



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MADISON MIDDLE SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**JUNE 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Madison Middle School in Boone County was conducted February 24, 2011.

A Follow-up Education Performance Audit of Madison Middle School was conducted April 16, 2012. The purpose of the follow-up review 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.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

### SCHOOL PERFORMANCE

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

#### 06 BOONE COUNTY

John G. Hudson, Superintendent

#### 301 MADISON MIDDLE SCHOOL – Needs Improvement

Joshua Bacchus, Principal

Grades 06 - 08

Enrollment 593 (2<sup>nd</sup> month 2008-2009 enrollment report)

#### WESTEST 2008-2009

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	563	590	584	98.98	58.60	Yes	Yes	✓
White	551	578	572	98.96	58.79	Yes	Yes	✓
Black	10	10	10	100.00	40.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	102	107	105	98.13	23.00	Yes	No	✗
Low SES	268	286	283	98.95	48.12	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	563	590	585	99.15	64.04	Yes	Yes	✓
White	551	578	573	99.13	63.98	Yes	Yes	✓
Black	10	10	10	100.00	60.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	102	107	105	98.13	26.00	Yes	No	✗
Low SES	268	286	283	98.95	51.12	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.4%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**301 MADISON MIDDLE SCHOOL – Needs Improvement**  
Joshua Bacchus, Principal  
Grades 06 - 08  
Enrollment 599 (2<sup>nd</sup> month 2009-2010 enrollment report)

**WESTEST 2009-2010**

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	573	603	594	98.50	43.10	Yes	Yes	✓
White	562	591	583	98.64	43.42	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	100	109	107	98.16	17.17	Yes	No	✗
Low SES	271	292	286	97.94	32.33	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	573	603	593	98.34	38.40	Yes	Yes	✓
White	562	591	582	98.47	38.62	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	100	109	107	98.16	12.12	Yes	No	✗
Low SES	271	292	286	97.94	23.68	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.6%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**301 MADISON MIDDLE SCHOOL – Needs Improvement**  
Joshua Bacchus, Principal  
Grades 06 - 08  
Enrollment 599 (2<sup>nd</sup> month 2010-2011 enrollment report)

**WESTEST 2010-2011**

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	555	587	581	98.97	44.18	Yes	No	<b>X</b>
White	548	579	573	98.96	44.01	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	88	91	89	97.80	13.95	Yes	No	<b>X</b>
Low SES	273	294	290	98.63	30.48	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	555	587	580	98.80	42.62	Yes	No	<b>X</b>
White	548	579	572	98.79	42.25	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	88	91	89	97.80	10.46	Yes	No	<b>X</b>
Low SES	273	294	289	98.29	30.59	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

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

**Passed  
Attendance Rate = 93.8%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Madison Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts and in the economically disadvantaged (SES) subgroup in reading/language arts. Madison Middle School achieved AYP in the SES subgroup in mathematics only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 6 – 64.64 percent in mathematics and 62.36 percent in reading; Grade 7 – 47.09 percent in mathematics and 54.81 percent in reading; Grade 8 – 60.34 percent in mathematics and 68.72 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Madison Middle School performed within the point range (504 – 422) for full accreditation status.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Acuity Updates and Changes.
2. New Teacher Concepts and Helps.
3. Additional Resources from the Mathematics and Reading Textbooks.
4. Do's and Don'ts of School Health.

5. How to Teach Effective Research Strategies.
6. Co-teaching/Inclusion.
7. How to Effectively Use Classroom Technology.
8. How to Integrate Collaboration in My Classroom.
9. Technology Resources to Use in Daily Lessons.
10. Depth of Knowledge, Lexile, Quartile.
11. Integrating Literacy Across the Curriculum.

## **FOLLOW-UP REVIEW**

### **BELOW STANDARD.**

Madison Middle School failed to achieve adequate yearly progress (AYP) in the Special Education (SE) subgroup in mathematics and in the SE and economically disadvantaged (SES) subgroups in reading/language arts nor achieved within the index for full accreditation status. The school was issued Temporary Accreditation Status January 11, 2012, revised the Five-Year Strategic Plan, and was upgraded to Conditional Accreditation status March 14, 2012, and given a June 30, 2015, Date Certain to achieve AYP.

