

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MILTON MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

NOVEMBER 2005

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Milton Middle School in Cabell County on December 14, 2004.

A Follow-up Education Performance Audit of Milton Middle School in Cabell County was conducted October 4, 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

12 CABELL COUNTY
William A. Smith, Superintendent
308 MILTON MIDDLE SCHOOL - Needs Improvement
William B. Roebuck, Jr., Principal
Grades 06 - 08
Enrollment 651

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	612	635	630	99.21	62.43	Yes	Yes	✓
White	604	624	619	99.20	62.77	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	266	281	279	99.29	45.07	Yes	No	✗
Spec. Ed.	85	93	91	97.85	18.07	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	612	635	630	99.21	82.53	Yes	Yes	✓
White	604	624	619	99.20	82.47	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	266	281	279	99.29	72.34	Yes	Confidence Interval	✓
Spec. Ed.	85	93	91	97.85	34.93	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

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

**Passed
Attendance Rate = 94.7%**

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.

12 CABELL COUNTY
William A. Smith, Superintendent
308 MILTON MIDDLE SCHOOL – Needs Improvement
Dan Gleason, Principal
Grades 06 - 08
Enrollment 704

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	634	686	678	98.83	68.20	Yes	Yes	✓
White	618	666	658	98.79	68.51	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	275	311	305	98.07	54.77	Yes	Safe Harbors	✓
Spec. Ed.	79	90	89	98.88	26.58	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	634	686	679	98.97	81.29	Yes	Yes	✓
White	618	666	659	98.94	81.13	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	**	**	**	**	**	NA	NA	NA
Low SES	275	311	305	98.07	69.48	Yes	Confidence Interval	✓
Spec. Ed.	79	90	89	98.88	31.64	Yes	No	X
LEP	**	**	**	**	**	NA	NA	NA

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

Passed
Attendance Rate = 96.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Milton 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 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

NONCOMPLIANCE. During the 2004-2005 school year, the school achieved adequate yearly progress (AYP) in the areas of special education (SE) and economically disadvantaged students (SES) in mathematics but did not attain AYP in special education (SE) for reading/language arts.

The school faculty implemented the following corrective action activities.

- 1. Complete inclusion of special education students into regular classes.**
- 2. Implementation of team planning time at the end of the school day (25 minutes three days a week).**
- 3. Administrative monitoring with the 5 X 5 Walkthroughs.**
- 4. Learning focus strategies training for core program teachers and special education teachers.**
- 5. Implementation of a Corrective Reading Program.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

6.1. Curriculum

- 6.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

High expectations were not evident in instruction and the use of challenging materials for all students. Examples of this included: Students indicated that they completed all homework in class; the Team observed lessons being taught that did not appear to be at the appropriate grade level; and only one student was taking a higher level math class and this was an online class. Interviews with the principal and teachers indicated that all students were grouped by reading levels.

FOLLOW-UP REVIEW

COMPLIANCE.

- **All teachers were using the Content Standards and Objectives (CSOs) appropriate for the grade level with modifications of activities as needed by students.**
- **The faculty participated in training on methods of assigning meaningful homework.**
- **Grouping in reading was done for the corrective reading class. Mathematics classes were grouped into algebra, advanced mathematics (grades 6, 7, and 8), and regular mathematics.**
- **More students were enrolled in higher level mathematics with one advanced mathematics class in grade 6, two advanced mathematics classes in grade 7, two advanced mathematics classes in grade 8, and one Algebra 1 class in grade 8.**
- **The expectations of teachers and students, appeared to be high, as observed in classroom visits and interviews with the principal, teachers, and students.**
- **The principal monitored programs and practices designed to develop high expectations for student achievement through the teacher lesson plans and the 5 X 5 Walkthroughs.**

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

One special education classroom had scheduled more than two core subjects per period for five times a day. This practice made it difficult, if not impossible, to attain a high level of effective instruction. Given the achievement scores for the special education subgroup this practice will impede learning.

FOLLOW-UP REVIEW

COMPLIANCE. Through interviews with the principal and special education teachers, the Team reported the schedule now has only one core class per period.

