



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MADISON MIDDLE SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**MAY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>6</b>
<b>Education Performance Audit.....</b>	<b>7</b>
<b>Initiatives for Achieving Adequate Yearly Progress .....</b>	<b>7</b>
<b>High Quality Standards .....</b>	<b>7</b>
<b>Indicators of Efficiency .....</b>	<b>10</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>11</b>
<b>Identification of Resource Needs .....</b>	<b>12</b>
<b>Early Detection and Intervention .....</b>	<b>13</b>
<b>Education Performance Audit Summary .....</b>	<b>14</b>

## INTRODUCTION

An announced Education Performance Audit of Madison Middle School in Boone County was conducted February 24, 2011. 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 Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the declining student achievement and the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Nathan Taylor, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Jerry D. Bawgus	Middle School Principal	Trap Hill Middle School Raleigh County
Athanasia P. Butcher	High School Principal	Gilmer County High School Gilmer County
Rhonda M. Jelich	Director Elementary Education	Jackson County
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Ronald A. Reedy	High School Assistant Principal	Sissonville High School Kanawha County
Christie M. Willis	Elementary School Assistant Principal	Jefferson Elementary School Wood County

### 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%**

MADISON MIDDLE SCHOOL

**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
06	188	183	186	181	98.94	30.94	33.70	20.44	9.39	5.52	35.36
07	222	210	217	206	97.75	28.64	18.45	26.21	18.45	8.25	52.91
08	193	180	191	179	98.96	40.78	19.55	18.44	14.53	6.70	39.66

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	188	183	183	178	97.34	33.15	29.21	23.03	12.92	1.69	37.64
07	222	210	219	208	98.65	28.37	26.44	23.08	16.83	5.29	45.19
08	193	180	191	179	98.96	33.52	35.20	14.53	13.41	3.35	31.28

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>573</b>	<b>244</b>	<b>322</b>
<b>White</b>	<b>562</b>	<b>241</b>	<b>314</b>
<b>Special Education</b>	<b>100</b>	<b>17</b>	<b>82</b>
<b>SES</b>	<b>271</b>	<b>86</b>	<b>180</b>

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
<b>All</b>	<b>573</b>	<b>217</b>	<b>348</b>
<b>White</b>	<b>562</b>	<b>214</b>	<b>340</b>
<b>Special Education</b>	<b>100</b>	<b>12</b>	<b>87</b>
<b>SES</b>	<b>271</b>	<b>63</b>	<b>203</b>

## 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.

## **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 initiative and activity included the following.**

- 7.1.7. Library/educational technology access and technology application.** The Team commended the music class and the physical education program for the excellent technology use in instruction. A computer program was being used by the music teacher that allowed the teacher to monitor all of the keyboards in the class and individually. The physical education program had five Wii units and was effectively using them for instruction. Additionally, the school had a high level of technology buildingwide.

## **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.

**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.

**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.

## **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.

**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.

- 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.

## **RECOMMENDATION**

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

## 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.

## **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.

## 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.

### **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.

## Education Performance Audit Summary

Madison Middle School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The school was visited due to not making adequate yearly progress (AYP) in special education (SE), mathematics, and language arts for two years and economically disadvantaged (SES) the current year in language arts. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Madison Middle School in improvement efforts.

The Team identified six high quality standards necessary to improve performance and progress.

- 7.1.2. High expectations** (basic recall teaching, students off task, control issues in two classes).
- 7.1.5. Instructional strategies** (limited strategies, teacher used as aide)
- 7.1.9. Programs of study** (science and social studies not taught daily).
- 7.2.2. Counseling services** (lacked 75 percent direct counseling).
- 7.2.3. Lesson plans and principal feedback** (some inadequate, prior week plans not available, little feedback).
- 7.2.4. Data analysis** (Grade 6 had not made adjustments based on data analysis).

The Team presented one commendation.

- 7.1.7. Library/educational technology access and technology application** (music class and physical education program had excellent technology support).

The Team presented one recommendation.

- 7.1.12. Multicultural activities** (written plan recommended).

The report includes comments concerning: Indicators of efficiency, capacity building resources, and early detection and intervention.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Madison Middle School and Boone County to correct the findings noted in the report by the next accreditation cycle.