

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MARTINSBURG HIGH SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

JUNE 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Martinsburg High 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. 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 – Beth Judy, Coordinator, Office of Student Assessment

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

TEAM MEMBERS

Name	Title	School/County
David Fincham	Elementary School Principal	Petersburg Elementary Grant County
Brad Fittro	Assistant Middle School Principal	Robert L. Bland Middle Lewis County
Janice Goodwin	Assistant High School Principal	Morgantown High Monongalia County
Ron Hall	Assistant High School Principal	Pocahontas County High Pocahontas County

Name	Title	School/County
Carmen Henninger	Elementary School Principal	Central Elementary Upshur 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
Rick Northup	High School Principal	Point Pleasant High Mason County
Kristina Peterman	Elementary School Principal	Jayenne Elementary Marion County
David Roth	Middle School Principal	Elkins Middle Randolph County
Carroll Staats	Board Member	Jackson County
Barbara Whitecotton	Middle School Principal	Moorefield Middle Hardy County
Thomas Wood	Assistant High School Principal	John Marshall High Marshall County
Connie Young	High School Principal	Cameron High Marshall County

SCHOOL PERFORMANCE

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

04-502 MARTINSBURG HIGH SCHOOL - Needs Improvement

BERKELEY COUNTY

Kenneth Pack, Principal

Grades 09 - 12

Enrollment 1471

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	289	306	299	97.71	56.53	Yes	Yes	✓
White	226	232	228	98.28	59.45	Yes	Yes	✓
Black	45	52	49	94.23	37.20	No	NA	✗
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	101	105	104	99.05	42.00	Yes	Confidence Interval	✓
Spec. Ed.	43	45	45	100.00	4.65	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	289	306	298	97.39	73.40	Yes	Yes	✓
White	226	232	227	97.84	75.11	Yes	Yes	✓
Black	45	52	49	94.23	62.79	No	NA	✗
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	101	105	103	98.10	59.59	Yes	No	✗
Spec. Ed.	43	45	45	100.00	11.62	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve

Graduation Rate = 69.9%

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
10	306	289	299	283	97.71	13.07	30.39	40.99	13.07	2.47	56.54

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	306	289	298	282	97.39	6.38	20.21	40.43	22.70	10.28	73.40

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

Other Relevant Performance Data

Statewide Writing Assessment Student Frequency and Percentage by Score

Grade 10

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	%	
13	5%	12	4%	62	23%	62	23%	104	38%	2	1%	5	2%	12	4%	272

Note: Ninety-three percent (93%) 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
40.24%	2003-04
40.29%	2002-03
47.783%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Martinsburg High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) in reading/language arts.

Martinsburg High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval and may have an achievement deficiency if remediation and interventions have not been emphasized. Additionally, students in the racial/ethnicity black (B) and the special education (SE) subgroups were not considered in AYP because of the number (N) less than 50 in these subgroups. Achievement of students in the B subgroup in mathematics and SE subgroup in mathematics and reading/language arts was substantially below the State's proficiency level. Berkeley County curriculum staff and school staff must monitor the achievement of these students and promote curriculum and instructional strategies that are designed to close the achievement gap.

5.1.4. Graduation rate.

Martinsburg High School failed to achieve adequate yearly progress (AYP) in 5.1.4. Graduation rate.

In accordance with Section 9.4 of the policy, the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement and 5.1.4. Graduation rate, the plan was approved by the West Virginia Board of Education, and the school was meeting the objectives and time line specified in the revised USIP. Consequently, the West Virginia Board of Education continued the school's Conditional Accreditation status at the February 10, 2005 meeting.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. Learning environment. Students were well behaved in the classrooms and in the hall. Student council officers greeted the Team and provided assistance throughout the day. The organization of the group was apparent and the pride they took in the million dollar room was refreshing. This is a distance learning room filled with state-of-the-art technological equipment that is used to help students excel in numerous areas.

6.1.5. Instructional strategies. The Team noted an exceptional display of varied instructional strategies throughout the building. Teachers utilized different teaching modalities as suggested by West Virginia Board of Education Policy 2510.

