

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

NEW MARTINSVILLE SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

MARCH 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of New Martinsville School in Wetzel County was conducted on February 21, 2006. 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 Five-Year Strategic 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 – John Putnam, Coordinator, Office of Student Assessment

West Virginia Department of Education Team Leader – Brenda West, Assistant Director, Office of Student Assessment

TEAM MEMBERS

Name	Title	School/County
Toni Bishop	Elementary School Principal	Glenville Elementary Gilmer County
Jay Carnell	Elementary School Principal	Ripley Elementary Jackson County
Beverly Coppe	Elementary School Principal	Moorefield Elementary Hardy County
Carole Crawford	Middle School Principal	Bridgeport Middle Harrison County
Kristina Peterman	Elementary School Principal	Jayenne Elementary Marion County
Amanda Smith	Counselor	Maysfield Elementary Grant County

SCHOOL PERFORMANCE

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

92 WETZEL COUNTY

Dr. Paul E. Barcus, Jr., Superintendent

202 NEW MARTINSVILLE SCHOOL – Needs Improvement

Faye Shank, Principal

Grades K - 08

Enrollment 1016

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	656	688	685	99.56	75.03	Yes	Yes	✓
White	643	674	672	99.70	74.57	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	287	309	306	99.02	63.38	Yes	Confidence Interval	✓
Spec. Ed.	103	109	107	98.16	39.60	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	656	688	685	99.56	83.30	Yes	Yes	✓
White	643	674	671	99.55	83.28	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	287	309	306	99.02	75.00	Yes	Yes	✓
Spec. Ed.	103	109	107	98.16	43.56	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.2%

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
03	93	88	93	88	100.00	1.14	18.18	40.91	30.68	9.09	80.68
04	123	118	122	117	99.19	2.56	9.40	36.75	37.61	13.68	88.03
05	114	108	114	108	100.00	3.70	24.07	52.78	18.52	0.93	72.22
06	103	98	103	98	100.00	5.10	23.47	59.18	12.24	0.00	71.43
07	123	120	122	119	99.19	5.04	21.85	50.42	17.65	5.04	73.11
08	132	124	131	123	99.24	8.13	26.02	43.09	19.51	3.25	65.85

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	93	88	93	88	100.00	2.27	10.23	44.32	37.50	5.68	87.50
04	123	118	122	117	99.19	2.56	9.40	51.28	29.91	6.84	88.03
05	114	108	114	108	100.00	5.56	22.22	50.00	19.44	2.78	72.22
06	103	98	103	98	100.00	2.04	9.18	50.00	24.49	14.29	88.78
07	123	120	122	119	99.19	4.20	12.61	42.86	30.25	10.08	83.19
08	132	124	131	123	99.24	4.07	14.63	39.84	27.64	13.82	81.30

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

Other Relevant Performance Data

2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE - WV	20498	4%	19%	49%	18%	5%	24%	74%
WETZEL COUNTY	235	2%	18%	51%	18%	6%	21%	76%
NEW MARTINSVILLE	122	2%	18%	53%	21%	4%	20%	79%

**2004-2005 Writing Assessment
 Distribution of Performance Across All Performance Levels
 Grade 7**

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE – WV	21040	2%	24%	57%	14%	3%	27%	73%
WETZEL COUNTY	228	2%	22%	66%	8%	2%	24%	76%
NEW MARTINSVILLE	119	1%	24%	66%	8%	1%	24%	76%

**Physical Assessment – Presidential Physical Fitness Test
 Passage Rate**

Percentage of Students	School Year
44.17%	2003-04
42.17%	2002-03
44.85%	2001-02

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

New Martinsville School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in 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 2005 State Board meeting. The revised Five-Year Strategic Plan was reviewed and the State Board upgraded the status of the school to Conditional Accreditation status at its February 2006 State Board meeting.

The following professional development and/or training opportunities were provided by the West Virginia Department of Education, RESA VI, county and/or school.

1. Differentiated Instruction.
2. WESTEST analysis.
3. Benchmarking/Pacing Guides.
4. Formative Assessment.
5. Five-Year Strategic Plan.
6. Teacher action plans for CSO improvement.
7. Curriculum Mapping.
8. Writing Assessment.

New Martinsville School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics by application of the confidence interval. An achievement gap was also prevalent between the SES subgroup and that of the all students (AS) and racial/ethnicity white (W) subgroups. The county curriculum and school staffs are urged to address the academic needs of the SES subgroup and apply interventions to improve students' achievement.

Note: While the special education (SE) subgroup did not achieve AYP, the Team noted that the percent proficient in both mathematics at (39.60 percent) and reading/language arts at (43.56 percent) showed promise. The likelihood of the school achieving AYP for this subgroup during the next assessment cycle is good.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The special education teachers provided confidential passports for each general education teacher with special needs students in the classroom. This passport included student data and instructional strategies that each teacher would need to know in order to effectively teach the special education students in the general classroom environment. Both the special and general education teachers maintained confidentiality.

The Team commended a teacher in Grade 3 for his enhancement of Project NEED (an energy program). This is a multidisciplinary approach to education which uses students teaching and working with other students to educate themselves and others. Math, science, social studies and language arts are incorporated. The NEED website (www.need.org) contains curriculum guides and activities for teachers and students and covers current energy issues in today's society.

