

**OFFICE OF EDUCATION PERFORMANCE AUDITS**



**FINAL EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
MARTINSBURG NORTH MIDDLE SCHOOL  
BERKELEY COUNTY SCHOOL SYSTEM**

**APRIL 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Martinsburg North Middle School in Berkeley County on May 13, 2004.

A Follow-up Education Performance Audit of Martinsburg North Middle School in Berkeley County was conducted March 15, 2005. 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."

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 5.1.1. Achievement

This is the 1st year that Martinsburg North Middle School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Five subgroups designated in 5.1.1. Achievement included: (AS) all students, (W) white students, (B) black students, (SES) economically disadvantaged, and (SE) special education students. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Martinsburg North Middle School and Berkeley County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** Martinsburg North Middle School attained adequate yearly progress (AYP) in the 2003-2004 school year in the subgroups of all students (AS), white students (W), and black students (B) but did not attain adequate yearly progress (AYP) in the economically disadvantaged students (SES) or special education students (SE) subgroups.

#### 7.1. Curriculum

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

The lunch schedule was rushed and students did not have 20 minutes for lunch. The crowding and rushed time resulted in confusing and distracting conditions in which some students did not eat lunch or were so hurried that lunch was rapidly consumed. Additionally, the use of Channel 1 was not effective. Students were not attentive or talked during the broadcast. This time would be more effective if devoted to meaningful instruction. In general, the school atmosphere needed more attention to promote an environment conducive to learning.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The school provides three 30 minute lunch periods. The Team visited the cafeteria during the lunch period and noted all students had sufficient time to consume their lunches. The Channel 1 program had been

**moved to the homeroom period and appears to be well supervised with students being attentive to the programs.**

**The administration, staff, and students have worked together to provide numerous interesting activities that improve the school atmosphere and support an environment conducive to learning.**

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

**7.2.4. 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. (Policy 2510; Policy 5310)**

The Team found that lesson plans were not consistently reviewed. The plans were not reviewed the minimum of once each quarter. Feedback was not specific enough for a teacher to improve planning. Some of the teachers' lesson plans were incomplete, difficult to follow, and not fully developed. Some teachers were unable to articulate the alignment of the Content Standards and Objectives (CSOs) with instructional programs.

### **FOLLOW-UP REVIEW**

#### **COMPLIANCE.**

## **7.5. Special Education Services and Alternative Education**

**7.5.1. Alternative education. Alternative education programs meet the requirements of Policy 2418. (W.Va. Code §18-2-6 and §18-5-19; Policy 2418)**

Special education classes were secluded in trailers away from the general population of the school. The core curriculum instruction occurs, for the most part, in the special education classrooms rather than inclusion in general education classes.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. All special education classrooms had been moved into the main building.**

## **7.11. Safe, Drug Free, Violence Free, And Disciplined Schools**

**7.11.2. Preventive discipline, student involvement, and character education. A preventive discipline program must be implemented which may include the Responsible Students through Positive Behavior Support Program. A student involvement program must be implemented which may include, but is not limited to, peer mediation, classroom meetings, or teen court. A character education initiative is**

**implemented as outlined in W.Va. Code §18-2-13. (W.Va. Code §18-2-13 and §18-5A-2)**

The school had a high number of outside and inside school suspensions. Documentation of the number of suspensions results in more than 5 percent of the school's student population being suspended during the 2003-2004 school year. The Team recommended that the school's preventive discipline program address student behaviors to decrease the number of student suspensions.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The principal reported that this school now has the fewest number of student suspensions of all the middle and high schools in the county.**

### **RECOMMENDATIONS**

**5.1.1. Achievement.** The 2002-2003 assessment data indicated that the percentage of students scoring in the 1st quartile in the black students (B), Hispanic students (H), economically disadvantaged (SES), special education (SE), and limited English proficiency (LEP) subgroups exceeded 25 percent. The percentage of students scoring in the top two quartiles in the AS, W, B, H, SES, SE, and LEP subgroups were below 50 percent. The Team recommended that a concerted effort be made and strategies and programs be used to decrease the percentage of all students performing in the bottom quartile and increase the percentage of all students achieving in the upper two quartiles.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**7.1.4. Learning environment.**

The Team found that discipline policy enforcement was somewhat sporadic and inconsistently applied throughout the school. The Team recommended that the staff revisit the discipline policy and reach consensus about school policy and its implementation.

The Team found that minimal student work was displayed and observed little evidence of honors or awards. The Team recommended that recognition of student and staff honors and awards and model work be displayed.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.5. Instruction.** While the Team found evidence of varied instructional strategies, instruction was not student centered to the degree that it could be, and procedures for reteaching and intervention were not individualized. The Team recommended that a sustained staff development utilizing multiple teaching strategies and techniques be developed and implemented and that all staff utilize these strategies in instruction. Reteaching activities during Call Back and After School were prescribed to the entire group, regardless of individual student needs.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.7. Instruction in writing.** Evidence of process writing was not fully utilized and recent staff development conducted on writing strategies was not in place. The Team recommended that the principal develop a plan for writing across the curriculum at each grade level and monitor classrooms to ensure that writing is included in weekly instruction.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.8. Library/educational technology access and technology application.** Although computer programs were being used, technology was not integrated into daily instruction as an instructional strategy. The Team recommended that the Curriculum Team and Technology Team work collaboratively to develop specific strategies to incorporate all available technology resources to be aligned with regular classroom instruction.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

- 7.1.9. Instructional materials.** Special education classes lacked appropriate and sufficient materials to deliver the Content Standards and Objectives (CSOs) to their fullest extent. The Team recommended that the school develop a procedure to secure appropriate and sufficient materials for special education students.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. Interviews with several special education teachers indicated that they now have sufficient textbooks and other teaching materials.**

**7.2.5. Data analysis.** The use of data to drive instruction could be better utilized. The Team recommended that specific staff development be provided on the use of assessment data to modify and enhance the achievement level of all students.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**

**7.7.5. Parents and the community are provided information and opportunities for involvement.** While various methods of parent communication (newsletter, television channel, web page, telephone, etc.) existed, interviews revealed that standing parent volunteer/involvement program (PTO, Parent Volunteers, etc.) did not exist. The Team recommended that a parent volunteer program be established and parent workshops to encourage parent involvement.

**FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.**



## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 17.1. 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 Martinsburg North Middle School and Berkeley County, with the assistance of the West Virginia Department of Education and RESA VIII, have the capacity to correct the identified deficiencies.

### **FOLLOW-UP CONCLUSION**

**Martinsburg North Middle School staff, Berkeley County Schools' staff, and the staffs from the West Virginia Department of Education and RESA VIII have all worked together to improve student achievement at Martinsburg North Middle School. Improvements are noted in three subgroups: All students (AS), white students (W), and black students (B), all of which were able to achieve adequate yearly progress (AYP) during the 2003-2004 school year. Substantial work still needs to be done to improve achievement in the economically disadvantaged students (SES) and special education students (SE) subgroups.**

## 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.

- 18.1. 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.**

- 18.1.1. School location.** The school site did not have 11 acres, plus one acre for each student over 600. The site was not large enough for future expansion. The site did not have stable, well-drained soil free of erosion. The sidewalks were not adequate with designated crosswalks, curb cuts, and correct slope.
- 18.1.4. Counselor's office.** The counselor's office did not have adequate space (125-250 square feet).
- 18.1.8. Grades 1-12 classrooms.** Room 2A (gifted education) did not have adequate size. Room 22 (behavior disorders classroom) did not have adequate equipment. Room 23 (family and consumer sciences) did not have adequate size, a location near related educational areas, a teacher's desk and computer station, and desks and chairs. Room 24 (ISS) did not have various communications technologies, chalkboard and bulletin boards, computer station, or audiovisual equipment. Room 26 (math) did not have adequate space, chalk boards and bulletin boards, teacher's desk and computer station, and desks and chairs. Room 29 (behavior disorders classroom) did not have

- audiovisual equipment, controllable lights, outlets, etc. Room 30 (keyboarding/computer applications) did not have adequate size, was not located near related educational areas, or audiovisual equipment. Room 31 (language arts) did not have adequate size or adequate storage. Room 108 (math) did not have adequate space or audiovisual equipment. Room 111 (reading) did not have audiovisual equipment. Room 114 (social studies) did not have adequate storage, teacher's desk and chairs, and audiovisual equipment. Room 115 (social studies) did not have a chalkboard, teacher's desk and computer station, desk and chairs, and audiovisual equipment. Room 120 (remediation) did not have adequate size, communications technologies, or audiovisual equipment. Room 121 (math/reading) did not have adequate size, chalkboards, or bulletin boards. Room 122 (reading) did not have adequate storage. Room 125 did not have adequate size. Room 126 (social studies) did not have adequate size. The gymnasium did not have adequate size.
- 18.1.10. Specialized instructional areas.** The art area did not have adequate storage. The music facilities were not located away from quiet areas of the building.
- 18.1.11. Grades 6-12 science facilities.** Room 2 (science) was not isolated from other parts of the building for odor reasons, did not have hot water, gas, air vacuum, ventilation hood, laboratory workspace, blanket, or balance cases. Room 4 (science) did not have adequate size, communications technology, an isolated location, sink, hot and cold water, gas, ventilation fume hood, laboratory workspace, blanket, emergency showers, or balance cases. Room 6 (science) did not have adequate size, storage, audiovisual equipment, sink, gas, AC and DC current, air vacuum, ventilation fume hood, laboratory workspace, blanket, emergency showers, balance cases, or darkening provisions. Room 7 did not have adequate space, storage, audiovisual equipment, an isolated location, hot water, gas, AC and DC current, air vacuum, fume hood, laboratory workspace, blanket, emergency showers, balance cases, or adequate storage. Room 123 (CATS Grades 6 and 7) did not have adequate size, adequate materials, sink, hot and cold water, gas, AC and DC current, air vacuum, ventilation fume hood, laboratory workspace, balance cases, and darkening provisions.

### **FOLLOW-UP CONCLUSION**

**The resource needs remained the same with the following exceptions:**

- 18.1.4. The counselor's office had been moved to an area that provides more space.**
- 18.1.8. The special education classrooms had all been moved to the main building and are of the same size and have similar equipment comparable to the regular classrooms.**

**Audiovisual equipment had been provided to classrooms throughout the building.**

**Communications equipment (walkie-talkies) had been provided to classrooms throughout the building.**

**18.1.11. Balance cases and blankets had been provided in most of the science classrooms and laboratories.**

## **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.

**It is imperative that Martinsburg North Middle School direct high-quality instruction to each subgroup in order to improve achievement of all students.**

### **TEAM SUMMARY**

**Through improved instruction, student achievement in three No Child Left Behind (NCLB) subgroups: All students (AS), white students (W), and black students (B) achieved adequate yearly progress (AYP) during the 2003-2004 school year. Students in two No Child Left Behind (NCLB) subgroups, economically disadvantaged students (SES) and special education students (SE) did not achieve adequate yearly progress (AYP).**

**The school staff, with support from the Berkeley County Schools' staff and staffs from RESA VIII and the West Virginia Department of Education, had received numerous staff development sessions. These included training on using varied instructional strategies, data review, preventive discipline, writing across the curriculum, and others in an attempt to improve classroom instruction for students.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS**

**The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Berkeley County School System and continue the Conditional Accreditation status of Martinsburg North Middle School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).**