sup> year out definition with No Child Left Behind guidelines.

Achieving AYP in mathematics had been addressed in the school's Five-Year Strategic Plan. The school was attempting to improve student achievement through actions such as:

1. A revision in the master schedule eliminated the "call-back" period and used this time to add an additional 10 minutes of instructional time to each class.
2. The Discovery Education program was being utilized to benchmark student achievement at each grade level. The principal maintained a thorough analysis of the data and shared it with the entire faculty.
3. Interdisciplinary teams at each grade level and the subject-matter teams were utilizing the benchmark data to assess weak areas in individual student achievement and in the curriculum and designed instructional strategies to address the weaknesses. Random interviews with teachers indicated they think this was being successful.
4. A staff development was provided in August 2008 on how teachers will use the West Virginia Department of Education webtop communities to collaborate. Each week the principal posts walkthrough data, student data, or information about instructional strategies for teachers to respond to in their subject area forums. The principal monitored weekly to ensure teachers were participating in the forums.
5. An afterschool tutoring and homework help program had been established to assist students who did not have support at home.

6. **A mathematics skills class had been implemented for regular education students who performed below mastery in mathematics on the WESTEST.**
7. **Regular education students who were performing two years below grade level in reading were placed in a 90 minute Response to Intervention (RTI) Class instead of their regular reading class.**
8. **A student interventionist (teacher) had been employed to pull students who were struggling academically to a resource room for assistance as needed.**

## **EDUCATION PERFORMANCE AUDIT**

### **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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

One science teacher did not exhibit high expectations for all students. The teacher wore blue jeans during the day of the Education Performance Audit, allowed three to four of the thirteen students to remain off task for an extended period of time, did not have lesson plans completed in advance, used sarcasm toward students (stated that a “pest” was a student that asked a question without raising their hand, stated that students did not know how to use an encyclopedia in a derogatory tone), was not achieving 50 percent hands-on instruction, kept all instruction on the informational level of Bloom’s taxonomy, and did not challenge students.

One Grade 6 language arts teacher did not interact with students throughout the entire 30 minute observation period. The special education collaboration teacher conducted the class. The teacher then took part of the class to the computer laboratory where she checked her personal email, then walked around the class with no student interaction.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The science teacher cited was observed during the second period class – Grade 7 science. She was utilizing a video on “Diseases and Health” that included a discussion on diseases and the scientist who discovered cures or preventions of the respective diseases. She would**

place the video on pause to have class discussion and provide instructional support to the students who were to be gleaning specific information from the video. The teacher demonstrated high expectations for the students throughout the lesson. The second teacher cited was no longer working at Martinsburg North Middle School. The Team randomly observed many teachers throughout the building who demonstrated high expectations of all their students.

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

Grade 7 teachers stated that they did not feel safe at the school due to their classrooms located in outside trailers that could not be locked in an emergency. Teachers also stated that one exterior door that was to remain locked was constantly left open by other teachers and compromised the building's safety. Teachers also stated a concern that many local adults walked through the school campus on their way to work.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The current portable classrooms will be replaced this summer with two larger units each containing six classrooms and rest rooms. This will reduce the need for students to travel between buildings as often and will make it more likely the doors will remain locked. Plans are to place a fence around the two new classroom buildings which will enclose the portable classrooms and the main building and will prevent adults from walking through the school campus next to the classrooms and/or getting into the buildings in the event a door is unlocked. The exterior door leading from the main building was unlocked so students could move between the portable classrooms and the main building. There were plans to install card swipe door locks on the exterior door and front doors which will allow the doors to remain locked during the school day. Each portable classroom has a phone that is connected directly to the main office. Dialing 911 can also be done from each of these phones.

**7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)**

All teachers were not varying their instructional strategies on a regular basis. Based on a 25-30 minute observation period, 13 teachers used one instructional strategy the entire observation period.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Staff development on research-based instructional strategies was presented to the Martinsburg North Middle School staff in August 2008 prior to the beginning of the school year. These strategies were to be used by teachers in classroom instruction and were monitored by the principal using the Berkeley County Schools' walkthrough template.