Changes in the student percent proficient from the 2010 WESTEST2 to the 2011 WESTEST2 are listed below.

### **Mathematics**

- All Students (AS) – (+1.08 percent)
- Racial/Ethnicity White (W) – (+0.59 percent)
- Special Education (SE) – (-3.22 percent)
- Economically Disadvantaged (SES) – (-1.85 percent)

### **Reading/Language Arts**

- All Students (AS) – (+4.22 percent)
- Racial/Ethnicity White (W) – (+3.63 percent)
- Special Education (SE) – (-1.66 percent)
- Economically Disadvantaged (SES) – (+6.91 percent)

The principal reported that the following professional development/trainings had been provided.

1. Inclusion Teacher Training.
2. Instructional Strategies.
3. Techniques for Teaching in Block Schedules.
4. Plato.
5. Mapping the Curriculum Using Data Analysis Information.
6. Analyzing and Disaggregating Data.

7. **Using Benchmark Results to Adjust Curriculum and Instruction.**
8. **Boone County Schools Technology Conference.**
9. **Marshall University Reading Conference.**
10. **Teacher Leadership Institute.**
11. **WVDE Technology Conference.**
12. **Classroom Management.**
13. **Depth of Knowledge/Differentiated Instruction.**
14. **Inclusion Workshop.**
15. **Using Acuity to Construct Benchmark Tests.**

**The school has a full-time Instructional Coach who works with teachers daily to improve instruction and student learning by varying instruction, using effective instructional techniques, planning effective lessons, etc.**



## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

**7.1.2. 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 educational opportunities including enrichment and acceleration. (Policy 2510)**

Five teachers did not provide high quality instruction during the day of the Education Performance Audit. The instruction in these classes was on Depth of Knowledge (DOK) Level 1. Basic recall was the predominant instructional strategy.

Students were off-task for extended amounts of time in several classes. In one class, 25 students exceeded 25 minutes off-task; in another class, seven students were off-task 15 minutes or more; and in another class, three students were off-task during the entire 30 minute Team observation. Students must be challenged in all classes for the entire class period.

One language arts class was uncontrolled. All students were off-task for the entire 30 minute Team observation and students were out of their seats walking around the classroom.

One mathematics co-teaching class became uncontrolled over time. Students became off task and were making comments to other students. The teachers stopped any kind of instruction six minutes before the end of the class period.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Five of the teachers cited in this deficiency were no longer members of the Madison Middle School staff. Teachers remaining on the school staff had extensive professional development in the following areas:

- Working with a co-teacher.
- Classroom management.
- Effective utilization of the block schedule.
- Effective instructional strategies.
- Planning good lessons.
- Instructing with depth of knowledge (DOK), etc.

The school was implementing the Instructional Practices Inventory (IPI) to measure student engagement. Each teacher in the school developed individual goals, strategies, and activities to improve instruction this school year (2011-2012). The school Instructional Coach worked daily with teachers to provide

assistance with effective instruction. The principal and assistant principal regularly monitored classroom instruction by classroom walkthroughs, lesson plan reviews, and focus group discussions.

The Team observed classroom instruction, interviewed the principal and teachers, and reviewed lesson plans and student work and confirmed that staff members were well prepared to present lessons using multiple activities and effective instructional techniques. Students were working diligently, on task, and actively participating in class.

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

Four teachers did not vary instructional strategies. Teacher directed instruction was the only instructional strategy in these classes.

One special education co-teacher did not actively participate in classroom curriculum delivery. This teacher participated more as an aide.

One Grade 6 reading/language arts teacher and one Grade 6 mathematics teacher kept different classes at the same pace and followed the same lesson plans for all of the classes. This did not allow for individual class differences.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The entire staff received additional professional development on effective teaching strategies and teaching techniques to use in a block schedule. Teachers working as co-teachers received training on effectively working in the co-teaching situation. The principal met with teacher groups (Focus Groups) each week to discuss implementing classroom instruction and strategies to improve instruction and student learning. The Team interviewed the teachers cited in this deficiency, observed instruction in their classrooms, and reviewed lesson plans and confirmed the identified deficiencies had been corrected.

