

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARTINSBURG SOUTH MIDDLE SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Martinsburg South Middle School in Berkeley County was conducted on April 28, 2005. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Lorraine Ciambotti, Coordinator, Office of Special Education Programs and Services

West Virginia Department of Education Team Leader – Judy Robertson, Coordinator, Office of Special Education Programs and Services

TEAM MEMBERS

Name	Title	School/County
Dr. Marsha Carr-Lambert	Superintendent	Grant County
Larry Dalesio	Elementary School Principal	Cameron Elementary Marshall County
Ann Downs	Assistant Early/Middle School Principal	East Hardy Early/Middle Hardy County
Alesia Green	Primary School Principal	Point Pleasant Primary Mason County
Sherry Hetzel	Coordinator of Instruction K-12	Jefferson County
Patricia Lucas	Director of Special Education	Morgan County

Name	Title	School/County
David Roth	Middle School Principal	Elkins Middle Randolph County
Carroll Staats	Board Member	Jackson County
Sandra Wolfe	Elementary School Principal	Westover Elementary Monongalia County

SCHOOL PERFORMANCE

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

04-303 MARTINSBURG SOUTH MIDDLE SCHOOL - Needs Improvement

BERKELEY COUNTY

David Rogers, Principal
Grades 06 - 08
Enrollment 793

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	669	723	717	99.17	62.34	Yes	Yes	✓
White	551	592	588	99.32	66.42	Yes	Yes	✓
Black	89	99	99	100.00	41.57	Yes	No	✗
Hispanic	23	26	24	92.31	42.85	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	283	316	312	98.73	44.80	Yes	No	✗
Spec. Ed.	110	119	116	97.48	23.14	Yes	No	✗
LEP	13	15	14	93.33	33.33	NA	NA	NA
Reading/Language Arts								
All	669	723	719	99.45	81.08	Yes	Yes	✓
White	551	592	589	99.49	81.78	Yes	Yes	✓
Black	89	99	99	100.00	75.28	Yes	Yes	✓
Hispanic	23	26	25	96.15	86.36	NA	NA	NA
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	283	316	314	99.37	71.53	Yes	Confidence Interval	✓
Spec. Ed.	110	119	116	97.48	37.03	Yes	No	✗
LEP	13	15	15	100.00	76.92	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.7%

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	253	234	252	233	99.60	8.58	34.33	38.63	12.88	5.58	57.08
07	260	237	258	235	99.23	5.53	26.81	48.09	14.47	5.11	67.66
08	210	198	207	196	98.57	5.10	32.65	47.45	12.76	2.04	62.24

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	253	234	252	233	99.60	5.15	17.60	42.06	21.46	13.73	77.25
07	260	237	258	235	99.23	2.13	14.47	43.40	24.26	15.74	83.40
08	210	198	209	198	99.52	2.02	15.15	49.49	22.22	11.11	82.83

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
3	1%	11	5%	22	9%	40	17%	132	56%	16	7%	3	1%	9	4%	236

Note: Eighty-eight percent (88%) of the students scored at or above 2.0 on the Statewide Writing Assessment.

Freq. - Frequency - Number of students
% - Percentage of students

Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
58.59%	2003-04
51.89%	2002-03
39.66%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Martinsburg South Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Three subgroups designated in 5.1.1. Achievement, included: Racial/ethnicity Black students (B) and economically disadvantaged students (SES) in mathematics, and special education students (SE) in both mathematics and reading/language arts. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Martinsburg South Middle School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Martinsburg South Middle School achieved AYP in the SES subgroup in reading/language arts only by application of the confidence interval. It is further noted that the racial/ethnicity Hispanic (H) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and apply interventions to close the achievement gap for the B, H, SES, and SE students.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.2. High expectations. The school provided an extended day program that offered extensive options for students. Academic options such as science and mathematics tutoring and the Plato and ESL (English as Second Language) programs were available. A variety of club activities (art club, technology club, chess club, and academic games) were also available.

6.1.3. Learning environment. The administration and staff scheduled a Call Back class which allows teachers to reteach, review, or even accelerate as they deem appropriate. It was also an excellent time for West Virginia Educational Standards Test (WESTEST) preparation.

The Spotlight and Positive Attitude programs were excellent ways to reward students and teachers.