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)

Teacher observations, student interviews, and Team observations found that technology integration throughout the school was nearly nonexistent in the classrooms. The Team observed only approximately three classrooms out of forty classrooms in which students were actively engaged with the classroom computers. Thirty plus classrooms did not have computers turned on while the Team was present. While calculators were being used in the classrooms, these were only basic function calculators.

FOLLOW-UP REVIEW

COMPLIANCE. Team visits to various classrooms found classroom computers turned on and in most cases being used by students. The computer usage log in the library showed extensive usage by students and teachers. The basic function calculators were supplemented with advanced function calculators.

6.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

The Team found through counselor interview and student interviews that the developmental guidance program was nearly nonexistent. The counselor indicated that the ACT Explore results had been received approximately two weeks before the audit and results had only been reviewed with students in one classroom. Students indicated that they had not received their ACT Explore results.

FOLLOW-UP REVIEW

COMPLIANCE. One component of the “basic skills class” at each grade level was devoted to developmental guidance. All core teachers (who teach the basic skills class) were provided copies of the county developmental guidance program from which they teach developmental guidance. A schedule was prepared by the guidance counselor to timely deliver the results of the ACT Explore to grade 8 students.

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)

While the Team observed several teachers integrating multicultural lessons and activities, the teachers could not articulate a school or county plan. The principal stated that the school followed the county multicultural education plan in the core content areas.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty prepared a notebook showing various programs and multicultural activities provided following the on-site review. Each teacher was provided a copy of the county multicultural plan and the principal provided training on implementing the plan. Team visits to classrooms and interviews with teachers showed that the faculty was emphasizing multicultural components of their lessons.

6.2. Student and School Performance

6.2.2. Counseling services. Counselors shall spend at least seventy-five percent (75%) of the work day in a direct counseling relationship with students, and shall devote no more than twenty-five percent (25%) of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

There was no record or schedule to indicate that the counselor spends at least 75 percent (75%) of time dealing directly with students. Additionally, the developmental guidance program was nearly nonexistent.

FOLLOW-UP REVIEW

COMPLIANCE. The counselor had detailed records of time showing at least 75 percent of the work day in a direct counseling relationship with students. The “basic skills” program was redesigned and now includes teaching a sequential developmental guidance program as one of its components.

- 6.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Through teacher interviews and classroom observations, the Team did not observe a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved State and local Content Standards and Objectives (CSOs). In view of the achievement levels of the economically disadvantaged (SES) and special education (SE) subgroups, the analysis of performance data is particularly important so that curriculum and instruction can be adjusted to improve student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The WESTEST results were analyzed by grade level teams of teachers to identify student weaknesses. This information was used by the teacher teams in planning instruction that will target the areas of weakness for students who need the extra instruction. The school is using benchmarking tests at the end of 12 weeks, 24 weeks, and 30 weeks to gather information on student mastery. The results of these tests are used to adjust instruction to ensure that students master the Content Standards and Objectives (CSOs).

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)

The alternative education teacher was not certified in alternative education.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

- 6.1.2. High expectations.** The Team found through teacher observations and interviews that the time allocated for Basic Learning Skills was primarily used for Channel One and as a home base. The Team recommended that the school utilize the Basic Learning Skills time for remediation, basic test taking skills, and reteach.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. This period of time is now used for review (reteaching) of basic skills.

- 6.1.3. Learning environment.** The Team found through student interviews and classroom observations that the Responsible Students Program (S.T.A.R.S.) needed to be modified to be more consistent and effective. Students indicated that the program was not effective or consistent from classroom to classroom. The Team recommended that Milton Middle School explore other options for meeting the preventive discipline component. The school could contact the West Virginia Department of Education to learn about the revised RSP called Responsible Students through Schoolwide Positive Behavior Support.

FOLLOW-UP REVIEW

IN PROCESS. The school has a new principal who is working with a faculty committee to revise the Responsible Students Program (RSP).

