



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARLOWE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Marlowe Elementary School in Berkeley County was conducted on March 25, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Sterling Beane, Jr., Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Tara S. Aycock	Elementary School Principal	Page Jackson School Jefferson County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Terrie J. Saville	Elementary School Principal	Romney Elementary School Hampshire County

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

209 MARLOWE ELEMENTARY SCHOOL

Sharon E. Rogers, Principal

Grades K - 02

Enrollment 336 (2nd month 2007-2008 enrollment report)

Assessment Data Summary

2007-2008

Informal Math Assessment

Total Skills-Kindergarten	Mastery: 92%	Partial Mastery: 8%
Lowest Skill Score: K.1.3 – Count & group concrete items by ones & tens		
Mastery: 88%	Partial Mastery: 12%	
Total Skills-First Grade	Mastery: 90%	Partial Mastery: 10%
Lowest Skill Score: 1.49 – Money-Counting with pennies, nickels, dimes with a total value of 100 cents or less		
Mastery: 86%	Partial Mastery: 14%	
Total Skills-Second Grade	Mastery: 94%	Partial Mastery: 6%
Lowest Skill Score: 2.1.9 – Memorizing basic + and – facts with sums to 18		
Mastery: 86%	Partial Mastery: 14%	

Informal Reading Assessment

Total Skills-Kindergarten	Mastery: 93%	Partial Mastery: 7%
Lowest Skill Scores: High Frequency Words		
Mastery: 80%	Partial Mastery: 20%	
Matching final sound to word phoneme isolation		
Mastery: 89%	Partial Mastery: 11%	
Total Skills-First Grade	Mastery: 92%	Partial Mastery: 8%
Lowest Skill Scores: High Frequency Words		
Mastery: 86%	Partial Mastery: 14%	
Fluency		
Mastery: 74%	Partial Mastery: 26%	
Total Skills-2 nd Grade	Mastery: 94%	Partial Mastery: 6%
Lowest Skill Scores: Fluency		
Mastery: 85%	Partial Mastery: 15%	
Decoding Nonsense Words		
Mastery: 85%	Partial Mastery: 15%	

The Lowest Skill Scores indicated for Reading & Math was the data used in the Five- Year Strategic Plan.

**Informal Math Assessment and Informal Reading Assessment results compiled
by the school.**

2007-2008
INFORMAL MATH ASSESSMENT

All categories were counted for each child as reflected below as reported by the principal.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten 130 students X 12 IMA skills = 1560 total	2%	4%	60%	24%	10%
Grade 1 111 Students X 19 IMA skills = 2109	3%	7%	68%	20%	2%
Grade 2 92 Students X 15 IMA skills = 1380	2%	6%	90%	1%	1%

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

1. Test Analysis.
2. Five-Year Strategic Plan.
3. Marzano Instructional Strategies.
4. The 21st Century Classroom.
5. STAR Early Learning Assessment Analysis.
6. Response to Intervention (RTI).
7. TechSteps.
8. Odyssey Laboratory.
9. Ed-Line.
10. Standards Based Mathematics.
11. Dynamic Classroom Assessment.
12. Diversity Workshop.
13. APL Training.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Marlowe Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

7.1.2. High expectations. The Team commended the administration and staff for establishing a safe, nurturing environment that encouraged students to learn and succeed. The STAR incentive program was promoted schoolwide and students were eager to share their progress with Team members. Other examples of a safe and nurturing school environment included: Students recognized for character on a “Your Are Value-able” board displayed in the hallway; random acts of kindness were rewarded; and student art was displayed in classrooms and areas throughout the school.

The Team commended the teachers and the principal for high student expectations demonstrated through daily routines and procedures. The Team observed teacher and student interactions that were mutually respectful. Teachers did an excellent job redirecting students and maintaining time on task.

The Team commended the custodians for maintaining a clean, attractive environment conducive to learning, even though the building was extremely dated. The building was 86 years old.

7.2.2. Counseling services. The Team commended the guidance counselor for implementing “lunch bunch” with all students throughout the year. The counselor meets with students in the cafeteria during lunch and students were enthusiastic to have their turn. The teachers were complimentary of the counselor and services provided.

7.7.1. School rules, procedures, and expectations. The Team commended the principal for the “beginning of the year video” of procedures for all functions of the school day. The video included students modeling appropriate behaviors and was updated annually. The principal exhibited high expectations for students in her initiative to purchase advanced software for the higher achieving students who did not qualify for gifted services.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)

7.1. Curriculum

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)

Not all classroom teacher schedules indicated the minimum 315 instructional minutes were provided as required in Policy 2510.

RECOMMENDATIONS

7.1.3. Learning environment. The Team found the carpet in one teacher's room in disrepair. The carpet was rolling and attached with duct tape and in poor condition. The Team recommended that the carpet in the building be removed and replaced with carpet or tile.

7.1.7. Library/educational technology access and technology application. The Team found documentation indicating the computer laboratories were being utilized to their fullest capacity; however, classroom technology integration was lacking. Each classroom had two computers, but all did not have Internet access. Additionally, the computers distributed to the classrooms were old computers from the computer laboratory. The Team recommended that the school and county explore options to obtain classroom technology to make technology integration a possibility. The Team recommended the school be provided funding for classroom technology, such as presentation stations, ELMOs, whiteboards, digital cameras, etc.

7.1.12. Multicultural activities. The Team found that teachers were not provided a copy of the Multicultural Plan. One teacher stated that, "We have seen a copy of the plan and it is housed in the principal's office, but we are trying to go green, so we all do not have a copy." The Team recommended that the principal review the county Multicultural Plan and provide a copy of the school plan to all staff (Preferable in digital form).

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.

None identified.

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.

- 19.1.3. Teachers' workroom.** The teachers' work area was not of adequate size.
- 19.1.7. K classrooms.** All Kindergarten classrooms did not have a sink with hot and cold water.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have folding chairs, a podium, or acoustical treatment. The physical education facility was not located away from quiet areas of the building and close to lockers and shower, and did not have provisions for two or more teaching stations and a display case.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room was not available.
- 19.1.15. Health service units.** A toilet, lavatory, and refrigerator with locked storage were not provided.

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.

None identified.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress: 7.1.13. Instructional day.

The Team presented three commendations and three recommendations. Under the leadership of the principal and the staff dedication, the school may attain Exemplary Status in the future.

Marlowe Elementary School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Marlowe Elementary School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct the deficiency noted in the report.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Marlowe Elementary School and Berkeley County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.