



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GERRARDSTOWN ELEMENTARY SCHOOL

BERKELEY COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gerrardstown Elementary School in Berkeley County was conducted on March 25, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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 a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Sterling Beane, Jr., Coordinator,
Office of Instructional Technology

West Virginia Department of Education Team Leader – K. Lynn Boyer, Executive
Director, Office of Special Programs, Extended & Early Learning

TEAM MEMBERS

Name	Title	School/County
William E. Chapman	Elementary School Principal	Spencer Elementary School Roane County

SCHOOL PERFORMANCE

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

04 BERKELEY COUNTY

Manuel P. Arvon, II, Superintendent

206 GERRARDSTOWN ELEMENTARY SCHOOL

Kevin McBee, Principal

Grades K - 02

Enrollment 179 (2nd month 2007-2008 enrollment report)

2007-2008

INFORMAL MATH ASSESSMENT

Kindergarten

66 Kindergarten students.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
All	.1%	4.4%	69.7%	18.1%	7.7%

First Grade

54 First Grade students.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
All	1.4%	1.2%	55.9%	29.8%	11.7%

Second Grade

57 Second Grade students.

	Novice	Partial Mastery	Mastery	Above Mastery	Distinguished
All	1.3%	10.5%	88%	.2%	0%

2007-2008
INFORMAL READING ASSESSMENT DATA

First Grade

54 First Grade students.

Comprehension			Fluency		
	Partial Mastery	Mastery		Fluent	Not Fluent
All	96.3%	3.7%	All	88.9%	11.1%

Second Grade

58 Second Grade students (31 Boys, 27 Girls; 57 White, 1 Not White; 3 LD)

Comprehension			Fluency		
	Partial Mastery	Mastery		Fluent	Not Fluent
All	77.6%	22.4%	All	89.7%	10.3%

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Gerrardstown 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 autism class, included in the school this year, was reported to be well-received and welcomed in the school. Resources were readily available to begin the program and the teacher reported that it had been a great success.

The Team noted that students in all classrooms were actively engaged in the learning process. All students were on-task and the Team observed high quality instruction buildingwide. Students stated that this was the normal operation of the school.

7.5.1. **Parents and the community are provided information.** The Team commended the school for the amount and frequency of communication with parents. Examples included: Newsletters, PTO notifications, Business Partner worksheets, community assistance, memos to parents, active business partnership, parent nights, website, etc. It was evident that parent and community involvement was an integral part of the educational process.

HIGH QUALITY STANDARDS

RECOMMENDATION

7.1.7. **Library/educational technology access and technology application.** The teachers were making good use of the instructional technology at their disposal. The computer laboratory was well-managed and used by classes throughout the day; however, minimal amounts of instruction technology were available for teacher and student use. The school had only one digital projector which was shared buildingwide. The Team recommended that the school and county explore means to secure additional instructional technology for classroom access and application.

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.

None identified.

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.

- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation, a ceramic kiln, or black-out areas. The music facility did not have a podium or acoustical treatment. The physical education facility did not have a display case. (Does not adversely affect program delivery)
- 19.1.15. Health service units.** Curtained or small rooms with cots and a bulletin board were not available.

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.

None identified.

Education Performance Audit Summary

The Team presented two commendations and one recommendation, and the school met all standards. The principal has a clear vision of the educational needs of the school and has a plan to address these needs. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.