



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MAYSVILLE ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

NOVEMBER 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Maysville Elementary School in Grant County was conducted on October 6, 2009. 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 persistently 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 was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – D. Dewayne Duncan, Assistant Director, Office of Institutional Education Programs

TEAM MEMBERS

Name	Title	School/County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Lynda J. Sago	Administrative Liaison	Marion County Schools

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

Dr. Marsha Carr-Lambert, Superintendent

202 MAYSVILLE ELEMENTARY SCHOOL – Passed

Mark Nicol, Principal

Grades PK - 06

Enrollment 209 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	106	108	108	100.00	75.47	Yes	Yes	✓
White	106	108	108	100.00	75.47	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	60	62	62	100.00	71.66	Yes	Yes	✓
Spec. Ed.	25	25	25	100.00	32.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	106	108	108	100.00	82.07	Yes	Yes	✓
White	106	108	108	100.00	82.07	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	60	62	62	100.00	78.33	Yes	Yes	✓
Spec. Ed.	25	25	25	100.00	52.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.8%

24202 GRANT COUNTY
Dr. Marsha Carr-Lambert, Superintendent
MAYSVILLE ELEMENTARY SCHOOL – Passed
Mark Nicol, Principal
Grades PK - 06
Enrollment 205 (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	102	106	105	99.05	56.43	Yes	Confidence Interval	✓
White	102	106	105	99.05	56.43	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	65	64	98.46	60.00	Yes	Yes	✓
Spec. Ed.	19	21	20	95.23	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	102	106	105	99.05	71.28	Yes	Yes	✓
White	102	106	105	99.05	71.28	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	65	64	98.46	68.33	Yes	Yes	✓
Spec. Ed.	19	21	20	95.23	22.22	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 99.1%

MAYSVILLE ELEMENTARY 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	24	21	24	21	100.00	0.00	42.86	33.33	19.05	4.76	57.14
04	30	29	29	28	96.67	0.00	39.29	46.43	10.71	3.57	60.71
05	28	28	28	28	100.00	7.14	39.29	39.29	10.71	3.57	53.57
06	24	24	24	24	100.00	12.50	33.33	29.17	16.67	8.33	54.17

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	24	21	24	21	100.00	0.00	28.57	71.43	0.00	0.00	71.43
04	30	29	29	28	96.67	0.00	35.71	46.43	14.29	3.57	64.29
05	28	28	28	28	100.00	10.71	17.86	46.43	21.43	3.57	71.43
06	24	24	24	24	100.00	0.00	20.83	37.50	33.33	8.33	79.17

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Maysville Elementary School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient in mathematics and reading/language arts. The school's percent proficient declined significantly in mathematics from 2007-2008 (AS – 75.47 percent) to 2008-2009 (AS – 56.43 percent). Reading/language arts percent proficiency also declined from 2007-2008 (AS – 82.07 percent) to 2008-2009 (AS – 71.28 percent). The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 42.86 percent in mathematics and 28.57 percent in reading; Grade 4 – 39.29 percent in mathematics and 35.71 percent in reading; Grade 5 – 46.43 percent in mathematics and 28.57 percent in reading; Grade 6 – 45.83 percent in mathematics. 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. Curriculum Alignment.
2. Response to Intervention (RTI).
3. Teaming/Curriculum Collaboration.
4. Five-Year Strategic Plan.
5. WESTEST 2 Training.
6. TechSteps.
7. Vital School Survey.
8. Exploring Teach 21.
9. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs).
10. Curriculum Mapping.
11. Lexile and Quantile Training.
12. Global 21.

The significant decline in mathematics percent proficient indicates that county and school staffs must evaluate the effectiveness of the professional development and/or its application.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)**

The Team could not verify that all teachers exhibited high expectations for all students. At least half the teachers could not explain how they expected students to do their best work and at least half the students stated that instruction was “very easy”. Although teachers were utilizing a variety of instructional strategies, the instructional strategies were not of high quality. Relevance and rigor were not evident in the instruction that the Team observed. Instruction was not challenging throughout the school.