- 6.1.3. Learning environment.** The student body exhibited excellent behavior and manners throughout the Education Performance Audit Team's visit. Students were well-behaved in classroom settings, in the hallways, and during student interviews. The overall school climate was conducive to learning.

- 6.1.4. Instruction.** The Kindergarten teachers used a weather-monitoring program through NASA. Students were organized into three rotating teams who go outside to make cloud observations. Each day, within 15 minutes of the weather satellite overpass, students record the type and features of clouds and the surface level ground conditions. These observations are e-mailed to NASA and compared with satellite data to validate and improve the satellite results.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. - SE)

6.1. Curriculum

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team observed classrooms and interviewed teachers and noted that all students were not actively involved in learning in several different classrooms. Several students were observed with their head down on their desk, numerous students were walking around the room, and some students were generally not paying attention to the teacher.

Generally, instructional strategies employed by teachers were numerous and varied. However, science teachers in two of the upper grade levels did not provide the 50 percent investigation, inquiry, and experimentation requirement by Policy 2510.

6.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Through teacher interviews the Team found that one teacher was using writing as a form of punishment. When questioned about this practice, the teacher stated that this is one method of classroom management and that it was not punitive. This practice was detrimental to the writing process in that it discouraged student performance in writing.

While the elementary teachers were demonstrating writing across the curriculum, the Team interviewed teachers and students and found that all teachers in Grades 4-8 were not giving writing assignments to all students on a weekly basis. The Team also found that writing was frequently not collected and corrected for spelling, punctuation, and grammar.

6.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

The Team was not presented with a Multicultural Plan. A formal plan was not in place the day of the Education Performance Audit to guide the multicultural activities as required by Policy 2421. Minimal multicultural activities were in place throughout the building.

6.2. Student and School Performance

- 6.2.3. 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 as necessary to improve instruction. (Policy 2510; Policy 5310)

The Team reported that some lesson plans had not been checked by the administration. In addition, some plans the administration indicated they had reviewed (as observed with a signature) were of poor quality. Many plans contained no directions for implementing the lesson, no objective for the lesson, and few materials that were needed. Given the deficiencies in the special education (SE) subgroup, it is of great importance that the administrators review all teachers' plans and assure that lessons are coherent, relevant, sequential, and address students' learning needs.

RECOMMENDATIONS

- 6.1.5. Instructional strategies.** The Team observed that this was the first year the school utilized the collaborative/consultative model. Although collaboration/consultation was observed in some classes, the Team believed the school needed additional professional development opportunities to fully implement the consultative model for special education students. The Team recommended that all staff members receive ongoing professional development opportunities specific to the model the school currently is using.

During teacher interviews, some teachers expressed a desire for professional development specific to the new standards-based mathematics curriculum. The Team recommended that the administration explore professional development opportunities for staff in the area of the new standards-based mathematics curriculum.

- 6.2.2. Counseling services.** While the students and staff indicated that the guidance counselor was accessible and provided quality services to the students, the Team noted that a counselor to student ratio of 1:900 was too high for student needs to be met. The current priority of the services being delivered was to students in the upper grades. The Team recommended that other avenues be explored to provide additional counseling to meet the needs of all grade levels. It is challenging for one counselor to deliver the components of the counseling program to a school with a high-student enrollment.

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 New Martinsville School in providing a thorough and efficient system of education. Wetzel 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 Wetzel County or the accreditation status of the schools.

7.1.1. 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.

Given the deficiency in the special education (SE) subgroup, the administration and staff of New Martinsville School and Wetzel County must investigate and implement appropriate staff development in the area of collaboration/consultation. The central office staff also needs to assess the counseling services and determine if one counselor is adequate to address the counseling requirements.

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 New Martinsville School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.5. Instructional strategies.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.6. Instruction in writing.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

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 New Martinsville School and Wetzel County have the capacity to correct the identified deficiencies.

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.** The K-04 library did not have pamphlets available for student use. The 5-8 library did not have pamphlets, recordings, or tapes.
- 17.1.7. K classrooms.** The Kindergarten classrooms were not of adequate size.
- 17.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, counter space, mechanical ventilation, ceramic kiln, or black-out areas. The music facility did not have acoustical treatment. The physical education facility did not have forced ventilation or audio devices.
- 17.1.11. Grades 6-12 science facilities.** The 6-12 science facilities were not of adequate size and were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following were not available in all of the science classrooms: Ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, AC and DC current, air vacuum, sink, hot and cold water, gas, and darkening provisions.

- 17.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instructional area and close to seating. The following equipment was not available: fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets.
- 17.1.14. Food service.** The food service area did not have a chalkboard and bulletin board.
- 17.1.15. Health service units.** The health services unit did not have a toilet.

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.

Given the achievement levels of students in the special education (SE) subgroup, New Martinsville School and Wetzel County must implement high yield instructional practices and instruction that will improve students' achievement. Wetzel County must actively pursue assistance from RESA VI, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
92-202 New Martinsville	Conditional Accreditation	6.1.5; 6.1.6; 6.1.12; 6.2.3		
			5.1.1 (SE)	May 31, 2008

Education Performance Audit Summary

The Team identified four high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team presented two recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

New Martinsville School’s Education Performance Audit was limited in scope to the performance standards and progress related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide New Martinsville School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report and a May 31, 2008 Date Certain to achieve adequate yearly progress (AYP).