



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GILMORE ELEMENTARY SCHOOL

JACKSON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gilmore Elementary School in Jackson County was conducted November 4, 2010.

A Follow-up Education Performance Audit of Gilmore Elementary School was conducted January 5, 2012. The purpose of the follow-up review 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.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Dr. Gus Penix

SCHOOL PERFORMANCE

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

35 JACKSON COUNTY

Blaine C. Hess, Superintendent

205 GILMORE ELEMENTARY SCHOOL – Passed

Gail Varney, Principal

Grades PK - 05

Enrollment 201 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	79	82	82	100.00	56.96	Yes	Yes	✓
White	78	80	80	100.00	57.69	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	11	12	12	100.00	27.27	NA	NA	NA
Low SES	43	46	46	100.00	48.83	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	79	82	82	100.00	60.75	Yes	Yes	✓
White	78	80	80	100.00	61.53	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	11	12	12	100.00	9.09	NA	NA	NA
Low SES	43	46	46	100.00	55.81	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 94.3%

35 JACKSON COUNTY
Blaine C. Hess, Superintendent
205 GILMORE ELEMENTARY SCHOOL – Passed
Gail Varney, Principal
Grades PK - 05
Enrollment 200 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	77	84	84	100.00	23.37	Yes	Confidence Interval	✓
White	75	82	82	100.00	22.66	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	15	15	100.00	0.00	NA	NA	NA
Low SES	52	58	58	100.00	19.23	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	77	84	84	100.00	40.25	Yes	Yes	✓
White	75	82	82	100.00	40.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	12	15	15	100.00	8.33	NA	NA	NA
Low SES	52	58	58	100.00	30.76	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.4%

35 JACKSON COUNTY
Blaine C. Hess, Superintendent
205 GILMORE ELEMENTARY SCHOOL – Passed
Gail Varney, Principal
Grades PK - 05
Enrollment 215 (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	80	83	83	100.00	33.75	Yes	Safe Harbors	✓
White	80	83	83	100.00	33.75	Yes	Safe Harbors	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	23.07	NA	NA	NA
Low SES	50	52	52	100.00	18.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	80	83	83	100.00	47.50	Yes	Confidence Interval	✓
White	80	83	83	100.00	47.50	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
Low SES	50	52	52	100.00	32.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Gilmore Elementary School achieved adequate yearly progress (AYP) in all subgroups in mathematics and reading/language arts; however, all of these subgroups declined in the percent proficient. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 89.29 percent in mathematics and 75.00 percent in reading; Grade 4 – 63.16 percent in mathematics and 36.84 percent in reading; Grade 5 – 73.33 percent in mathematics and 60.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Data Notebooks.
2. Gilmore Elementary 7 Habits Program.
3. John Schacter Comprehension.
4. Acuity.
5. Odyssey.
6. Writing in the Elementary.
7. Math Expressions.
8. 21st Century Teaching.
9. Instructional Assistive Technology.
10. Whatever It Takes Book Study.
11. Response to Intervention.
12. Classroom Assessment Network.
13. 95% Conference.
14. DIBELS.
15. Professional Learning Communities.
16. Collaborations Team Building.
17. Soday Reading.
18. Intervention Instruction.
19. Literacy Station.
20. MAP Assessment Management.
21. I Can.
22. Technology Academy.
23. Stephen Covey Summer Workshop.
24. TechSteps.

FOLLOW-UP REVIEW

Achieved Standard.

The all student (AS) and racial ethnicity white (W) subgroups increased in the percentage of students proficient in mathematics and reading/language arts from the previous year's WESTEST2 results. However, the economically disadvantaged (SES) subgroup declined in the percentage of students proficient in mathematics by 1.23 percent.

Grades 3 and 5 increased the percentage of students achieving or above mastery in both reading and language arts while the percentage of students performing above mastery at Grade 4 decreased substantially. This compels the county and school to examine assessment data and provide interventions that will increase performance of all students.

The principal reported the following professional development trainings were provided to address improving student achievement.

1. Math Teaching Strategies.
2. Math Instructional Delivery.
3. Thinking Math.
4. Multisyllabic Word Strategies.
5. Math Interventions.
6. Phonics to Fluency.

The principal reported the following steps were taken to improve student performance.

1. Increased instructional times daily for mathematics from 60 to 90 minute.
2. Implemented a V-Math program which screens students for additional instruction.
3. Targeted assistance is provided to SES subgroup students 19 hours each week.
4. Dedicated a Title I teacher (half-time) solely to mathematics instruction.
5. Used WV Achieves to target students with deficiencies.
6. Held monthly staff meetings to adjust interventions.
7. Held mid-year data meeting to analyze benchmark data.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

The Team interviewed teachers and observed classrooms and found that all teachers were not using the West Virginia 21st Century content standards and objectives (CSOs) as a guide for delivering a rigorous and relevant curriculum. At least 10 teachers wrote lesson plans then matched the plans to the CSOs. The lesson plans were guiding the curriculum rather than the CSOs.

