



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LASHMEET-MATOAKA SCHOOL

MERCER COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Lashmeet-Matoaka School in Mercer County was conducted February 3, 2011.

A Follow-up Education Performance Audit of Lashmeet-Matoaka School was conducted March 30, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

51 MERCER COUNTY

Dr. Deborah S. Akers, Superintendent

210 LASHMEET-MATOAKA SCHOOL – Passed

Linda Richards, Principal

Grades PK - 08

Enrollment 423 (2nd 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 |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 245 | 268 | 268 | 100.00 | 59.18 | Yes | Yes | ✓ |
| White | 240 | 261 | 261 | 100.00 | 59.58 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| Spec. Ed. | 37 | 42 | 42 | 100.00 | 48.64 | NA | NA | NA |
| Low SES | 173 | 188 | 188 | 100.00 | 60.11 | Yes | Yes | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 245 | 268 | 268 | 100.00 | 60.81 | Yes | Yes | ✓ |
| White | 240 | 261 | 261 | 100.00 | 60.83 | Yes | Yes | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | ** | ** | ** | ** | ** | ** | ** | ** |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| 0 | * | * | * | * | * | * | * | * |
| Spec. Ed. | 37 | 42 | 42 | 100.00 | 24.32 | NA | NA | NA |
| Low SES | 173 | 188 | 188 | 100.00 | 60.11 | Yes | Yes | ✓ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.8%

51 MERCER COUNTY
Dr. Deborah S. Akers, Superintendent
210 LASHMEET-MATOAKA SCHOOL – Passed
Linda Richards, Principal
Grades PK - 08
Enrollment 418 (2nd 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 |
|------------------------------|-------------------------|------------------------------|---------------|--------------------|--------------------|-------------------------|-------------------------|-----------------------|
| Mathematics | | | | | | | | |
| All | 250 | 266 | 266 | 100.00 | 31.20 | Yes | Confidence Interval | ✓ |
| White | 246 | 262 | 262 | 100.00 | 31.30 | Yes | Confidence Interval | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 43 | 43 | 43 | 100.00 | 27.90 | NA | NA | NA |
| Low SES | 182 | 192 | 192 | 100.00 | 29.12 | Yes | Confidence Interval | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 250 | 266 | 266 | 100.00 | 33.20 | Yes | Confidence Interval | ✓ |
| White | 246 | 262 | 262 | 100.00 | 33.73 | Yes | Confidence Interval | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 43 | 43 | 43 | 100.00 | 16.27 | NA | NA | NA |
| Low SES | 182 | 192 | 192 | 100.00 | 32.41 | Yes | Confidence Interval | ✓ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.0%

51 MERCER COUNTY
 Dr. Deborah S. Akers, Superintendent
210 LASHMEET-MATOAKA SCHOOL – Passed
 Deborah Haun, Principal
 Grades PK - 08
 Enrollment 426 (2nd month 2010-2011 enrollment report)

WESTEST2 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 | 257 | 270 | 270 | 100.00 | 38.91 | Yes | Safe Harbors | ✓ |
| White | 254 | 267 | 267 | 100.00 | 39.37 | Yes | Safe Harbors | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 34 | 37 | 37 | 100.00 | 38.23 | NA | NA | NA |
| Low SES | 188 | 201 | 201 | 100.00 | 37.76 | Yes | Safe Harbors | ✓ |
| LEP | * | * | * | * | * | * | * | * |
| Reading/Language Arts | | | | | | | | |
| All | 257 | 270 | 270 | 100.00 | 43.19 | Yes | Safe Harbors | ✓ |
| White | 254 | 267 | 267 | 100.00 | 43.30 | Yes | Safe Harbors | ✓ |
| Black | ** | ** | ** | ** | ** | ** | ** | ** |
| Hispanic | * | * | * | * | * | * | * | * |
| Asian | * | * | * | * | * | * | * | * |
| Indian | * | * | * | * | * | * | * | * |
| Multi-Racial | * | * | * | * | * | * | * | * |
| Pacific Islander | * | * | * | * | * | * | * | * |
| Spec. Ed. | 34 | 37 | 37 | 100.00 | 17.64 | NA | NA | NA |
| Low SES | 188 | 201 | 201 | 100.00 | 44.68 | Yes | Confidence Interval | ✓ |
| LEP | * | * | * | * | * | * | * | * |