Staff development follow-ups on effective instructional strategies were provided the staff in October 2008, December 2008, and April 2009. The staff also had training in using Marzano effective strategies and APL strategies in the classroom. The Team observed classroom instruction, interviewed teachers, and reviewed lesson plans to verify that effective classroom strategies were being used throughout the school.

## **7.2. Student and School Performance**

**7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Approximately one-half of the teachers could not discuss the educational components of the school's Five Year Strategic Plan.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The school's Five-Year Strategic Plan was presented to the staff in August 2008 prior to the first day of classes and reviewed in faculty meetings in October 2008, December 2008, and April 2008. Interviews with teachers found all teachers interviewed to be knowledgeable of the educational components of the plan and implementing them in their lesson plans.

**7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Four teachers had no lesson plans for the week of the Education Performance Audit. Eighteen teachers had insufficient lesson plans that did not have the steps to complete the lesson for the day and any materials above and beyond the textbook. The principal had written appropriate feedback on lesson plans as to what the teachers had to do to improve lesson plans.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed lesson plans in classrooms and found the lesson plans contained all the essential components of effective lesson plans and could readily be used by substitute teachers. Teachers in all classrooms visited by the Team had lesson plans. School administrators had reviewed the lesson plans and provided written comments indicating how teachers could improve the plans or made positive comments relative to the concepts being taught.

#### 7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

One item from the most recent Fire Marshal Report (05/23/08) had not been corrected. Approved emergency lights were not provided throughout the building.

Two items from the 04/08/08 West Virginia Department of Agriculture audit had not been corrected.

1. The walk-in cooler was in poor repair – overhead rust and peeling paint and oxidation on walls and ceiling.
2. Ceiling not enclosed in store room. Grid work expelling dust/rust.

These had previously been cited on the 05/10/06 West Virginia Department of Agriculture audit.

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

**COMPLIANCE.** The principal had discussed these items with maintenance and the superintendent and they will be addressed as funds become available. To date there had been no change. These areas were corrected subsequent to the follow-up audit.

#### 7.6. Personnel

- 7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Three teacher observations had not been conducted on or before November 1, 2007. Two teacher observations were not signed within the five day limit.

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

**COMPLIANCE.** The Team reviewed the observations of all teachers with 0-4 years of experience and found one observation had been conducted for each teacher on or before November 1, 2008, and all had been signed within the five day limit set in Policy 5310 and Berkeley County Board of Education policies.

- 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)**

The principal and the county assigned mentor had not met “. . . no less than three regular meetings per semester during the school year” (W.Va. Code §18A-3-2d. Beginning principal internships.). The principal and mentor had met one time during the 2007-2008 school year.

**State Code Inconsistency.** W.Va. Code §18A-3-2d. Beginning principal internships.

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

**COMPLIANCE.** The mentoring of the principal met State Code and West Virginia Board of Education policy guidelines for beginning principals.

### **7.8. Leadership**

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to the number of deficiencies found at Martinsburg North Middle School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA VIII be sought to assist the building administrator in the school's operation.

The Team believed that the principal, who has been in the position since 10/16/07, has the ability and knowledge to correct the deficiencies and to implement research-based programs and practices to increase student achievement. The principal has demonstrated the leadership for school improvement; however, the previous administrative turnover and lack of stability has resulted in a school culture that will take some time to stabilize.

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

**COMPLIANCE.** The principal, with assistance from the central office administration, continued to work with the faculty to implement research-based programs and practices designed to improve student achievement. The principal had attended the Leadership Academy for 21<sup>st</sup> Century Learning and was providing the leadership to the staff in implementing 21<sup>st</sup> Century Learning. A part-time CAG had been employed by the county to provide assistance to Martinsburg North Middle School in their attempts to close the achievement gap. The CAG had provided professional staff development on effective instructional strategies and analyzed three years of test data to find the student achievement trends and design instructional strategies to address student needs. Under this principal's leadership the

**follow-up Team was encouraged that student achievement will continue to improve.**

## **RECOMMENDATIONS**

- 7.1.7. Library/educational technology access and technology application.** Teachers reported that individual classroom computers were not operating properly and needed to be updated and repaired. The Team recommended that the school and county investigate means to upgrade and repair computers.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The school replaced one entire laboratory with new computers and software had been updated throughout the school.