Student work was posted throughout the school.

Science teachers provided excellent and interesting instruction that kept students actively engaged in their education.

6.1.7. Library/educational technology access and technology application. Teachers utilized the Plato Learning Laboratory to provide outstanding opportunities for remediation, credit recovery, and condensed instruction with visual and auditory input. The Team saw this as very beneficial for student achievement.

6.1.12. Multicultural activities. The Team commended the school for their multicultural plan. Opportunities were provided for multicultural activities and attention was given to minority students and to students with diverse backgrounds to encourage them to take advantage of all school opportunities and realize individual potential.

6.8.1. Leadership. The Team commended the principal and assistant principals for their professional behavior and devotion to student education. The administrators were well prepared and organized and exhibited a true commitment for educational endeavors.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standards (5.1.1. Achievement and 5.1.4. Graduation rate)

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)

Through teacher interviews and classroom observations, the Team determined that all staff were not utilizing the Content Standards and Objectives (CSOs) to drive their curriculum. Several teachers were referring to the West Virginia Board of Education Instructional Goals and Objectives (IGOs) instead of the CSOs.

- 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 Team observed minimal use of computers throughout the building. Through interviews with teachers and students, the Team determined that technology was not used at adequate levels in several classrooms.

With the exception of the career-technical department, the Team observed computers that lacked up-to-date and adequate technology.

- 6.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Special education classrooms did not have adopted textbooks or the availability of textbooks. Supplemental materials provided were also inadequate for special education students.

- 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 special education teachers were not appropriately licensed for their teaching assignment.

RECOMMENDATIONS

- 6.1.13. Instructional day.** Several classrooms were observed to be finished 10 minutes before the bell rang. The Team recommended that all students be fully engaged for the entire class period.

- 7.1.3. Facilities.** Facilities for most science 9 and science 10 classes were limited in size, thus making it difficult for teachers to provide 50 percent hands-on science lessons. An attempt should be made to provide larger classroom facilities for these science classes.

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 Martinsburg High 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
6.1.8. Instructional materials.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

16.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

Martinsburg High School has a long history of being a low performing school. In the past five years, Martinsburg High has only achieved full accreditation status during one year (2000). Previous accountability reports show recurring themes, i.e., achievement weaknesses, student dropout rate, graduation rate, technology application, and special education issues.

Berkeley County has provided an abundance of staff development in programs and practices to improve student performance. It would be beneficial if staff development programs were continuous and sustained to lead to the results of student performance. Student specific levels of achievement need to have weaknesses addressed with learning sequences applied to students' prior knowledge. Assessment must be on-going with identified criteria linked to students' mastery of the Content Standards and Objectives (CSOs).

The low graduation rate is linked to the academic achievement of students. As students experience success in learning performance, they move through the program and are more likely to graduate. Graduation rate and achievement are interdependent concepts.

Now that weaknesses have been identified, county and school staff must address specifics to close the achievement gap and increase the graduation rate.

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.

Martinsburg High School and Berkeley County have not demonstrated that they have the capacity in achieving the standards and alleviating the deficiencies without help. The Office of Education Performance Audits recommends that the needed capacity be provided by West Virginia Department of Education and RESAVIII to bring about sustained achievement.

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.

- 17.1.14. Food service.** A teachers' dining room of adequate size was not provided.
- 17.1.15 Health service units.** A health service unit of adequate size was not available and the following equipment and furnishing were inadequate: Curtained or small rooms with cots, bulletin board, scales, and a desk and chair.

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.

Martinsburg High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
04-502 Martinsburg High	Conditional Accreditation	6.1.1; 6.1.7; 6.1.8; 6.6.2		
			5.1.1. (SES)	May 31, 2006
			5.1.4.	May 31, 2007

Education Performance Audit Summary

The Team identified four (4) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup and 5.1.4. Graduation rate. The Team presented two (2) recommendations, suggested capacity building issues, and noted an early detection and intervention concern.

Martinsburg High 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. SES) and 5.1.4. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Martinsburg High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.