**7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Science and social studies were not taught daily as required by Policy 2510. These classes were taught on a rotation basis.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The science and social studies schedule had not changed. The school requested a waiver to Policy 2510 to allow science and social studies to be taught in semester blocks. The West Virginia Board of Education (WVBE) approved the waiver request May 9, 2012. It will be necessary for the school to submit another waiver request to the WVBE for the 2012-2013 school year if this schedule continues next school year.

## 7.2. Student and School Performance

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent 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)**

The Team could not verify that at least 75 percent of the counselor's work day was spent in a direct counseling relationship with students. The counselor's log was sketchy and the counselor could not provide information indicating the counseling time with students.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The counselor provided a log which showed 75 percent of the work day was spent in a direct counseling relationship with students.**

- 7.2.3. 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)**

One teacher did not have lesson plans other than five days of plans from 2008.

Nine teachers had lesson plans that could not be followed by a substitute teacher. There was not enough detail in the plans to teach the classes.

Six teachers did not have lesson plans for the Team to review from weeks prior to the day of the Education Performance Audit.

Two teachers stated that they had not received feedback on their lesson plans from the principal.

Two teachers had "Snow Day" listed in her lesson plans and no plans for these days. This indicated that lesson plans had not been prepared in advance.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The Team visited classrooms and reviewed lesson plans and found that all lesson plans were completed and available for the entire year. The Team also confirmed that the school administrators regularly reviewed and commented on lesson plans. "Snow Day" was not listed on any of the lesson plans the Team reviewed. All lesson plans reviewed contained sufficient information to guide a substitute teacher in presenting the lesson.**

- 7.2.4. 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)

Grade 6 teachers could not clearly articulate the data analysis that had been conducted since the 'Data Day' that was held at the beginning of the year. They did not discuss any changes in curriculum delivery based on Acuity or any benchmarking.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team met with all Grade 6 teachers to discuss data analysis and how the data collected were used to improve instruction. All Grade 6 teachers were eager to discuss and show how they applied the data to identify individual and class weaknesses and how they adjusted classroom instruction to address the weaknesses. The Grade 6 Team met regularly to review student progress measured on benchmark tests and teacher made tests and update student groupings, classroom activities, and strategies based on the test results.

#### **RECOMMENDATION**

- 7.1.12. Multicultural activities.** Teachers could not discuss a written Multicultural Plan. The Team recommended that a plan be written and implemented.

#### **FOLLOW-UP REVIEW**

#### **RECOMMENDATION FOLLOWED.**

A school Multicultural Plan had been prepared by a faculty committee with input from all faculty members. The faculty was implementing the plan.

## 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 Madison Middle School in providing a thorough and efficient system of education. Boone 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 Boone County or the accreditation status of the schools.

**8.1.1. 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.**

The principal, who was in his second year at Madison Middle School, was organized and had a clear vision of the school's issues.

The issues of a lack of varied instructional strategies in six classes, students not engaged in five classes, and one grade level of teachers not being able to adequately discuss data disaggregation must be immediately addressed by the school and county administration. While the Team observed high quality instruction in a majority of the classes, these issues had a detrimental effect on the school and students.

### **FOLLOW-UP REVIEW CONCLUSION**

**The principal and staff, with assistance from the Boone County Superintendent of Schools and Central Office staff, had worked diligently to correct the deficiencies shown in the original Education Performance Audit report. Staff training had been provided in the areas of instructional weakness. Staff members interviewed were positive about the changes that had occurred and anticipated improved student achievement on the 2012 WESTEST2.**

## **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 Madison Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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 potential to develop the capacity to correct the identified deficiencies provided they leverage change in the recurring and related pockets of teaching and learning. The special education (SE) subgroup's achievement declined to a level that the Team further concluded that the capacity must be developed in the special education department to provide quality services. The capacity to improve the teaching and learning process can be achieved provided the findings noted in this report are targeted for corrective action and the corrections are sustained. Everyone on the staff must be effective in their position.

