



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

GAULEY BRIDGE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gauley Bridge Elementary School in Fayette County was conducted on October 24, 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 at 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).

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

West Virginia Department of Education Team Leader – Monica Beane, Assistant Director,
Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Lisa Canterbury	Middle School Principal	Peterstown Middle Monroe County
Bobby Meadows	High School Principal	Independence High Raleigh County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY
Chris Perkins, Superintendent

211 GAULEY BRIDGE ELEMENTARY SCHOOL – Passed

Gary Hough, Principal
Grades K - 05

Enrollment 145 (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	68	74	74	100.00	75.00	Yes	Yes	✓
White	66	72	72	100.00	75.75	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	39	42	42	100.00	66.66	NA	NA	NA
Spec. Ed.	12	12	12	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	68	74	74	100.00	88.23	Yes	Yes	✓
White	66	72	72	100.00	87.87	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	39	42	42	100.00	82.05	NA	NA	NA
Spec. Ed.	12	12	12	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 94.9%

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

211 GAULEY BRIDGE ELEMENTARY SCHOOL – Passed

Gary Hough, Principal
Grades K - 05
Enrollment 163 (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	64	70	70	100.00	79.68	Yes	Yes	✓
White	63	69	69	100.00	79.36	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	36	36	100.00	74.19	NA	NA	NA
Spec. Ed.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	64	70	70	100.00	85.93	Yes	Yes	✓
White	63	69	69	100.00	87.30	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	31	36	36	100.00	80.64	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 = 95.9%

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	23	24	23	100.00	0.00	13.04	56.52	26.09	4.35	86.96
04	22	20	22	20	100.00	0.00	30.00	55.00	15.00	0.00	70.00
05	24	21	24	21	100.00	4.76	14.29	71.43	4.76	4.76	80.95

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	24	23	24	23	100.00	0.00	0.00	69.57	26.09	4.35	100.00
04	22	20	22	20	100.00	5.00	15.00	50.00	25.00	5.00	80.00
05	24	21	24	21	100.00	0.00	23.81	61.90	14.29	0.00	76.19

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
GAULEY BRIDGE ELEMENTARY	20	5	65	10	20	0	0	80	20

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Gauley Bridge Elementary School achieved adequate yearly progress (AYP) in all subgroups. Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in mathematics: Grade 4 – 30.00 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Writing Workshop.
2. Guided Reading.
3. Overview of Policy 2510.
4. Editing Skills.
5. Safety Workshop.
6. Strategies for Reading.
7. Ruby Payne Book Study.
8. WESTEST Data Analysis.
9. Five-Year Strategic Plan/RTI.
10. Investigations/Standards Based Mathematics.
11. Writing Roadmap.
12. 21st Century Mathematics.
13. Benchmark Assessment.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.8.1. Leadership.** The Team commended the principal for being the instructional leader of the school. He was organized and extremely knowledgeable of curriculum and instruction. He utilized a hands-on approach with his staff. As a result, he had created a safe, nurturing environment for the staff and students.

HIGH QUALITY STANDARDS

RECOMMENDATIONS

- 7.1.2. High expectations.** The Team found that the Grade 5 classroom has had five substitutes since the beginning of the school year. As a result, instruction had been limited and there had been no consistency in classroom management or instructional strategies. No evidence of 21st Century instruction was observed in this classroom. Students interviewed expressed concern about the inconsistency of teaching. They indicated they seldom use the computers (only to take Accelerated Reader quizzes) and go to the computer laboratory only to use the Compass program. The Team recommended that the principal provide immediate assistance to the substitute teacher in the classroom in preparing lesson plans for the remainder of the time in this classroom. In addition, the Team recommended that a mentor be assigned to the classroom substitute teacher until a new classroom teacher is hired. (A new teacher was slated to be hired on November 5, 2007).
- 7.1.5. Instructional strategies.** The Team interviewed teachers and observed classrooms and found that teachers were not fully implementing the county-adopted mathematics program. The county had adopted a blended mathematics approach. The principal indicated and it was noted in the strategic plan that implementation of standards-based mathematics utilizing the investigations program was a schoolwide goal. However, it was still in its early stages and math instruction was not occurring as the program required.

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.

8.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

The five substitutes in one classroom impeded the effective and efficient delivery of curriculum for these students.

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 + one acre for each 100 students over 240. The site was not large enough for future expansion.
- 19.1.5. Library/media and technology center.** Newspapers and periodicals were not available for student use.
- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, mechanical ventilation, a ceramic kiln, or black-out areas. The music facilities did not have acoustical treatment. The physical education facilities did not have a display case.
- 19.1.14. Food service.** A teachers' dining area of adequate size and a locker/dressing room were not available.

19.1.15. Health service units. A health service unit of adequate size was not available. The following equipment/furnishings were not available: curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, first aid kit, work counter, 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.

Teachers must fully implement the county adopted mathematics program for student success.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-211 Gauley Bridge Elementary	Full Accreditation			

Education Performance Audit Summary

The Team presented two recommendations.

Gauley Bridge 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 Gauley Bridge Elementary School in improvement efforts.