

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MADISON MIDDLE SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Madison Middle School in Boone County on January 11, 2005.

A Follow-up Education Performance Audit of Madison Middle School in Boone County was conducted October 27, 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."

**SCHOOL PERFORMANCE  
2003-2004**

**06 BOONE COUNTY**  
Steve Pauley, Superintendent  
**301 MADISON MIDDLE SCHOOL - Needs Improvement**  
Gary Bell, Principal  
Grades 06 – 08  
Enrollment 558

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
<b>Mathematics</b>								
All	550	573	567	98.95	58.60	Yes	Confidence Interval	✓
White	541	563	557	98.93	58.10	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	291	313	308	98.40	48.26	Yes	No	✗
Spec. Ed.	99	104	101	97.12	19.79	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	550	573	567	98.95	75.45	Yes	Yes	✓
White	541	563	557	98.93	75.23	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	291	313	309	98.72	65.05	Yes	No	✗
Spec. Ed.	99	104	101	97.12	28.12	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed  
Attendance Rate = 97.7%**

## SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

### 06 BOONE COUNTY

Steve Pauley, Superintendent

### 301 MADISON MIDDLE SCHOOL – Passed

Gary Bell, Principal

Grades 06 - 08

Enrollment 555

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
<b>Mathematics</b>								
All	534	554	544	98.19	70.66	Yes	Yes	✓
White	527	547	537	98.17	71.04	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	293	303	295	97.35	59.64	Yes	Confidence Interval	✓
Spec. Ed.	92	96	88	91.66	28.23	By Average	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	534	554	544	98.19	81.74	Yes	Yes	✓
White	527	547	537	98.17	81.69	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	293	303	294	97.02	72.98	Yes	Confidence Interval	✓
Spec. Ed.	92	96	90	93.75	35.63	By Average	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 96.5%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **Below Standard**

#### **5.1.1. Achievement.**

Madison Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) 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 Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Madison Middle School achieved adequate yearly program in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in the percentage of students at the mastery level included:

- 1. Full inclusion of special education students in general classes.**
- 2. Employment of instructional coaches.**
- 3. Staff development in instructional strategies and revising the master schedule to fully utilize the available instructional time.**

## **EDUCATION PERFORMANCE AUDIT**

### **NONCOMPLIANCE**

#### **6.1. Curriculum**

**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)

When asked during interviews about zero tolerance for harassment students indicated that some student were harassed at school. Students reported to the Team that racial, religious and sexual harassments had occurred frequently at the school. During interviews two students used racial epithets and ethnic slurs and a Team member observed a student being harassed in the hallway.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team saw evidence that zero tolerance for harassment was taught to all students in addition to tolerance for diversity.

## **RECOMMENDATIONS**

- 6.1.5. Instructional strategies.** While the Team observed some classes with a variety of instructional strategies, most classes were traditional lecture and textbook instruction. The Team recommended that staff development be provided to the staff and the principal and county office staff monitor instruction to ensure that a variety of instructional strategies are used in all classes.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. Instructional coaches provided training to teachers and modeled effective instructional strategies. Instructional strategies were monitored by the principal during classroom walkthroughs and in lesson plans.**

- 6.1.7. Library/educational technology access and technology application.** The Team recommended that the Curriculum Team review the computer laboratory schedule to ensure that the laboratory is fully utilized and students have access to technology.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED. The computer laboratory schedule was revised to allow teachers to take classes to the laboratory throughout the day.**

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 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 Madison Middle School and Boone County have the capacity to correct the identified deficiency.

### **FOLLOW-UP CONCLUSION**

**Madison Middle School achieved adequate yearly progress in all subgroups designated in 5.1.1. Achievement. Factors that contributed to the increase in the percentage of students at the mastery level included:**

- 1. Full inclusion of special education students in general classes.**
- 2. Employment of instructional coaches.**
- 3. Staff development in instructional strategies and revising the master schedule to fully utilize the available instructional time.**

## 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 school site did not have adequate acreage.
- 17.1.5. Library/media and technology center.** Storage space was inadequate.
- 17.1.10. Specialized instructional areas.** The music facility (band) was not adequate in size. The art facility did not have two deep sinks.
- 17.1.11. Grades 6-12 science facilities.** The science facilities did not have ventilation fume hoods.

## FOLLOW-UP CONCLUSION

**The facility resource needs remained as noted in the February 2005 Draft Report.**



**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION  
STATUS**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
06-301 Madison Middle	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Boone County School System and continue the Full Accreditation status of Madison Middle School.