The Team recommended that the Boone County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA 3 in developing the school's capacity to improve the school's achievement of the special education and economically disadvantaged subgroups.

The Team recommended that the Boone County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## **FOLLOW-UP REVIEW CONCLUSION**

**The school administration and staff addressed the deficiencies in the Office of Education Performance Audits report with targeted professional development and worked hard to improve instruction and student learning at Madison Middle School. The foundation has been laid and the resulting improvements are expected to be sustained and expanded in future years. The special education subgroup achievement remained a problem area and strategies and practices were designed and implemented to improve student achievement in this population. A discussion has been held with the professional development director of RESA 3, but it has not moved from the discussion stage. The Director**

**of Special Education for Boone County Schools has worked with the school staff to find ways to improve instruction for the special education students. The West Virginia Department of Education, Office of School Support, assisted the principal in preparing a plan for correcting the deficiencies in the OEPA Audit report. That plan has been implemented.**

**The school staff has demonstrated the capacity to successfully address all the deficiencies in the OEPA audit report.**



## 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.

- 19.1. 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 of West Virginia 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.**

- 19.1.1. School location.** The school site was not 11 usable acres and was not large enough for future expansion. The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** Automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.8. Grades 1-12 classrooms.** Room 105 (Science) did not have a teacher's desk and computer station. Room 108 (Science) did not have various communication technologies. Room 110 (Art) did not have communication technologies, instructional technology equipment, controllable lights, or outlets. Room 115 (Special Education) did not have a teacher's desk and computer station. Room 116 (Reading Special Education) did not have a teacher's desk

and computer station. Room 204 (Mathematics) did not have instructional technology equipment, controllable lights, or outlets. Room 208 (Computer) did not have instructional boards and bulletin boards or movable furniture and equipment. Room 215 (Mathematics/Science Special Education) did not have adequate size. Room 306 (Social Studies) did not have various communication technologies or a teacher's desk and computer station. Room 308 (Mathematics) did not have communications technologies, instructional technology equipment, controllable lights, or outlets. Room 309 (Mathematics) did not have communication technologies. Band Room 1 did not have instructional boards and bulletin boards. Band Room 2 did not have various communication technologies, instructional boards, bulletin boards, a teacher's desk and computer station, instructional technology equipment, controllable lights, and outlets. Room 304 (Reading) did not have instructional technology equipment, controllable lights, and outlets.

- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln. The music facility did not have acoustical treatment. The physical education facility did not have a display case, a data projector, or a 50 inch screen monitor.
- 19.1.11. 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. There were no ventilation fume hoods, demo tables, sufficient laboratory workspace, darkening provisions, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** Broadcasting capabilities and controlled illumination were not available.
- 19.1.14. Food service.** Chairs were not available in the kitchen area.
- 19.1.15. Health service units.** Curtained or small rooms with cots, a toilet, lavatory, and work counter were not available. The school has a school nurse three days a week.

### **FOLLOW-UP REVIEW CONCLUSION**

**All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following.**

**Some minor items had been addressed, such as, (19.1.8.) not having a teacher desk and computer station in Room 105 a science classroom and not having various communication technologies in some rooms. 19.1.10 - The physical education facility now has a data projector and screen. It was reported that the science rooms did not need a main gas shut-off as the school labs did not have gas.**

### **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.**

The principal must aggressively address the issues at the school to improve student achievement. High quality staff development must be implemented to address effective classroom management, time-on-task, data analysis, and high expectations.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

### **FOLLOW-UP REVIEW TEAM SUMMARY**

**The principal was working effectively with the school staff to identify student and curriculum weaknesses and helping design strategies to address the identified needs. All staff members were members of focus groups which meet with the principal twice each month to discuss student progress, instructional strategies that are working, plans to improve individual student learning, etc. This provided excellent communication among the school staff and improved classroom instruction.**

**The improvement plan constructed to address the school's needs was in place and being implemented and will continue to serve as a guide for school improvement.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Madison Middle School	Conditional Accreditation	5.1.1		June 30, 2015

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that **the West Virginia Board of Education continue the Conditional Accreditation status of Madison Middle School with a June 30, 2015 Date Certain to achieve adequate yearly progress (AYP).**