- 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 Team did not observe any students utilizing technology throughout the day of the Education Performance Audit. Several computers were turned on; however, students were not using them. A computer log was not available for the Team to review to determine that instruction in technology was applied throughout all programs of study or being used regularly.

- 7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Science teachers did not provide the 50 percent investigation, inquiry, experimentation required by Policy 2510. When questioned, the reason given was attributed to a lack of materials in the science laboratories. Funding from the central office for supplies was not provided in amounts to make an impact on the material needs.

7.1.11. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Counseling services had not been provided or scheduled at the time of the Education Performance Audit. A counselor was hired three weeks earlier and only recently reported to the school.

7.2. Student and School Performance

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

The Team reviewed lesson plans and reported that all teachers' lessons plans reviewed were extremely vague and did not provide enough information for a substitute to follow. One teacher out of 17 teachers did not have lesson plans upon request during the Team's classroom observation.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the number and degree of deficiencies the Team reported at Maysville Elementary School, the Team determined that administrator and teacher instructional leadership needed to be developed. Declining WESTEST results further indicated the necessity of instructional leadership.

RECOMMENDATIONS

7.1.3. Learning environment. Cleaning chemicals were stored under the sink in the kindergarten classroom and accessible to students. The Team recommended that all cleaning supplies be stored in a locked cabinet out of students' reach.

7.1.12. Multicultural activities. Although a written Multicultural Plan existed, teachers did not have a copy of this plan and could not address its contents. The Team recommended that the teachers and principal develop a plan and implement the Multicultural Plan schoolwide.

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 Maysville Elementary School in providing a thorough and efficient system of education. Grant 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 Grant 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.

The lack of evidence of high expectations and high quality, challenging curriculum had a dramatic effect on student achievement. The principal must monitor and evaluate teacher performance to ensure that all students are challenged and provided high quality, research-based instruction.

The principal stated that intense data analysis had been completed and all teachers had been provided the necessary data to guide the classroom curriculum. A 60 minute block of time (8:00 - 9:00 a.m.) had been created to address specific curricular needs. Each Monday, primary, special education, Title I teachers, and the principal meet to review benchmark data and student progress. The same plan will be used with intermediate teachers on Friday. Tier II was being implemented from 8:30 - 9:00 a.m. with 24 students identified to receive Tier II instruction. This instruction will be given by the Title I, special education, and two teachers in reading. The remaining students, by grade, will participate in educational activities addressing mathematics and reading/language arts West Virginia 21st Century content standards and objectives (CSOs). They will be instructed by regular classroom and enrichment teachers. Students will rotate every two weeks into a different area of instruction. The school purchased educational games and activities for the students. The technology teacher and classroom teacher will team teach techSteps to Grades K-6 on Tuesday and Thursday from 8:00 - 8:30 a.m. The schedule provided for each teacher to have this technology support for one month during the instructional year.

With the above stated actions, the deficient standards noted in the report should not have been observed. It is questionable that the actions presented by the principal are being applied effectively.

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.**

The Team recommended that the Grant County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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.

- 19.1.1. School location.** The school site was not 11 usable acres plus one acre for each 100 students over 600, as required for Grades 5 and 6 students.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available for student use.
- 19.1.10. Specialized instructional areas.** The art facility was not adequate in size and did not have the following equipment and material: Two deep sinks, hot and cold water, counter space, mechanical ventilation, ceramic kiln, and black-out areas.

The music facility did not have adequate storage, music chairs with folding arms, music stands, a podium, recording devices, microphones, stereo sound system piano, instructional technology equipment, and acoustical treatment.

The physical education facility did not have provisions for two or more teaching stations, a data projector or 50" screen monitor, network connection, internet access, or audio equipment.
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The following equipment and furnishings were not available: Curtained or small room with cots, bulletin board, toilet, lavatory, scales, medicine chest, work counter, and desk and chair.

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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.1.11. Guidance and advisement.
- 7.2.3. Lesson plans and principal feedback.
- 7.8.1. Leadership.

The Team presented two recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Maysville Elementary School's Education Performance Audit was limited in scope to 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 Maysville Elementary 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 Maysville Elementary School and Grant County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.