

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARLOWE ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	4
Initiatives for Achieving Adequate Yearly Progress	4
High Quality Standards.....	4
Indicators of Efficiency.....	6
Building Capacity to Correct Deficiencies.....	7
Identification of Resource Needs	8
Early Detection and Intervention	9
School Accreditation Status	10

INTRODUCTION

An announced Education Performance Audit of Marlowe Elementary School, a K-2 school, in Berkeley County was conducted on April 27, 2005. 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 Unified School Improvement Plan (USIP), interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on student performance on the Informal Reading Inventory (IRI) and the Informal Math Inventory (IMI).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Robin Bolling, Assistant Director,
Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
Carmen Henninger	Elementary School Principal	Central Elementary Upshur County
Sherry Hetzel	Coordinator of Instruction K-12	Jefferson County
Rhonda Judy	Assistant Middle School Principal	Braxton County Middle Braxton County
Patricia McComas	Elementary School Principal	French Creek Elementary Upshur County
Ann Mickle	Elementary School Principal	Hodgesville Elementary Upshur County

SCHOOL PERFORMANCE

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

04-209 MARLOWE ELEMENTARY SCHOOL

BERKELEY COUNTY

Sharon Rogers, Principal
Grades K - 02
Enrollment 252

INFORMAL MATH ASSESSMENT

2003-2004

Summary data not available.

INFORMAL READING ASSESSMENT

2003-2004

Summary data not available.

Passed

Attendance Rate = 99.05%

Other Relevant Performance Data

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
55.86%	2003-04
49.76%	2002-03
47.89%	2001-02

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.

- 6.1.1. Curriculum based on content standards and objectives.** The Content Standards and Objectives (CSOs) Matrix that was implemented at Marlowe Elementary School provided an effective management and instructional tool used by both administrative and classroom personnel to ensure coverage, mastery, and reteaching the CSOs.
- 6.1.2. High expectations.** The schoolwide graded work folder was an effective parent communication tool as well as weekly skill reinforcement tool. This type of information helped to bridge the gap between the school and home.

The after-school reading book club was an effective reteaching and enrichment opportunity for all students.
- 6.1.5. Instructional strategies.** Grade 1 teachers elected to utilize lunch and personal time to collaboratively plan lessons and instructional strategies for a systematic development of curriculum and to ensure mastery of the Content Standards and Objectives (CSOs).
- 6.8.1. Leadership.** The principal provided effective leadership through multiple-strategy monitoring and specific documentation in all instructional areas.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard.

6.6. Personnel

- 6.6.2. Licensure.** Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The speech/language pathologist and music teacher were not certified to teach Kindergarten.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** Teachers expressed a strong desire to collaborate and subsequently used their own planning, lunch, and personal hours to meet and plan. The Team recommended that methods be researched to provide collaboration time for team planning.

- 6.1.7. Library/educational technology access and technology application.** Computers were used on a limited basis in the special education classroom and students had to access the computers in the adjoining Grade 1 classroom. The Team recommended that staff development in the use of computers for targeted remediation and reteaching of skills including the selection of instructionally appropriate software.
- 6.2.4. Data analysis.** The Team found that data analysis for the Informal Math and Reading Assessments had been completed, but the information would be more useful to have a summary data available. The Team recommended that a summary sheet be developed for reporting grade level achievement on informal assessments and monitoring student achievement.

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.

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 Marlowe Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Marlowe Elementary School and Berkeley County Schools have the capacity to correct the identified deficiency.

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.

- 17.1.5. Library/media and technology center.** Newspapers, periodicals, and pamphlets were not available for student use.
- 17.1.10. Specialized instructional areas.** The art facility did not have 2 deep sinks. The physical education facilities did not have a display case or a ceiling height of 24 feet.
- 17.1.15. Health service units.** The health services unit had none of the following items: cots, bulletin board, toilet, lavatory, scales, medicine chest, and refrigerator with locked storage.

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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-209 Marlowe Elementary	Full Accreditation	6.6.2		

Education Performance Audit Summary

The Team identified one (1) high quality standard and three (3) recommendations.

Marlowe Elementary School's Education Performance Audit was limited in scope to the performance and process standards and progress 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. The school and county have until the next accreditation cycle to correct the deficiency.