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Lashmeet-Matoaka School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts 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 3 – 65.71 percent in mathematics and 51.43 percent in reading; Grade 4 – 57.78 percent in mathematics and 55.56 percent in reading; Grade 5 – 62.16 percent in mathematics and 72.97 percent in reading; Grade 6 – 77.78 percent in mathematics and 84.44 percent in reading; Grade 7 – 57.78 percent in mathematics and 64.44 percent in reading; Grade 8 – 90.70 percent in mathematics and 69.77 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Marshall Graduate Reading Clinic.
2. West Virginia Department of Education Reading First Comprehension and DIBELS.
3. Eight Elements to Motivate Middle Level Learners.
4. Everyday Math.
5. Reading Research Institute.
6. Analyzing WESTEST2.
7. TechSteps.
8. Thinkfinity.
9. GEEK Week Technology and GEEK Day for Principals.
10. On-line Individualized Education Programs (IEPs).
11. Responders and eInstruction.
12. Preschool Literacy: Creative Curriculum “Gold”.
13. Harassment and Bullying.
14. Beyond the Data.
15. Characteristics of Young Adolescents and Moving From Me to We: Teaming in a Middle School.
16. Impact Math.
17. Acuity and West Virginia Writes.

18. EdLine and GradeQuick.
19. Developing a Writing Continuum.
20. Being a Writer.
21. A-Z Reading/Technology/Intervention.
22. Principal Mentor Training.
23. Lexia Reading Comprehension and Writing.
24. Making Meaning with Vocabulary/Being a Writer.
25. Standards Based Math.
26. DIBELS.
27. RESA I Leadership Series.

FOLLOW-UP REVIEW

MET STANDARD.

The percentage of students scoring at the proficient level or above on the 2011 WESTEST2 increased substantially in all subgroups in both mathematics and reading/language arts.

The following analysis shows the increase in percent proficient from the 2010 WESTEST2 to the 2011 WESTEST2.

Mathematics

- All students (AS) - (+7.71 percent)
- Racial/Ethnicity White (W) - (+8.07 percent)
- Special Education (SE) - (+10.33 percent)
- Economically Disadvantaged (SES) (+8.64 percent)

Reading/Language Arts

- All students (AS) - (+9.99 percent)
- Racial/Ethnicity White (W) - (+9.57 percent)
- Special Education (SE) - (+1.37)
- Economically Disadvantaged (SES) - (+12.27 percent).

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

1. Bullying – How to Prevent Bullying before it Starts.
2. Ashlock Instructional Strategies.
3. Ashlock Lesson Map Training.
4. Parent Involvement Training.
5. Next Generation Content Standards and Objectives.
6. Capturing Kids Hearts.
7. Working on Writing (WOW).
8. Motivating the Unmotivated.
9. Everyday Math On-line Resources.
10. Data Analysis and Application.
11. Data Analysis/Team Collaboration.

- 12. Focused Learning Groups and Ideas.**
- 13. Reading Assessment.**
- 14. Tiered Instruction.**
- 15. Benchmarking Data Analysis/Acuity Review.**
- 16. Schoolwide Writing Incorporating 4-Square Model.**
- 17. Addressing Depth of Knowledge and Bridging the Achievement Gap.**
- 18. Student Responder Training.**

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

While all teachers demonstrated a wide variety of instructional strategies and kept all students engaged, two teachers kept two classes at the same pace. This practice impeded diversity in learning abilities and class and student needs.

FOLLOW-UP REVIEW

COMPLIANCE. The staff received further training in differentiated classroom instruction. One of the two teachers cited was on long term leave when the Team visited the school. The Team observed the substitute for this teacher, the other teacher cited, and several other teachers and verified that the teachers were using multiple strategies in their classroom instruction. Teacher lesson plans and classroom observations confirmed the instruction was paced according to student learning needs. All students in classrooms observed by the Team were actively engaged in the classroom activities.

