



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MARLOWE ELEMENTARY SCHOOL**

**BERKELEY COUNTY SCHOOL SYSTEM**

**APRIL 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Marlowe Elementary School in Berkeley County was conducted February 13, 2013. 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.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Mark Moore, Coordinator, Office of Instructional Technology

## TEAM MEMBERS

Name	Title	School/County
Leslie Wade Armentrout	Elementary School Principal	Moorefield Elementary School Hardy County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Sheena R. VanMeter	Elementary School Assistant Principal	Moorefield Elementary School Hardy 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**

Amanda Stevens, Principal

Grades PK-02, Enrollment 383 (2<sup>nd</sup> month 2010-2011 enrollment report)

**STAR Data 2011-2012**

STAR Data 2011-2012

Reading	Benchmark #1 -- 9/2011					Benchmark #2 -- 1/2012					Benchmark #3 -- 5/2012				
	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)
1st Grade						61	48% (29)	20% (12)	25% (15)	8% (5)	63	56% (35)	14% (9)	13% (8)	17% (11)
Batt						20	80% (16)	15% (3)	5% (1)	0%	20	80% (16)	5% (1)	10% (2)	5% (1)
Green						20	55% (11)	10% (2)	30% (6)	5% (1)	21	48% (10)	24% (5)	14% (3)	14% (3)
Tsiatsos						21	24% (5)	19% (4)	33% (7)	24% (5)	22	41% (9)	14% (3)	23% (5)	23% (5)
2nd Grade	35	40% (14)	20% (7)	29% (10)	11% (4)	54	61% (33)	13% (7)	13% (7)	13% (7)	53	55% (29)	13% (7)	19% (10)	13% (7)
Edwards	17	47% (8)	24% (4)	24% (4)	6% (1)	18	67% (12)	11% (2)	11% (2)	11% (2)	17	59% (10)	18% (3)	18% (3)	6% (1)
Ematrudo	18	67% (12)	11% (2)	6% (1)	17% (3)	18	67% (12)	11% (2)	6% (1)	17% (3)	18	67% (12)	11% (2)	6% (1)	17% (3)
Minney	17	35% (6)	18% (3)	35% (6)	12% (2)	18	50% (9)	17% (3)	22% (4)	11% (2)	18	39% (7)	11% (2)	33% (6)	17% (3)

STAR Data 2011-2012

Math	Benchmark #1 -- 9/2011					Benchmark #2 -- 1/2012					Benchmark #3 -- 5/2012				
	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)
1st Grade	61	57% (35)	10% (6)	18% (11)	15% (9)	59	78% (46)	15% (9)	5% (3)	2% (1)	62	82% (51)	3% (2)	11% (7)	3% (2)
Batt	19	74% (14)	16% (3)	5% (1)	5% (1)	19	95% (18)	5% (1)	0%	0%	20	95% (19)	0%	5% (1)	0%
Green	19	68% (13)	11% (2)	21% (4)	0%	20	90% (18)	5% (1)	5% (1)	0%	20	90% (18)	5% (1)	0%	5% (1)
Tsiatsos	20	35% (7)	5% (1)	20% (4)	40% (8)	20	55% (11)	25% (5)	15% (3)	5% (1)	22	64% (14)	5% (1)	27% (6)	5% (1)
2nd Grade	53	62% (33)	15% (8)	19% (10)	4% (2)	54	61% (33)	13% (7)	17% (9)	9% (5)	53	72% (38)	6% (3)	9% (5)	13% (7)
Edwards	17	59% (10)	24% (4)	18% (3)	0%	18	61% (11)	6% (1)	33% (6)	0%	17	76% (13)	0%	18% (3)	6% (1)
Ematrudo	17	65% (11)	12% (2)	24% (4)	0%	18	78% (14)	11% (2)	0%	11% (2)	18	78% (14)	6% (1)	6% (1)	11% (2)
Minney	16	50% (8)	25% (4)	19% (3)	6% (1)	18	44% (8)	22% (4)	17% (3)	17% (3)	18	61% (11)	11% (2)	11% (2)	17% (3)

STAR Early Literacy Data 2011-2012

Reading	Benchmark #1 -- 9/2011					Benchmark #2 -- 1/2012					Benchmark #3 -- 5/2012				
	Teacher/Group	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)	Urgent Intervention (below 10 PR)	# in Group	At/Above 40 PR	On Watch (below 40 PR)	Intervention (below 25 PR)
Kindergarten	63	84% (53)	6% (4)	5% (3)	5% (3)	67	94% (63)	6% (4)	0%	0%	67	92% (56)	3% (2)	3% (2)	2% (1)
<b>Kenney</b>	21	90% (19)	5% (1)	0%	5% (1)	22	95% (21)	5% (1)	0%	0%	21	90% (19)	0%	5% (1)	5% (1)
<b>Miller</b>	19	95% (18)	0%	5% (1)	0%	20	95% (19)	5% (1)	0%	0%	20	85% (17)	10% (2)	5% (1)	0%
<b>Sorg</b>	21	76% (16)	10% (2)	10% (2)	5% (1)	23	96% (22)	4% (1)	0%	0%	20	100%	0%	0%	0%

## Data Analysis

Marlowe Elementary benchmarks all students in Kindergarten through Grade 2 three times a year in Math and Reading. The school uses the STAR Reading, Math, and Early Literacy online programs to assess progress in September, January, and May.

