



**Office of Education  
Performance Audits**

**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MATEWAN ELEMENTARY SCHOOL**

**MINGO COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Matewan Elementary 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
Dennis J. Albright	Superintendent	Braxton County Schools
Jodie L. Hypes	Primary School Principal	Dunbar Primary School Kanawha County
Rebecca J. Peery	Primary School Principal	Memorial Primary School Mercer County
Edward T. Toman	Superintendent	Ritchie 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

### 222 MATEWAN ELEMENTARY SCHOOL – Passed

Theresa Hanshaw, Principal

Grades K-04, Enrollment 288 (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	108	113	113	100.00	40.74	Yes	Confidence Interval	✓
White	101	106	106	100.00	41.58	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	13	13	100.00	25.00	NA	NA	NA
Low SES	76	80	80	100.00	34.21	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	108	113	113	100.00	38.88	Yes	Confidence Interval	✓
White	101	106	106	100.00	39.60	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	13	13	100.00	16.66	NA	NA	NA
Low SES	76	80	80	100.00	38.15	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 97.7%**

**54 MINGO COUNTY**  
 Randy Keathley, Superintendent  
**222 MATEWAN ELEMENTARY SCHOOL – Passed**  
 Theresa Hanshaw, Principal  
 Grades K-04, Enrollment 276 (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	84	94	92	97.87	51.21	Yes	Confidence Interval	✓
White	81	91	89	97.80	53.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	18	17	94.44	21.42	NA	NA	NA
Low SES	62	69	67	97.10	45.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	84	94	92	97.87	52.43	Yes	Yes	✓
White	81	91	89	97.80	54.43	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	18	17	94.44	0.00	NA	NA	NA
Low SES	62	69	67	97.10	46.66	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 97.1%**

## MATEWAN ELEMENTARY

## 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	39	34	38	33	97.44	18.18	27.27	30.30	15.15	9.09	54.55
04	55	50	54	49	98.18	26.53	24.49	26.53	14.29	8.16	48.98

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	39	34	38	33	97.44	39.39	12.12	9.09	27.27	12.12	48.48
04	55	50	54	49	98.18	22.45	22.45	32.65	12.24	10.20	55.10

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

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Matewan Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. Student achievement exhibited significant improvement in all subgroups except for the special education (SE) subgroup in mathematics and reading/language arts. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored 0.0 percent proficient in reading/language arts. The county curriculum staff and school staff are urged to address this subgroup, as well as all subgroups, and apply interventions to improve student achievement and decrease the achievement gap.

Over 48 percent of Matewan Elementary students were proficient in mathematics and reading for the 2011-2012 school year. Grades 3 and 4 students were nearing 10 percent in the distinguished rating for mathematics, where these classes had 12.12 percent distinguished for Grade 3 and 10.20 percent distinguished for Grade 4 in reading.

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)	40.74	51.21	+10.47
Racial/Ethnicity White (W)	41.58	53.16	+11.58
Special Education (SE)	25.00	21.42	-3.58
Economically Disadvantaged (SES)	34.21	45.00	+10.79
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	38.88	52.43	+13.55
Racial/Ethnicity White (W)	39.60	54.43	+14.83
Special Education (SE)	16.66	0.00	-16.66
Economically Disadvantaged (SES)	38.15	46.66	+8.51

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

1. Coaching 4 Learning.
2. Using Common Core in Early Years.
3. Train the Trainer C-Teaching.
4. Teacher Leadership Institute.
5. Math Workshop Training.

6. WESTEST2 Data Analysis and Planning.
7. Bullying and Suicide Training.
8. Teaching with Poverty in Mind.
9. Instructional Coaches' Meeting – Book Study/DIBELS/Lesson Plans/Logs.
10. Mingo County Teachers' Academy.
11. Office of Education Performance Audits Policy and Criteria for Monitoring.
12. Next Generation Standards.
13. Growth Model.
14. Odyssey.
15. Webinar for Kindergarten Teachers – Next Generation Standards.
16. Book Study: *Developing More Curious Minds*.
17. Co-teaching Training for General and Special Education Teachers.
18. Extending the Work of the Teacher Leadership Institute.
19. Think Through Math.
20. Number Talks.
21. Inquiry in K-5 Classrooms.
22. Transforming Elementary Classrooms.
23. WESTEST2 On-line Writing Webinar.
24. Early Learning Scale for Kindergarten Teachers.
25. Student Writing: Transition.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. **Learning environment.** The school was clean, welcoming, and educationally stimulating. All staff and students had a very positive attitude and all decisions were based on the needs of all students. Students reported that they felt safe, nurtured, and valued by all staff.
- 7.8.1. **Leadership.** The principal was knowledgeable, personable, caring, compassionate, and well-organized. It was evident that the principal possessed excellent leadership skills and a wealth of knowledge to determine areas of need, then direct professional development to increase student achievement.

### HIGH QUALITY STANDARDS

**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 Elementary 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.**

Matewan Elementary School students showed remarkable gains in achievement in all mathematics and reading/language arts subgroups, except for the special education (SE) subgroup. The staff had conducted excellent formal and informal student data analysis and had targeted areas of weakness with high quality instruction. The principal is strongly urged to investigate the reason for the decline in the special education scores and implement programs and practices to reverse this decline.

### **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 Elementary 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.**

Matewan Elementary School demonstrated the capacity to increase student achievement in all subgroups in both mathematics and reading/language arts, except the special education (SE) subgroup. The school was bright, well decorated, warm, and nurturing and students were highly valued and all staff members were striving to provide high quality instruction. The principal and staff reported that the Mingo County Central Office staff had provided a great deal of assistance and support.

### **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*)

**The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.**

### **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 administration and staff of Matewan Elementary School had analyzed formal and informal student data and had determined the areas of weakness and applied programs and procedures to eliminate those areas. All staff members were aware of the student data and clearly explained the steps being taken to increase student achievement. Constant monitoring of classroom curriculum and teaching styles was being conducted by the principal and classroom teachers.