- 6.1.4. Instruction.** The Team commended the Grade 6 Penguins Team for excellent planning and class preparation, for keeping all students actively involved in class and focused on instruction, and for using varied instructional strategies designed to maintain high student interest and learning.
- 6.2.4. Data analysis.** The complete individualized West Virginia Educational Standards Test (WESTEST) analysis was available to direct instruction based on students' needs. Each student's performance was monitored and enhanced by effective use of the Plato Instruction Lab. This individualized student lab met daily and served 241 students. English as a Second Language (ESL) students were integrated in this skills program. Individual data analysis was computed for each student and printed for classroom teacher use by Content Standards and Objectives (CSOs) targeted areas. Parent Teacher conferences were scheduled by the Plato Instructor. The instructor comes one hour or more early each day on her own time to better serve the students. The instructor offers tutoring on Mondays after school and partners with teachers in targeting remediation efforts.
- 6.7.1. School rules, procedures, and expectations.** The school environment appeared calm, safe, and nurturing. The students and staff indicated that they felt safe and secure. The presence of teachers and administrators in the hallways and the use of walkie talkies contributed to this feeling of safety. School and county discipline procedures also encouraged student attendance and achievement by providing a variety of in-school options as opposed to out-of-school suspension (lunch and after-school detention, full day in-school suspension (ISS) teacher, Saturday school, transition school).
- 6.8.1. Leadership.** The Team commended the administrative staff on their leadership in helping teachers with instruction to meet West Virginia Educational Standards Test (WESTEST) standards.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – B/SES/SE).

6.1. Curriculum

- 6.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

The lesson plans of a health instructor did not indicate the dates of each lesson. The lesson plans for the seven week course were repeated for different groups of students throughout the year and had the dates of August – October 22 noted. This did not indicate any differentiation for the different groups taught. Also, a Grade 7 teacher did not have lesson plans for several days and several other teachers could not produce lesson plans for the year.

- 6.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The school had only one computer laboratory for computer instruction, basic skills computer education program, and for use by teachers with their classes. The school was not providing instruction in basic skills twice a week using the State adopted basic skills program for Grades 6 or required in the SUCCESS program. Computers were not turned on in many classrooms.

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)

Several staff members (21) lacked proper certification.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** In some classrooms the use of a variety of instructional strategies was observed; however, other classrooms should have implemented more of a variety of instructional strategies. The Team recommended that professional development on research-based instructional strategies be provided to make this a consistent practice among all teachers.
- 6.1.6. Instruction in writing.** While the Statewide Assessment Writing scores were good, a consistent and pervasive program for alignment with the West Virginia Writing Assessment rubric was not in place. The Team recommended that such a program be developed and implemented.
- 6.1.7. Library/educational technology access and technology application.** The Team determined that more emphasis was needed on the importance of the integration of technology in instructional delivery. In order to facilitate this, the existing technology in the classrooms needed to be upgraded or improved to allow access to various programs.

Indicators of Efficiency

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 Martinsburg South Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.1. Curriculum based on content standards and objectives.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

16.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.

The Team found that the principal and educators at Martinsburg South Middle School had introduced and applied programs to improve the achievement of students in the racial ethnicity/black (B), racial ethnicity/Hispanic (H), economically disadvantaged (SES), and special education (S) subgroups. Berkeley County also plans to expand programs for Hispanic students during 2005-2006. Additionally, RESA VIII has been assisting the school. The school staff have approached achievement issues in a serious and aggressive manner. Consequently, the Team believes that Martinsburg South Middle School and Berkeley County have the capacity to improve students' achievement and achieve adequate yearly progress (AYP).

If the school fails to achieve AYP or show progress in the subgroups, on the 2005 WESTEST, the Office of Education Performance Audits recommends that the West Virginia Department of Education school improvement team provide assistance to this school.

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.

- 17.1.1. School location.** The site did not contain 11 acres +1 acre for each 100 students over 600 and was not large enough for future expansion. On-site, solid surface parking was insufficient for staff, visitors, and those of limited mobility.
- 17.1.3. Teachers' workroom.** The teachers' work area was not of adequate size and did not provide access to communications technology.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have acoustical treatment. The physical education facility was not of adequate size and was not located away from quiet areas of the building and close to lockers and showers.
- 17.1.11. Grades 6-12 science facilities.** Room 214 was not of adequate size and was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following were not available: Gas, AC/DC current, air vacuum, chalkboard, bulletin boards, open and closing shelving, ventilation fume

hood, demo table, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, and main gas shut-off.

Room 217 was not of adequate size and had none of the following: Gas, AC/DC current, air vacuum, ventilation fume hood, demo table, laboratory work space of adequate size, fire extinguisher, blanket, emergency showers, balance cases, darkening provisions, and main gas shut-off.

Room 132 was not located with easy access to outdoor activities and isolated to keep odors from remainder of the building. The following were not available: Sink, hot and cold water, gas, AC/DC current, air vacuum, ventilation fume hood, demo table, laboratory work space of adequate size, fire extinguisher, blanket, emergency showers, balance cases, and darkening provisions.

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
04-303 Martinsburg South Middle	Conditional Accreditation	6.1.1; 6.1.7; 6.6.2		
			5.1.1. (B, SES, SE)	May 31, 2007

Education Performance Audit Summary

The Team identified three (3) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – racial/ethnicity black (B), economically disadvantaged (SES), and special education (SE) subgroups.

Martinsburg South Middle School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. B/SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Martinsburg South Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.