



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LASHMEET-MATOAKA SCHOOL

MERCER COUNTY SCHOOL SYSTEM

MARCH 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

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

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Bodie Fulford, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Todd Barnette	Junior High School Principal	Sherman Junior High School Boone County
Alvin James	Elementary School Principal	Daniels Elementary School Raleigh County
Shannon Pioch	Elementary School Principal	Marsh Fork Elementary School Raleigh County
Joseph Riley	Director of Transportation and Administrative Services	Mineral County

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%

LASHMEET-MATOAKA 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
03	37	35	37	35	100.00	20.00	45.71	11.43	17.14	5.71	34.29
04	47	45	47	45	100.00	33.33	24.44	17.78	15.56	8.89	42.22
05	43	37	43	37	100.00	32.43	29.73	21.62	13.51	2.70	37.84
06	47	45	47	45	100.00	46.67	31.11	13.33	8.89	0.00	22.22
07	46	45	46	45	100.00	37.78	20.00	22.22	15.56	4.44	42.22
08	46	43	46	43	100.00	65.12	25.58	0.00	6.98	2.33	9.30

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	37	35	37	35	100.00	28.57	22.86	28.57	8.57	11.43	48.57
04	47	45	47	45	100.00	28.89	26.67	35.56	6.67	2.22	44.44
05	43	37	43	37	100.00	43.24	29.73	13.51	10.81	2.70	27.03
06	47	45	47	45	100.00	48.89	35.56	11.11	4.44	0.00	15.56
07	46	45	46	45	100.00	22.22	42.22	26.67	6.67	2.22	35.56
08	46	43	46	43	100.00	39.53	30.23	18.60	11.63	0.00	30.23

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
All	250	78	172
White	246	77	169
Special Education	43	12	31
SES	182	53	129

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	250	83	167
White	246	83	163
Special Education	43	7	36
SES	182	59	123

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Lashmeet-Matoaka 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's learning environment was positive and student centered. All students were on task and teachers provided high quality instruction. It was obvious that all teachers and administrators based decisions on the needs and welfare of the students.
- 7.2.4. Data analysis.** Staff had completed an extensive amount of data disaggregation. Curricular decisions in the classes were based on this data analysis and teachers adjusted their instruction to information contained in the data. All teachers were fluent in discussing the class needs and the individual students' specific skill needs.
- 7.8.1. Leadership.** The principal displayed commendable leadership qualities. She was prepared for the Education Performance Audit and organized and had a thorough vision of the school's needs and what was needed to increase student achievement. All teachers stated that they had a great respect for the principal and were working with the principal to increase student achievement.

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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

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

They include the following:

- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.6.2. Licensure.

The Team presented three commendations (7.1.2. High expectations, 7.2.4. Data analysis, and 7.8.1. Leadership), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Lashmeet-Matoaka School's Education Performance Audit concentrated on the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Lashmeet-Matoaka School in improvement efforts.

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, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Lashmeet-Matoaka School and Mercer County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.