

# OFFICE OF EDUCATION PERFORMANCE AUDITS



## DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MADISON MIDDLE SCHOOL

BOONE COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

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## INTRODUCTION

An announced Education Performance Audit of Madison Middle School in Boone County was conducted on January 11, 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 – Michael W. Kessinger, Retired

West Virginia Department of Education Team Leader – Donna Burge-Tetrick

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Diane Burnside	Principal	East Dale Elementary Marion County
Gary Cook	Principal	Beverly Hills Elementary Cabell County
Stephen Anderson	Principal	Berlin McKinney Grade Wyoming County

**SCHOOL PERFORMANCE**

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

**06-301 MADISON MIDDLE - Needs Improvement**

**BOONE COUNTY**

Gary Bell, Principal  
Grades 6 – 8  
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%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
06	199	191	198	190	99.50	11.05	33.16	41.58	11.05	3.16	55.79
07	184	174	182	173	98.91	11.56	23.12	44.51	17.92	2.89	65.32
08	190	185	187	183	98.42	10.38	34.43	40.98	12.57	1.64	55.19

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
06	199	191	197	189	98.99	6.88	21.69	40.21	27.51	3.70	71.43
07	184	174	182	173	98.91	4.05	16.18	38.15	30.06	11.56	79.77
08	190	185	188	184	98.95	5.43	19.02	47.83	21.20	6.52	75.54

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

## Other Relevant Performance Data

### Statewide Writing Assessment Student Frequency and Percentage by Score

#### Grade 7

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	%	
4	2%	10	6%	17	10%	28	17%	94	57%	6	4%	4	2%	3	2%	166

**Note: Ninety-two percent (92%) 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
50.47%	2003-04
43.00%	2002-03
21.85%	2001-02

## 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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.1. **Curriculum based on content standards and objectives.** Thematic Units were discussed and planned at grade level team planning meetings. Tutoring was provided for students in each teacher's classroom. The integration of technology across the curriculum along with the production of Appalachian Cookbooks was part of the units. Monthly calendars were provided for long range planning.
- 6.1.4. **Curriculum.** The Remediation, Enrichment, Developmental Guidance and Time Organization (RED) program was designed to help increase student achievement by providing reteaching and acceleration to students and providing students with time management and organizational skills to be successful in all classes. Developmental guidance was also a component of the program. Students were assigned to groups and rotated among teachers every four and one-half weeks. One nine week period was utilized for remediation and/or enrichment in mathematics and another nine week period was used for remediation and/or enrichment in reading.
- 6.1.5. **Instructional strategies.** The Grade 6 special education students were taught mathematics in the general education classes. Concepts were reviewed in the special education classes to ensure students had mastered the skills.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (Insert Standard – Subgroups)**

### 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.

## 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.

**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.



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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.12. Multicultural activities	West Virginia Department of Education Office of Student Services and Healthy Promotion (304) 558-8830

**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 Schools have the capacity to increase student achievement and 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.**

- 17.1.1. 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.

### **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.

**None identified.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
06-301 Madison Middle	Conditional Accreditation	6.1.12.		September 1, 2005
			5.1.1. (SES/SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified one (1) high quality standard – necessary to improve performance and progress to meet the 5.1.1. Achievement – economically disadvantaged (SES), and special education (SE) subgroups and presented two (2) recommendations.

Madison Middle 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/SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Madison Middle School in improvement efforts. The school and county have until the next accreditation cycle (September 1, 2005) to correct deficiencies noted in the report.