



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
GUYANDOTTE ELEMENTARY SCHOOL
CABELL COUNTY SCHOOL SYSTEM**

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Guyandotte Elementary School in Cabell County was conducted on April 25, 2007.

A Follow-up Education Performance Audit of Guyandotte Elementary School was conducted April 30, 2008. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

12 CABELL COUNTY

William A. Smith, Superintendent

236 GUYANDOTTE ELEMENTARY SCHOOL – Passed

Ralph Rood, Principal

Grades K - 05

Enrollment 259 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

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	101	107	107	100.00	65.34	Yes	Confidence Interval	✓
White	97	103	103	100.00	64.94	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	91	96	96	100.00	62.63	Yes	Confidence Interval	✓
Spec. Ed.	20	21	21	100.00	30.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	101	107	107	100.00	69.30	Yes	Confidence Interval	✓
White	97	103	103	100.00	68.04	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	91	96	96	100.00	65.93	Yes	Confidence Interval	✓
Spec. Ed.	20	21	21	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.0%

12 CABELL COUNTY
William A. Smith, Superintendent
236 GUYANDOTTE ELEMENTARY SCHOOL – Passed
Martha Evans, Principal
Grades K - 05
Enrollment 249 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

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	91	100	100	100.00	78.02	Yes	Yes	✓
White	87	96	96	100.00	78.16	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	80	88	88	100.00	77.50	Yes	Yes	✓
Spec. Ed.	20	23	23	100.00	55.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	91	100	99	99.00	74.44	Yes	Confidence Interval	✓
White	87	96	95	98.95	73.25	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	80	88	87	98.86	72.15	Yes	Confidence Interval	✓
Spec. Ed.	20	23	22	95.65	47.36	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.8%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Guyandotte Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts 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 below the State's percent proficient level in mathematics and reading/language arts.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in both mathematics and reading: Grade 3 – 35.29 percent in mathematics and 35.29 percent in reading; Grade 4 – 37.93 percent in mathematics and 31.04 percent in reading; Grade 5 – 31.58 percent in mathematics and 26.31 percent in reading.

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

1. WESTEST training.
2. Dina Zikes training on Foldables.
3. Comprehension Strategies.
4. Title I Plan Review.
5. Book Study on Fluency.
6. Reading Interventions.

FOLLOW-UP REVIEW

COMPLIANCE. Guyandotte Elementary School achieved adequate yearly progress (AYP) on the 2007 WESTEST. Adequate yearly progress was achieved in reading/language arts by application of the confidence interval. WESTEST scores improved for all subgroups in the 2007 assessment. The staff continues to receive training to improve student achievement. Some of the trainings received this year included: National Title I Conference, Giftedness and Poverty, Invitational Learning Conference, DIBELS training, West Virginia Reading Conference, and a Research Symposium.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

Instructional practices were generally good throughout the school with the exception of one classroom that was a negative and demeaning environment characterized by inappropriate behavior of several students and poor classroom management. Inappropriate verbal interactions were occurring between students and teacher.

Additional Information

Guyandotte Elementary School experienced the loss of a principal who had battled a terminal illness. An interim principal was placed at the school February 8, 2007. Subsequent to the Education Performance Audit, the new principal stated that the former principal was absent a great deal due to the illness.

Since the audit, the principal has conducted an observation and has taken steps to resolve the problem. A different principal has been hired for 2007-2008.

FOLLOW-UP REVIEW

COMPLIANCE. The central office supervisors and principal provided technical assistance and extensive training to the school staff. The school principal observed the teachers in the classroom several times this year and provided strategies for improving classroom management and instruction. The Follow-up Education Performance Audit Team observed orderly classrooms with effective instruction taking place.

RECOMMENDATION

- 7.2.2. Counseling services.** A counseling log was not being maintained by the counselor. The Team recommended that a counseling log be maintained as required by the Cabell County Comprehensive Developmental Guidance Policy, File: IG, which states in 6.6.1. Counselor's Time, "It is the responsibility of the counselor to document his/her time by keeping a daily log to be submitted monthly to central office assigned staff member."

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team reviewed a log that showed the counselor's activities.

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 Guyandotte Elementary School in providing a thorough and efficient system of education. Cabell 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 Cabell 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 school must actively address the low test scores in the all students (AS), racial/ethnicity white (W), economically disadvantaged (SES), and special education (SE) subgroups and implement high quality research-based programs and practices to increase student achievement. Although the school achieved adequate yearly progress (AYP), this was done through the confidence interval and it is imperative that the student achievement improve.

FOLLOW-UP CONCLUSION

Student test scores in all subgroups showed significant increases in both mathematics and reading/language arts. The 2006 scores compared with the 2007 scores follow: Mathematics – all students (AS) subgroup – 65.34 percent in 2006 and 78.02 percent in 2007 (+12.68 percent); racial/ethnicity white (W) subgroup – 64.94 percent in 2006 and 78.16 percent in 2007 (+13.22 percent); economically disadvantaged (SES) subgroup – 62.63 percent in 2006 and 77.50 percent in 2007 (+14.87 percent); and the special education (SE) subgroup – 30.00 percent in 2006 and 55.00 percent in 2007 (+25.00 percent); reading/language arts – AS subgroup – 69.30 percent in 2006 and 74.44 percent in 2007 (+5.14 percent); W subgroup – 68.04 percent in 2006 and 73.25 percent in 2007 (+5.21 percent), SES subgroup – 65.93 percent in 2006 and 72.15 percent in 2007 (+6.22 percent); and the SE subgroup – 20.00 percent in 2006 and 47.36 percent in 2007 (+27.36 percent).

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Guyandotte Elementary School and Cabell County will need to develop consistent leadership and catch up with school operations and management to allow the principal to move forward with improving student performance.

FOLLOW-UP CONCLUSION

The principal received leadership training and assistance from county office staff and the Center for Professional Development. The school was moving forward and student achievement was increasing.

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 five acres plus one acre for each 100 students over 240. The site was not large enough for future expansion.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the Draft Education Performance Audit Report.

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 was taking a proactive stance to address the low WESTEST percent proficient. A great deal of data analysis had been conducted and teaching strategies had been aligned to address the school's achievement needs.

FOLLOW-UP TEAM SUMMARY

The results of the school faculty's and principal's efforts showed in the 2007 WESTEST scores where students improved in percent proficient for all subgroups.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-236 Guyandotte Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Guyandotte Elementary School.