



EDUCATION PERFORMANCE AUDIT REPORT

FOR

MAYSVILLE ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Maysville Elementary School in Grant County was conducted September 12, 2012. 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. The review was limited in scope due to the beginning of the 2012-2013 school term.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Deborah L. Hinkle	Coordinator of Middle Schools	Jefferson County Schools
Mary M. Tucker	Director of Child Nutrition	Taylor County Schools
Larry R. Werry	Retired Elementary School Principal	Fairview Elementary School Marion County

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Lundeen Bolton, Superintendent

202 MAYSVILLE ELEMENTARY SCHOOL – Passed

Mark Nicol, Principal

Grades PreK - 06

Enrollment 175 (2nd 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
Mathematics								
All	89	89	89	100.00	49.43	Yes	Confidence Interval	✓
White	89	89	89	100.00	49.43	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	39	39	39	100.00	46.15	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	89	89	89	100.00	42.69	Yes	Confidence Interval	✓
White	89	89	89	100.00	42.69	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	39	39	39	100.00	43.58	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.4%

24 GRANT COUNTY
 DeEdra Lundeen Bolton, Superintendent
202 MAYSVILLE ELEMENTARY SCHOOL – Passed
 Mark Nicol, Principal
 Grades PreK - 06
 Enrollment 159 (2nd 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
Mathematics								
All	78	83	82	98.79	64.10	Yes	Yes	✓
White	77	82	81	98.78	63.63	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	35	39	38	97.43	68.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	78	83	82	98.79	69.23	Yes	Yes	✓
White	77	82	81	98.78	70.12	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	35	39	38	97.43	65.71	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.2%

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	21	19	21	19	100.00	5.26	36.84	42.11	10.53	5.26	57.89
04	19	18	19	18	100.00	0.00	27.78	55.56	11.11	5.56	72.22
05	22	22	22	22	100.00	18.18	22.73	22.73	22.73	13.64	59.09
06	21	19	20	19	95.24	10.53	21.05	36.84	31.58	0.00	68.42

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	21	19	21	19	100.00	21.05	21.05	42.11	10.53	5.26	57.89
04	19	18	19	18	100.00	5.56	27.78	38.89	22.22	5.56	66.67
05	22	22	22	22	100.00	4.55	22.73	36.36	18.18	18.18	72.73
06	21	19	20	19	95.24	5.26	15.79	52.63	21.05	5.26	78.95

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Maysville Elementary School achieved adequate yearly progress (AYP) in all subgroups. Dramatic increases in student achievement had been made buildingwide and information on individual classes indicated that students were scoring above mastery at high rates.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are shown below.

Mathematics

**AS (+14.67 percent)
W (+14.20 percent)
SES (+22.42 percent)**

Reading/Language Arts

**AS (+26.54 percent)
W (+27.43 percent)
SES (+22.13 percent)**

The following professional development and/or training opportunities were provided.

1. Project Wild.
2. TechSteps.
3. Acuity.
4. eInstruction.
5. Co-teaching.
6. Classroom Management.
7. Introduction to Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs).
8. Special Education Academy.
9. Differentiated Instruction Strategies.
10. Test Data Analysis.
11. Bullying Prevention.
12. DIBELS Next.
13. West Virginia Early Learning Standards.
14. Curriculum Pacing Guides.
15. Five-Year Strategic Plan Review.
- 16. Positive School Culture.**

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.

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.

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.

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.