



EDUCATION PERFORMANCE AUDIT REPORT

FOR

**MATEWAN 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 Matewan Middle School in Mingo County was conducted March 20, 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
Don P. Bower	Elementary School Principal	Leon Elementary School Mason 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
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

403 MATEWAN MIDDLE SCHOOL – Needs Improvement

Shannon Blackburn, Principal

Grades 05-08, Enrollment 211 (2nd 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
Mathematics								
All	196	222	220	99.09	36.22	Yes	No	X
White	187	211	209	99.05	36.89	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	21.73	NA	NA	NA
Low SES	137	154	154	100.00	29.92	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	196	222	220	99.09	31.63	Yes	No	X
White	187	211	209	99.05	32.62	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	23	26	26	100.00	17.39	NA	NA	NA
Low SES	137	154	154	100.00	27.00	Yes	No	X
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.9%

54 MINGO COUNTY
 Randy Keathley, Superintendent
403 MATEWAN MIDDLE SCHOOL – Needs Improvement
 Shannon Blackburn, Principal
 Grades 05-08, Enrollment 224 (2nd 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
Mathematics								
All	205	221	221	100.00	28.78	Yes	No	X
White	197	213	213	100.00	28.42	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	28	28	100.00	12.00	NA	NA	NA
Low SES	154	165	165	100.00	24.67	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	205	221	221	100.00	39.51	Yes	Safe Harbors	✓
White	197	213	213	100.00	39.08	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	25	28	28	100.00	16.00	NA	NA	NA
Low SES	154	165	165	100.00	35.06	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.3%

MATEWAN MIDDLE

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	60	53	60	53	100.00	43.40	33.96	11.32	9.43	1.89	22.64
06	59	57	59	57	100.00	31.58	24.56	21.05	22.81	0.00	43.86
07	54	51	54	51	100.00	45.10	29.41	15.69	7.84	1.96	25.49
08	48	44	48	44	100.00	56.82	22.73	13.64	2.27	4.55	20.45

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	60	53	60	53	100.00	35.85	22.64	28.30	7.55	5.66	41.51
06	59	57	59	57	100.00	21.05	28.07	31.58	17.54	1.75	50.88
07	54	51	54	51	100.00	31.37	35.29	23.53	9.80	0.00	33.33
08	48	44	48	44	100.00	29.55	40.91	18.18	6.82	4.55	29.55

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Matewan Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Four subgroups designated in 5.1.1. Achievement, included: All students (AS), economically disadvantaged (SES), and the racial/ethnicity white (W) subgroups in mathematics and the racial/ethnicity white (W) subgroup in 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 February 2013 State Board meeting. The school revised its strategic plan and was upgraded to Conditional Accreditation status at the May 2013 State Board meeting with a June 30, 2016, Date Certain to achieve adequate yearly progress (AYP).

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 6 performed at the highest level in mathematics with 43.86 percent proficient. Students in Grade 5 performed at 22.64 percent proficient, Grade 7 at 25.49 percent proficient, and students in Grade 8 performed at 20.45 percent proficient. Students in Grade 6 performed at the highest level in reading with 50.00 percent proficient. Students in Grade 5 performed at 41.51 percent proficient, Grade 7 at 33.33 percent proficient, and students in Grade 8 performed at 29.55 percent proficient.

Matewan Middle School saw significant declines in student achievement in all subgroups in mathematics and the special education (SE) subgroup in 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)	36.22	28.78	-7.44
Racial/Ethnicity White (W)	36.89	28.42	-8.47
Special Education (SE)	21.73	12.00	-9.73
Economically Disadvantaged(SES)	29.92	24.67	-5.25
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	31.63	39.51	+7.88
Racial/Ethnicity White (W)	32.62	39.08	+6.46
Special Education (SE)	17.39	16.00	-1.39
Economically Disadvantaged (SES)	27.00	35.06	+8.06

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

1. Crisis Prevention and Intervention.
2. WESTEST2 Data Analysis.
3. WVEIS on the Web.
4. Policies and Procedures.
5. Suicide Prevention.
6. Teaching With Poverty in Mind.
7. Sondag Program.
8. Classroom Management.
9. TechSteps.
10. Early Warning Dropout Workshop.
11. Co-teaching.
12. ACT Explore.
13. Zero Tolerance for Bullying and Intervention.
14. LINKS Curriculum.
15. Leadership Research.
16. The SAT Process.
17. OEPA/Rigor/Relevance.
18. WESTEST2 Writing Assessment Training.
19. Individualized Education Program (IEP) and the Law.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (6.1.2 High expectations; 6.1.5 Instructional strategies; 6.1.6 Instruction in writing; 6.1.7 Library/educational technology access and technology application; 6.1.9 Programs of study; 6.1.12 Multicultural activities; 6.2.3 Lesson plans and principal feedback; 6.4.1 Regulatory agency reviews) 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 Matewan 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.

This is the second full year for the principal at the school. According to staff, the school culture was in critical shape; bullying and fighting were out of control and student and staff morale was extremely low. RESA 2 assisted in developing a leadership team to improve the school culture and other aspects of the school. The principal and staff placed a strong focus on positive student behaviors, and the negative aspects declined dramatically. Outside School Suspensions declined from over 80 per year before implementation of the program to 18 during the current school year.

Once the student behavior was under control, the staff concentrated on improving test scores. Support for Personalized Learning (SPL) was the main focus. Small groups were created to target partial mastery students or at risk students. A special project based learning group was created to challenge distinguished students, gifted students, and autistic students.

The school is scheduled to close and be combined with another school in the near future.

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 Matewan 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.**

Given the strides made by the principal and staff, with assistance from RESA 2, pertaining to school environment and Support for Personalized Learning (SPL), the Team believed that the school has the capacity to increase student achievement. While the students will be consolidated with another school, these efforts must continue to ensure that student achievement grows. The principal must aggressively continue to monitor student behavior, classroom instruction, and the needs of teachers to deliver the curriculum.

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.

The principal and staff saw the need to address the poor learning atmosphere, high incidents of bullying and harassment, and low student and teacher morale and instituted programs and practices to alleviate these issues. The Team noted excellent results from those endeavors. Teachers reported an enormous difference in the learning environment from the previous two years. This enabled the staff to focus on educating students. The Team noted excellent teaching strategies buildingwide. The principal and teachers stated that Mingo County Central Office and RESA 2 provided excellent support. The principal is strongly recommended to continue these efforts so that the progress is continued to the new school setting.