



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WILLIAMSON MIDDLE SCHOOL**

**(CLOSED JUNE 2013)**

**MINGO COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Williamson Middle School in Mingo County was conducted March 21, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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.

## EDUCATION PERFORMANCE AUDIT TEAM

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

### TEAM MEMBERS

Name	Title	School/County
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County
Velvet C. Kelly	High School Assistant Principal	Wayne High School Wayne County
Clyde P. Stepp	Retired High School Principal	Liberty High School Raleigh County
Thomas N. Wood	General Supervisor	Marshall County Schools

**SCHOOL PERFORMANCE**

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

**54 MINGO COUNTY**

Randy Keathley, Superintendent

**402 WILLIAMSON MIDDLE SCHOOL – Needs Improvement**

Helen Curry, Principal

Grades 05-08, Enrollment 186 (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	156	171	165	96.49	30.06	Yes	No	X
White	138	152	147	96.71	32.59	Yes	No	X
Black	15	16	15	93.75	13.33	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	28	27	96.42	20.00	NA	NA	NA
Low SES	99	111	106	95.49	25.77	Yes	No	X
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	156	171	166	97.07	37.01	Yes	No	X
White	138	152	148	97.36	38.97	Yes	Safe Harbors	✓
Black	15	16	15	93.75	20.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	28	27	96.42	24.00	NA	NA	NA
Low SES	99	111	107	96.39	27.55	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 95.0%**

**54 MINGO COUNTY**  
Randy Keathley, Superintendent  
**402 WILLIAMSON MIDDLE SCHOOL – Needs Improvement**  
Helen Curry, Principal  
Grades 05-08, Enrollment 183 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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	156	172	171	99.41	28.38	Yes	No	<b>X</b>
White	138	154	153	99.35	29.92	Yes	No	<b>X</b>
Black	13	13	13	100.00	15.38	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	35	35	100.00	12.50	NA	NA	NA
Low SES	107	118	117	99.15	25.47	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	156	172	171	99.41	36.12	Yes	No	<b>X</b>
White	138	154	153	99.35	37.22	Yes	No	<b>X</b>
Black	13	13	13	100.00	7.69	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	35	35	100.00	12.50	NA	NA	NA
Low SES	107	118	117	99.15	33.01	Yes	No	<b>X</b>
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.2 %**

## WILLIAMSON 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
05	51	48	51	48	100.00	37.50	31.25	20.83	10.42	0.00	31.25
06	45	43	45	43	100.00	53.49	23.26	16.28	6.98	0.00	23.26
07	37	31	37	31	100.00	48.39	32.26	9.68	9.68	0.00	19.35
08	39	34	38	33	97.44	30.30	30.30	18.18	15.15	6.06	39.39

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	51	48	51	48	100.00	41.67	20.83	16.67	14.58	6.25	37.50
06	45	43	45	43	100.00	30.23	25.58	23.26	13.95	6.98	44.19
07	37	31	37	31	100.00	41.94	29.03	12.90	16.13	0.00	29.03
08	39	34	38	33	97.44	21.21	48.48	12.12	6.06	12.12	30.30

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

Williamson Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Three subgroups designated in 5.1.1. Achievement, included: All students (AS), racial/ethnicity white (W), and economically disadvantaged (SES). In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the February 2013 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 8 performed at a higher level in mathematics with 39.39 percent proficient. Students in Grade 5 performed at 31.25 percent proficient, Grade 6 performed at 23.26 percent proficient, and students in Grade 7 performed at 19.35 percent proficient. Students in Grade 6 performed at a higher level in reading with 44.19 percent proficient. Students in Grade 5 performed at 37.50 percent proficient, Grade 7 performed at 29.03 percent proficient, and students in Grade 8 performed at 30.30 percent proficient.

Williamson Middle School experienced student achievement declines in eight of the ten subgroups in mathematics and reading/language arts.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	30.06	28.38	-1.68
Racial/Ethnicity White (W)	32.59	29.92	-2.67
Racial/Ethnicity Black (B)	13.33	15.38	+2.05
Special Education (SE)	20.00	12.50	-7.50
Economically Disadvantaged(SES)	25.77	25.47	-0.30
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	37.01	36.12	-0.89
Racial/Ethnicity White (W)	38.97	37.22	-1.75
Racial/Ethnicity Black (B)	20.00	7.69	-12.31
Special Education (SE)	24.00	12.50	-11.50
Economically Disadvantaged (SES)	27.55	33.01	+5.46

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

1. Beginning Teachers' Academy: Classroom Management.
2. Safe and Supportive Schools.
3. Autism Academy.
4. Crisis Prevention and Intervention.
5. Next Generation Standards.
6. WESTEST2 Data Analysis.
7. Support for Personalized Learning.
8. Suicide Prevention.
9. Teaching With Poverty in Mind.
10. Sondag Training.
11. TechSteps.
12. Co-teaching.
13. Dropout! Early Warning.
14. Gigapan/Hear Me.
15. Council for Exceptional Children.
16. West Virginia Regional Conference on Bullying.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. High expectations.** The school had a student leadership team that met regularly. The student leadership team talked with the administrative team, developed reward incentives, and aided in other decision making processes. This process promoted a positive school environment as it showed students that decisions were based on the needs of the students and school.

All teachers exhibited high expectations for all students. The Team observed excellent teaching buildingwide. While an overall decline had occurred in student achievement, it was evident that appropriate steps were being taken to overcome this decline. Student test data guided the classroom curriculum and all staff members were keenly aware of the school's needs based on this data.

- 7.1.3. Learning environment.** The principal and teachers fostered a positive learning environment. Students overwhelmingly reported that they felt safe, secure, and valued by the staff.



## HIGH QUALITY STANDARDS

**The Education Performance Audit findings of noncompliance (6.1.2 High Expectations; 6.1.5 Instructional strategies; 6.1.6 Instruction in writing; 6.1.11 Guidance and advisement; 6.2.3 Lesson plans and principal feedback; 6.4.1 Regulatory agency reviews; 6.5.2 Codes of conduct) presented in the February 2005 report had been corrected.**

**Necessary to Improve Performance and Progress.**

None identified.

### 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 Williamson Middle School in providing a thorough and efficient system of education. Mingo 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 Mingo 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 and staff had conducted a thorough investigation into the weaknesses of the school and curriculum and had put initiatives into place to counteract the decline in student achievement. High quality professional development had been provided to the staff and the principal was overseeing the implementation of this professional development. While student achievement had declined, it was evident to the Team that the staff was informed and curricular decisions were based on the students' needs. The principal and staff reported that the Mingo County Central Office staff had provided a great deal of assistance and support to the school.

### **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 Williamson 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 believed that the Williamson Middle School staff has the capacity to increase student achievement. The school was educationally stimulating and the staff was working diligently to provide a high quality education for all students. Excellent instructional strategies, time on task, and high expectations were prevalent buildingwide. The principal is strongly recommended to continue the oversight of the implementation of the professional development, data analysis, and classroom observations to ensure that student achievement improves. Note: This school closed at the end of the 2012-2013 school year.

### **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*)

**Not applicable due to school closure at the end of the 2012-2013 school year.**

### **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.**

A thorough and comprehensive analysis of the school's needs, based on student formal and informal data, had been conducted by the principal and staff of Williamson Middle School. This analysis revealed the areas of weakness and the principal arranged for the appropriate professional development sessions for the staff. The Team saw evidence of the effectiveness of the professional development during classroom observations and expressed in teacher and administrator interviews.