- 7.2.2. Counseling services.** The Team believed that the Student Assistance Team (SAT) process was not effective. It was reported that the SAT process was only for identifying Learning Disability (LD) students and not for other behavior/educational processes.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The function of the Student Assistance Team (SAT) had been expanded to include all students.



## 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 Martinsburg North Middle 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.**

High quality instruction, proper lesson plans, and high expectations for students must be a high priority for all teachers and the principal must continue to monitor these areas. All students must be kept on task for the entire class period and the educational components must be actively guiding the curriculum in individual classes. Given the fact that out of sixty teachers, only six teachers have been in the building longer than four years, it is imperative that the principal ensure continuing staff development to keep all staff up to date on all school initiatives to improve achievement.

### **FOLLOW-UP CONCLUSION**

**The principal and staff had worked on the design of the lesson plan template ensuring all essential lesson plan components were included in the lesson plans. Additional staff development had been provided to improve all teachers' knowledge of effective instructional strategies, and high expectations of student achievement appeared to be a driving force of the instruction. Students were kept on task during the entire class period and teachers were varying the instruction to enhance student interest. The principal and staff were continuing their study of effective classroom instructional strategies and were implementing these strategies to improve classroom instruction and student achievement. The principal monitored classroom instruction daily and shared information with teachers weekly.**

## **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 Martinsburg North Middle 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 Martinsburg North Middle School and Berkeley County have the capacity to correct the identified deficiencies. The principal must remain steadfast in monitoring all classes and ensure that all teachers are delivering high quality, research-based instruction.

### **FOLLOW-UP CONCLUSION**

**Some of the identified building issues had not been fully addressed. The county was replacing the portable classrooms this summer with new, larger six-room buildings and will be fencing the portion of the grounds around the new portable classrooms. Berkeley County Schools will be presenting a school construction bond issue to the people for a vote in the fall of 2009. Provided the bond issue passes, the building issues at Martinsburg North Middle School will be fully addressed.**

## 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 topography of the site was not varied enough to provide a desirable appearance without steep inclines and did not have a stable, well-drained soil free of erosion. Sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.3. Teachers' workroom.** A teachers' work area of adequate size was not provided and communication technology was not available.
- 19.1.4. Counselor's office.** The counselors' offices did not have adequate space, did not provide privacy, and did not have easy access to student records.

- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size. The music facility was not of adequate size and storage was not adequate. The physical education facilities were not of adequate size and did not have forced ventilation, a drinking fountain, display case, and a bulletin board.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. Equipment and materials in all science classrooms were inadequate. The following materials were insufficient: Sink, hot and cold water, gas, AC and DC current, air vacuum, chalkboards, bulletin boards, open and closed shelving, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, chairs/tables, darkening provisions, main gas shut-off, and adequate storage.
- 19.1.12. Grades 7-12 auditorium/stage.** Acoustical panels, film screens, and controlled illumination were not provided.
- 19.1.14. Food service.** The food service area could not accommodate 3/8ths of the middle school student body. A teachers' dining area of adequate size was not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, work counter, and locked medication box were not available.

### **FOLLOW-UP CONCLUSION**

**No change.**

## **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.

Given the achievement levels of students in all subgroups at the school, Martinsburg North Middle School and Berkeley County must implement high yield instructional practices and instruction that will improve achievement. Berkeley County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**The principal and staff of Martinsburg North Middle School continued their efforts to improve teachers' skills in classroom instruction through staff training in areas such as 21<sup>st</sup> Century Skills, data analysis and targeted instruction, and effective instructional strategies (Marzano and APL). The Berkeley County Superintendent and central office staff provided support by constantly being available to the principal for consultations about school operations and providing additional human resources such as the CAG and student interventionist. The principal reported RESA VIII personnel had been responsive with staff development and administrative training. The West Virginia Department of Education had provided leadership assistance to the principal through the Leadership Academy for 21<sup>st</sup> Century Learning. The principal constantly monitored classroom instruction and student achievement in the school.**

### 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>
04-302 Martinsburg North Middle	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Martinsburg North Middle School.