

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

MILTON MIDDLE SCHOOL

CABELL COUNTY SCHOOL SYSTEM

FEBRUARY 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team.....	2
School Performance	3
Annual Performance Measures For Accountability	6
Education Performance Audit	6
Initiatives For Achieving Adequate Yearly Progress.....	6
High Quality Standards	7
Indicators Of Efficiency	10
Building Capacity To Correct Deficiencies.....	11
Identification Of Resource Needs	13
Early Detection And Intervention.....	15
School Accreditation Status.....	16

INTRODUCTION

An announced Education Performance Audit of Milton Middle School in Cabell County was conducted on December 14, 2004. 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 – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – Lisa Burton, Coordinator, Office of Student Services and Health Promotions

TEAM MEMBERS

Name	Title	School/County
Robin Lewis	Director of Curriculum	Upshur County
Andrea Phillips	Elementary School Principal (Retired)	Greenbrier County
Marcel Malfregeot	Administrative Assistant Office of Technology	Harrison County
Jeannie Montgomery	Middle School Teacher	Spencer Middle Roane County
Grace Tallhamer	Middle School Principal	Robert L. Bland Middle Lewis County

SCHOOL PERFORMANCE

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

12-308 MILTON MIDDLE SCHOOL - Needs Improvement

CABELL COUNTY

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%

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	227	223	226	222	99.56	9.01	34.23	45.95	9.01	1.80	56.76
07	216	207	214	205	99.07	9.27	25.37	44.39	16.59	4.39	65.37
08	192	182	190	180	98.96	6.11	27.78	40.56	23.33	2.22	66.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	227	223	226	222	99.56	4.50	14.86	46.85	23.87	9.91	80.63
07	216	207	214	205	99.07	3.90	11.71	37.56	37.07	9.76	84.39
08	192	182	190	180	98.96	3.89	13.33	37.22	36.11	9.44	82.78

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	%	
3	1%	2	1%	33	15%	32	15%	100	46%	19	9%	12	6%	15	7%	216

Note: Seventy-nine percent (79%) 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
81.70%	2003-04
74.22%	2002-03
89.517%	2001-02

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** The teachers, staff, and students were being proud and supportive of their school.
- 6.1.5. **Instructional strategies.** A schoolwide initiative was in place in which all teachers' used essential questions and graphic organizers. The essential questions promoted higher level thinking skills and helped focus student attention on the lesson of the day.
- 6.1.12. **Multicultural activities.** The Team commended a teacher for the multicultural reading lesson with Grade 7 students. The lesson promoted higher level thinking skills using diversity with Christmas as it related to different countries and their customs and beliefs compared to the United States.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES/SE)

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.

- 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.

- 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.

- 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.

- 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.

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.

- 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.

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.

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.
- 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.

- 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.
- 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 schoolwide 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.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.3. Learning environment.	West Virginia Department of Education Office of Instructional Services (304) 558-7805
6.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
6.1.11. Guidance and advisement.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.2.2. Counseling services.	West Virginia Department of Education Office of Student Services and Health Promotion (304) 558-8830
6.1.12. Multicultural activities.	West Virginia Department of Education Office of Student Services and Health Promotions (304) 558-8830
6.2.4. Data analysis.	West Virginia Department of Education Office of Office of Student Assessment Services (304) 558-2546
6.6.2. Licensure.	West Virginia Department of Education Office of Professional Preparation (304) 558-7842

- 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.

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.

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.

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	6.1.2; 6.1.3; 6.1.7; 6.1.11; 6.1.12; 6.2.2; 6.2.4; 6.6.2		September 1, 2005
			5.1.1 (SES/SE)	May 31, 2007

Education Performance Audit Summary

The Team identified eight (8) high quality standards – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) and special education (SE) subgroups and presented four (4) recommendations.

Milton 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 Milton 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.