7.1.7. 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)

The school had an unsecure wireless (linksys-n). The wireless network was not secured with any type of encryption which allowed anyone access to the school network. Policy 6200 Section 302.081 states that all wireless implementations shall be secured with encryption.

FOLLOW-UP REVIEW

COMPLIANCE. The wireless network was secured with encryption.

7.6. Personnel

7.6.2. 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 following certification issues were reported.

| Teacher | Courses Assigned | Certification | Issue | Recommendation |
|----------|------------------|------------------|---|--|
| Educator | 6605 PE | Art Librarian | Teacher is not certified for PE | Apply on Form 1, or if a sub, after 30 days in position request waiver |
| Educator | 8035 | Cannot determine | Need to identify teacher of record and courses assigned | Verify certification- Still cannot verify certification |

**No Title I Math courses were coded, those need to be verified by the school or county.

FOLLOW-UP REVIEW

COMPLIANCE. The first educator listed was no longer a member of this school staff. The second educator listed was a contracted physical therapist and the Team examined a copy of a current, valid license for this individual to practice physical therapy in West Virginia.

A course code was provided for Title I Math and verified by the county.

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 Lashmeet-Matoaka School in providing a thorough and efficient system of education. Mercer 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 Mercer 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.

While student achievement had decreased at the school, the principal and the staff had a clear vision of the needs of the students and were working diligently to correct this. The principal had provided high quality, research-based staff development and it was evident that the information in the staff development was being implemented effectively in the classes.

FOLLOW-UP REVIEW CONCLUSION

Student achievement as shown on WESTEST2 improved in the 2010-2011 school year. The percentage of students scoring at the proficient level in both reading and mathematics increased significantly. The high quality staff development has continued and teachers were providing effective instruction. It was notable that an achievement gap did not exist in mathematics student percent proficient and was shown only in the special education (SE) subgroup in reading/language arts.

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 Lashmeet-Matoaka 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 principal and staff have the capacity to correct the deficiencies found and to increase student achievement. The staff was highly professional and teachers were applying approaches to meaningfully discern and solve achievement issues and achieve results across student subgroups, academic areas, and schoolwide proficiency levels.

FOLLOW-UP REVIEW CONCLUSION

The new principal and staff effectively addressed the deficiencies identified in the OEPA audit report and continued to work together to provide effective instruction that motivates students and increased student achievement. The county and school successfully developed the capacity that resulted in improved student and school achievement.

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.

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.7. K classrooms.** Neither of the two Kindergarten classrooms had a sink or hot and cold water.
- 19.1.10. Specialized instructional areas.** The physical education facility did not have a drinking fountain or display case.

- 19.1.11. Grades 6-12 science facilities.** None of the science facilities was of adequate size and did not have the following equipment and materials: Hot water, gas, compressed air, closed shelving, ventilation fume hood, fire extinguisher, blanket, or first aid kit.
- 19.1.15. Health service units.** The health service unit was not of adequate size and did not have curtained or small rooms with cots, a refrigerator with locked storage, or a work counter.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.11** The school is now a PK-5 school. This item applies to Grades 6-12 and no longer applies to Lashmeet-Matoaka School as the students in Grades 6-8 have been transferred to the new Pikeview Middle School.
- 19.1.15** The health service unit has been moved into a larger room with shelving and file cabinets, but still did not meet all the requirements for a health service unit.

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 Team believed that the administration and staff were providing high quality instruction that was based on extensive data analysis specific to the student and school achievement needs. Through this schoolwide improvement approach, the Team believed that student achievement will increase.

FOLLOW-UP REVIEW TEAM SUMMARY

The staff continued to apply high quality instruction based on extensive data analysis to determine student and school academic needs. Student achievement as shown by WESTEST2 scores increased significantly.

SCHOOL ACCREDITATION STATUS

| School | Accreditation Status | Education Performance Audit High Quality Standards | Annual Performance Measures Needing Improvement | Date Certain |
|-------------------------|----------------------|--|---|--------------|
| Lashmeet-Matoaka School | Full Accreditation | | | |

Education Performance Audit Summary

The Office of Education Performance Audits recommends that **the West Virginia Board of Education continue the Full Accreditation status of Lashmeet-Matoaka School.**