



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

MAYSVILLE ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Maysville Elementary School in Grant County was conducted September 12, 2012.

A Follow-Up Audit was conducted February 24, 2014.

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.

24 GRANT COUNTY

DeEdra Bolton, Superintendent

202 MAYSVILLE ELEMENTARY SCHOOL – SUCCESS

Michele Crites, Principal

Grades PK-06, Enrollment 162

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Maysville Elementary School a Success school. The majority of student subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts; and the school has reached its goals in attendance or graduations rates. Success schools have demonstrated the ability to implement continuous improvement practices. The school must continue to increase student achievement each year to keep this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Maysville Elementary School.

Designation:	SUCCESS	Next Year's Target:	74.6679
Index Score:	78.3235	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	74.6679	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

Supporting Data

Proficiency (60% of the index score)	42.74
Achievement Gaps Closed (0% of the index score)	NA
Observed Growth (15% of the index score)	13.12
Adequate Growth (20% of the index score)	17.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.96</u>
Total Accountability Index (out of 100)	78.32

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Maysville Elementary School achieved the Accountability Index Target and has exceeded the required score of 74.6679; however, the achievement target of 75 percent for all students has not been obtained. Continued efforts by all staff are necessary to reach the goal of 75 percent proficient by 2020.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

One Grade 1 teacher was using a classroom schedule that showed only 300 instructional minutes per day.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed classroom schedules for all teachers, including the Grade 1 teacher, and found all schedules met the instructional time requirements of West Virginia Board of Education Policy 2510.

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.

All students were kept on task with high quality instruction and interesting lessons. All staff were knowledgeable of the needs of the school and of the individual students. It was clearly evident that the staff development that had been provided was implemented and being used effectively. All students were challenged to achieve higher levels of proficiency and were guided by the staff to work to their greatest capabilities.

FOLLOW-UP REVIEW

The Maysville Elementary School staff provided high quality instruction engaging all students in classroom activities. The Team observed teachers reviewing student assessment data and developing strategies to address the needs indicated by the results. The school operated at a high efficiency level and continued to improve under the leadership of a new principal.

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 Maysville 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.**

Maysville Elementary has the capacity to correct the deficiency found at the school.

FOLLOW-UP REVIEW

The deficiency shown in the Initial Education Performance Audit Report had been addressed and resolved.

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 of Maysville Elementary School had conducted extensive data analysis and all were extremely knowledgeable of the needs of the school and of the individual students.

FOLLOW-UP REVIEW

The staff and new principal of Maysville Elementary School continued the extensive data analysis and used these analyses to drive instruction at the individual student level.

Education Performance Audit Summary

Based upon the results of the Follow-up Education Performance Audit, it is recommended and a motion is requested to approve this report.