- 6.1.8. Instructional materials.** The Team found that the school schedule was not conducive for teachers to work together as a team to prepare lessons, collaborate, and evaluate student progress and achievement. Teachers voiced their concerns about the lack of grade level team planning. The Team recommended that the school investigate alternate scheduling options that would allow for grade level planning, including the special education teachers at that grade level.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school schedule had been adjusted for teacher teams to meet for 25 minutes a day (three days a week) at the end of the school day.

- 6.5.2. Codes of conduct.** The Team observed inconsistencies regarding the school discipline policy and procedures through student interviews and school documentation. The data indicate that over 50 percent of the special education population has had discipline referrals to the office. The Team recommended that the administrator and faculty develop and implement a school wide discipline program that reflects consistent, fair, and appropriate consequences for student inappropriate behaviors. The students and parents need to have a clear and concise outline of the code of conduct expected and the consequences for inappropriate behavior.

FOLLOW-UP REVIEW

RECOMMENATION FOLLOWED. A school unified discipline plan had been developed to add consistency in consequences for inappropriate student behaviors.

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 Milton Middle School and Cabell County have the capacity with the assistance of the West Virginia Department of Education and RESA II to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

With assistance, primarily from the county, the school has successfully corrected the identified deficiencies with the exception of 5.1.1 – Achievement. They have made good progress in the achievement in which the number of subgroups not making adequate yearly progress (AYP) has been decreased from three groups to one group.

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 playground/recreational areas were not separated from the streets and parking and were not well equipped and appropriate for the age level.
- 17.1.2. Administrative and service facilities.** An adequate reception/waiting area was not provided and administrative personnel were not provided sufficient work space and privacy.
- 17.1.3. Teachers' workroom.** The teachers' work area was not adequate.
- 17.1.4. Counselor's office.** The counselor's office did not have adequate space or easy access to student records.
- 17.1.5. Library/media and technology center.** Newspapers, pamphlets, recordings and tapes were not available to students.
- 17.1.8. Grades 1-12 classrooms.** Rooms 4, 8, 14, 18, 23, 30, 32, and 33 did not have adequate space. Rooms 28, 39, and the gymnasium did not have various communications technologies. Rooms 5, 6, 8, 9, 14, 18, 32, 37, 38, and the

- gymnasium did not have adequate storage. Rooms 8 and 39 did not have a chalkboard and bulletin boards. Rooms 9, 14, 30, 32, and 39 did not have a desk and chairs. Rooms 28, 32, and the gymnasium did not have a teacher's desk and/or computer station. Rooms 9 and 39 did not have audiovisual equipment, controllable lights, outlets, etc. Room 110 was not near related educational areas and away from disruptive noises.
- 17.1.10. Specialized instructional areas.** The art area did not have adequate storage, mechanical ventilation, or a ceramic kiln. The physical education facilities did not have a display case.
- 17.1.11. Grades 6-12 science facilities.** The science facilities 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: AC and DC current, air vacuum, ventilation fume hood, demo table, darkening provisions, and adequate storage.
- 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 areas and close to seating. The following were not available: Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets.
- 17.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room, lavatory, and toilet were not available.
- 17.1.15. Health service units.** A health service unit of adequate size was not available. The following were not available: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, first aid kit, work counter, and locked medication box.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the February 2005 Draft Report. The county is offering a bond referendum to voters which if passed will address the facility resource needs.

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 economically disadvantaged students (SES) and special education (SE) subgroups, Milton Middle School and Cabell County must implement curriculum and instruction that will improve achievement. Cabell County must actively pursue assistance from RESA II, 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.

TEAM SUMMARY

Most of the assistance has come from the county. Some of the activities being provided included:

- 1. Training in learning focus strategies.**
- 2. Prioritization of the core curricula.**
- 3. Curriculum pacing guides for reading, English/language arts, and mathematics.**
- 4. Benchmark assessments in the core subjects.**
- 5. In-building training provided by county mathematics and reading facilitators.**

**SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION
STATUS**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-308 Milton Middle	Conditional Accreditation		5.1.1 (SE)	May 31, 2007

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Cabell County School System and continue the **Conditional Accreditation** status of Milton Middle School.