



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

GATEWOOD ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit	7
Initiatives for Achieving Adequate Yearly Progress	7
High Quality Standards.....	8
Indicators of Efficiency.....	9
Building Capacity to Correct Deficiencies.....	10
Identification of Resource Needs	11
School Accreditation Status	12

INTRODUCTION

An announced Education Performance Audit of Gatewood Elementary School in Fayette County was conducted on October 23, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic 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 – Denise White, Coordinator, Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Stephen Comer	Principal	Spanishburg School Mercer County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY

Chris Perkins, Superintendent

210 GATEWOOD ELEMENTARY SCHOOL – Passed

Steven Rhodes, Principal

Grades K - 04

Enrollment 105 (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	46	50	50	100.00	76.08	Yes	Yes	✓
White	46	50	50	100.00	76.08	Yes	NA	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	28	28	100.00	66.66	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	46	50	50	100.00	78.26	Yes	Yes	✓
White	46	50	50	100.00	78.26	Yes	NA	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	28	28	100.00	70.83	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.8%

SCHOOL PERFORMANCE

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

20 FAYETTE COUNTY

Chris Perkins, Superintendent

210 GATEWOOD ELEMENTARY SCHOOL – Passed

Steven Rhodes, Principal

Grades K - 04

Enrollment 103 (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	50	55	55	100.00	66.00	Yes	Averaging	✓
White	50	54	54	100.00	66.00	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	28	29	29	100.00	60.71	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	50	55	55	100.00	74.00	Yes	Averaging	✓
White	50	54	54	100.00	74.00	Yes	Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	28	29	29	100.00	71.42	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.3%

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	26	24	26	24	100.00	4.17	33.33	45.83	12.50	4.17	62.50
04	29	26	29	26	100.00	11.54	19.23	34.62	30.77	3.85	69.23

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	26	24	26	24	100.00	0.00	29.17	50.00	16.67	4.17	70.83
04	29	26	29	26	100.00	0.00	23.08	53.85	19.23	3.85	76.92

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

Other Relevant Performance Data

2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
FAYETTE COUNTY	485	4	44	15	31	5	1	63	37
GATEWOOD ELEMENTARY	27	4	26	19	41	11	0	48	52

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Gatewood Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and the racial/ethnicity white (W) subgroup in mathematics and reading/language arts only by averaging. The percent proficient declined in these subgroups from the 2005-2006 testing cycle to the 2006-2007 testing cycle. It is further noted that the economically disadvantaged (SES) subgroup with the number (N) less than 50, scored below the State's percent proficient level in mathematics and reading/language arts. 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 – 37.50 percent in mathematics and 29.17 percent in reading; Grade 4 – 30.77 percent in mathematics. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 63 percent for Fayette County and 48 percent for Gatewood Elementary School. The school must continue to address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students weekly.

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

1. Response to Intervention (RTI) Training.
2. Positive Behavior Support.
3. Standards Based Mathematics and Technology.
4. Mobile Computer Laboratory and Literacy.
5. Reading, Balanced Literacy, reading and Writing Workshops.
6. Title I.
7. WESTEST Data Analysis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Gatewood Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.6. Instruction in writing.** The staff was aware of the lower scores on the Writing Assessment and had taken steps to increase student achievement. Writing Roadmap had been implemented and additional time had been provided for instruction in writing.
- 7.5.1. Parents and the community are provided information.** The Team commended the parent volunteer program. One parent volunteers daily in the library area so students will have access to the books. Parents volunteer in the classrooms, help with the laptop computers, assist with lunch, and assist as needed.
- 7.8.1. Leadership.** The Team commended the principal for his leadership by example. He was actively involved with the curriculum and instruction at the school. He analyzed test data from various assessments, communicated it to teachers and monitored to see that instruction reflected the students' needs.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

In two classrooms, the Team observed teachers teaching while students blurted out the answers and did not wait to be called on to respond. The teachers continued the lessons even though some students had tuned out due to the noise level. The Team recommended that teachers be offered training in classroom management strategies to ensure that all students are given time to process the questions before the answers are given.

A swing set was located on the blacktopped portion of the playground. Two other swings were located next to a concrete monument and landscaping timbers, presenting a safety hazard. The Team recommended that the swing sets be moved to a safer area and fall protection material be placed beneath them to cushion any falls.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Instructional strategies employed by teachers were numerous and varied. However, science teachers did not provide the 50 percent investigation, inquiry, experimentation requirement by Policy 2510.

RECOMMENDATION

7.1.5. Instructional strategies. While a variety of instruction was observed in most of the classrooms, the main instructional strategy observed in two classrooms was teacher-directed instruction. These two teachers had other strategies; however, they were used to a lesser degree. The Team recommended that teachers become more conscious of varying instruction so that students are more involved in their own learning.

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 Gatewood Elementary School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.

When asked why the test scores declined from the 2005-2006 WESTEST to the 2006-2007 WESTEST, the principal stated that there had been a Grade 3-4 split class the previous year that was not successful. Steps had been taken to not have a split grade class and the principal was confident that test scores would increase. The Team believed that scores would increase given the activities and curriculum delivery observed.

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 Gatewood Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.3. Learning environment.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325

- 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 determined that Gatewood Elementary School and Fayette County have the capacity to correct the identified deficiencies.

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.

19.1.5. Library/media and technology center. Pamphlets were not available for student use.

19.1.10. Specialized instructional areas. The art facility did not have two deep sinks, hot and cold water, mechanical ventilation, a ceramic kiln, or black-out areas.

The music facilities did not have a podium.

The physical education facilities were not located away from quiet areas of the building and close to lockers and shower. Forced ventilation, a display case, and a ceiling height of 24 feet were not available.

19.1.14. Food service. A locker/dressing room and toilet was not available.

19.1.15. Health service units. A health service unit of adequate size was not available. Curtained or small rooms with cots, a toilet, lavatory, refrigerator with locked storage, work counter, and desk and chair were not available.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-210 Gatewood Elementary	Full Accreditation	7.1.3; 7.1.4		

Education Performance Audit Summary

The Team identified two high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team presented one recommendation, noted an indicator of efficiency, and offered capacity building resources.

Gatewood 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 draft report to guide Gatewood Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct the deficiencies noted in the report.