### 2011-2012

#### Reading

Kindergarten. Kindergarten students increased their stanine score on STAR Early Literacy from 574 to 723, a difference of 149 points. Kindergarten students exceeded the spring benchmark of 574 by 149 points.

Grade 1. Students in Grade 1 increased their stanine score on STAR Reading from 137 to 203, a difference of 66 points. Grade 1 exceeded the spring benchmark of 150 by 53 points.

Grade 2. Grade 2 students increased their stanine score on STAR Reading from 182 to 302, a difference of 120 points. Grade 2 exceeded the spring benchmark of 299 by 3 points.

#### Math

Kindergarten. Kindergarten students are unable to read the STAR Math program; therefore, they do not have a schoolwide benchmarking program. However, the Kindergarten team created assessments for each interim and report period to provide feedback to parents.

Grade 1. Grade 1 students increased their stanine score on STAR Math from 303 to 448, a difference of 145. Grade 1 exceeded the spring benchmark of 376 by 72 points.

Grade 2. Grade 2 students increased their stanine score on STAR Math from 415 to 506, a difference of 91 points. Grade 2 exceeded the spring benchmark of 492 by 14 points.

### 2012-2013

The current school year started off with the students in all grade levels exceeding both the fall and winter benchmarks for STAR Reading. Students also made significant gains between September and January tests. The school is currently exploring ways to meet the needs of the students in Kindergarten as they have already exceeded the spring benchmark in January.

Grades 1 and 2 also exceeded the fall and winter benchmarks for STAR Math. They have already exceeded the spring benchmark. Thus, data team discussions focus on ways to enrich and continue to move the students forward.

Kindergarten students began using the easyCBM.com program in January for mathematics progress monitoring. The program will assess the students each month. This program has the ability to read to the student; thus, eliminating the need to assess students individually.

### **Data Analysis**

The data gathered from the STAR assessments, easyCBM.com, and classroom assessments are used to determine which students need additional assistance through Support for Personalized Learning (SPL). The data also guides the groups that are established in each classroom for reading and mathematics. Teachers use monthly scheduled data team meetings to review the data, adjust student groups, and adjust instruction.

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

1. School Emergency Plan.
2. Five-Year Strategic Plan.
3. Data Analysis.
4. West Virginia Board of Education Policy 4373.
5. Engrade.
6. Culturally Responsive Teaching.
7. Mimio.
8. Next Generation Common Core Standards.
9. Data Teams.
10. Data Walls.
11. Language and Literacy (PreK).
12. Early Learning Scale (PreK).
13. Technology Trainings.
14. The Essential 55.
15. Mentor Training.
16. Number Worlds.
17. Fluency Training.
18. Instructional Practices Inventory.
19. Principals' Leadership Academy.
20. RESA 8 Principals' Conference.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.8.1. Leadership.** The principal provided an excellent example of leadership. She was highly organized and knowledgeable of the needs of the school, individual teachers, and students. The principal guided the curriculum and procured the support and materials necessary for high quality curriculum delivery.

### HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

- 7.1.4. Instruction.** Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum investigation, experimentation, and hands-on activities in the Kindergarten classes. West Virginia Board of Education Policy 2520.3 – 21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” No specific reason was given for this lack of instruction, only that the level was not to the 50 percent mark.

## 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 Marlowe 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.**

The principal provided high quality building leadership and the teachers provided high quality classroom leadership. Through the observation and interview process, the Team determined that all staff were knowledgeable of the students' needs based on data, had very high expectations for all students, and utilized the high quality staff development provided to ensure classroom curriculum delivery methods that challenged and engaged students.

### **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.

- 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 administration and staff of Marlowe Elementary School demonstrated the capacity to achieve and provide a safe and educationally stimulating atmosphere. High quality professional development was provided and applied that was specific to the school's Five-Year Strategic Plan and student needs.

### **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.**

- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or acoustical treatment.

### **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.**

The administration and staff of Marlowe Elementary School disaggregated and utilized student data to guide the classroom curriculum and instruction. The staff was proactive in avoiding areas of student weakness and eliminating those areas in a timely manner.

## **Education Performance Audit Summary**

Marlowe Elementary School's Education Performance Audit was based on West Virginia Board of Education Policy 2320 and the NCLB State Accountability Plan that specify K-2 schools will be reviewed every three years. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified one high quality standard necessary to improve performance and progress.

### 7.1.4. Instruction.

The Team presented one commendation (7.8.1. Leadership), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit and revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Marlowe Elementary School and Berkeley County to correct the finding noted in the report by the next accreditation cycle.