



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARLOWE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JULY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Marlowe Elementary School in Berkeley County was conducted March 25, 2009.

A Follow-up Education Performance Audit of Marlowe Elementary School in Berkeley County was conducted May 13, 2010. 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

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.

INFORMAL MATH ASSESSMENT
2009-2010

Informal Math Assessment results compiled by the school.

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

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
Kindergarten: 109 students X 12 IMA skills = 1308 total	3%	6%	85%	5%	1%
Grade 1: 114 students X 19 IMA skills = 2166	2%	6%	78%	13%	1%
Grade 2: 114 students X 15 IMA skills = 1710	3%	8%	86%	2%	1%
Special Educ.: (2 students) 2 LD Resource ; 114 skill total	1%	12%	85%	2%	0%

ASSESSMENT DATA SUMMARY

Informal Math Assessment
2009-2010

Total Skills Kindergarten Mastery: 91% Partial Mastery: 9%

Lowest Skill Score: K.1.8 – Model addition and subtraction of whole numbers using ten or less items and write the corresponding number sentences.

Mastery: 85% Partial Mastery: 15%

Total Skills First Grade Mastery: 92% Partial Mastery: 8%

Lowest Skill Score: 1.4.9 – Money counting with pennies, nickels, dimes with a total value of 100 cents or less

Mastery: 92% Partial Mastery: 8%

Total Skills Second Grade Mastery: 89% Partial Mastery: 11%

Lowest Skill Score: M.2.1.9 – Memorizing basic plus & minus facts with sums to 18

Mastery: 79% Partial Mastery: 21%

SUMMARY REPORT
STAR Early Literacy

Scaled Score	Literacy Classification	Number of Students	% of Total
300-674	Emergent Reader	44	33.1
675-774	Transitional Reader	57	42.9
775-900	Probable Reader	32	24.1
Number of students: 269			

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers' schedules verified that all classes exceeded 315 instructional minutes per day.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Carpet in the noted room had been replaced.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A total of \$69,509 in technology funds had been spent at the school. Each classroom had the following technology added: Two computers, Internet access on all computers, mimeo boards, Leapsters, ELMOs, and data projectors.

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).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. All teachers were provided copies of the school’s Multicultural Plan.

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*)
- 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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

19.1.10. Hot and cold water were available in the art facility.

SCHOOL ACCREDITATION STATUS

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

Education Performance Audit Summary

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Exemplary Accreditation status of Marlowe Elementary School until the release of the Report of Ratings in the fall 2010 in which current performance data will be reviewed.