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for adequately yearly progress (AYP).

Mathematics		
	Students Proficient	Students Not Proficient
All	18	59
White	17	58
Special Education	0	12
SES	10	42

Reading/Language Arts		
	Students Proficient	Students Not Proficient
All	31	46
White	30	45
Special Education	1	11
SES	16	36

FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed indicated that curriculum delivered to students was based on the content standards and objectives (CSOs).

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)

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – *21st Century Science K-8 Content Standards and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” The Team observed science instructional materials and science kits that accompanied the textbooks; however, active experiential experiences were not part of science instruction.

FOLLOW-UP REVIEW

COMPLIANCE. All science classes met the 50 percent minimum hands-on investigation and experimentation requirements of West Virginia Board of Education Policy 2520.3. Lesson plans depicting science activities and displays throughout the school were indicative of the school’s emphasis on increasing exploration and hands-on activities in science instruction.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

The Team interviewed teachers and students, and found that Kindergarten students were not using technology. The principal stated that plans were in place for the students to begin visiting the computer laboratory on a regular basis starting in January 2011.

FOLLOW-UP REVIEW

COMPLIANCE. Discussions with teachers and a review of lesson plans indicated that technology was being utilized in both kindergarten classes. Technology was a part of kindergarten instruction in the following areas: Numeracy and letters practice, TechSteps, and the Star Fall program.

7.2. Student and School Performance

- 7.2.3. Lesson plans and principal feedback.** Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Four teachers' lesson plans were weak and could not be followed by a substitute teacher. The principal had provided feedback to all teachers on areas that were needed to strengthen the lesson plans and clarify them for a substitute teacher to continue the sequence of instruction. Three Title I teachers did not have written lesson plans for in-class Tier I instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed 12 teachers' lesson plans during the follow up audit. All plans reviewed were clear and discernible and could be followed by a substitute teacher. Lessons focused on delivering the instructional objectives.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

An AIDS Education policy was not in place.

FOLLOW-UP REVIEW

COMPLIANCE. Jackson County Schools has an AIDS policy in place. However, AIDS instruction is not required until 6th grade. Gilmore Elementary is a K-5 school.

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 Gilmore Elementary School in providing a thorough and efficient system of education. Jackson 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 Jackson 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.

This was the second year for the principal and she had researched the issues at the school and had implemented high quality staff development to correct the issues. Data analysis provided the basis for curricular decisions made at the school. Teachers reported a major positive shift in the direction the school had taken. The atmosphere of the school was one of learning and high expectations and the Team believed that, through the guidance of the principal, student achievement will increase.

FOLLOW-UP REVIEW CONCLUSION

This was the first year for the principal and he had implemented staff development programs to address the areas of low academic performance. Data analysis provided the basis for curricular decisions made at the school as evidenced in the implementation of a mid-year meeting to analyze benchmark data and monthly meetings to adjust intervention instruction for students. Further, the school provided collaborative time weekly for grade level teachers to discuss instructional strategies and review student work. Professional Learning Communities (PLCs) within the school were organized and met periodically throughout the school year. Teachers felt positive about the principal's leadership and the direction the school has taken. As was the case in the previous review, staff indicated that the atmosphere of the school was one of learning and high expectations. Student achievement on the WESTEST2 increased substantially in both mathematics and reading/language arts.

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 Gilmore 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.**

The Team believed that the principal, with assistance from the Jackson County Central Office, RESA 5, the West Virginia Center for Professional Development, and the West Virginia Department of Education, has the ability to correct the deficiencies found at the school and increase student achievement.

The Team recommended that the Jackson County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP REVIEW CONCLUSION

The leadership and instructional capacity to further increase student achievement at Gilmore Elementary was evident. The positive work that has begun at the school must continue. The school has demonstrated the capacity to improve student and school achievement. The Team recommended that the school sustain and continue improvement with support from the Jackson County Central Office, RESA 5, and the West Virginia Department of Education.

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.

- 19.1.3. Teachers' workroom.** The teachers' work areas did not provide access to communications technology.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not provided.
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size and did not have a sink or hot and cold water.
- 19.1.8. Grades 1-12 classrooms.** Storage was not adequate in the classrooms.

19.1.10. Specialized instructional areas. The art facility was not adequate in size, did not have access to natural or artificial light, and did not have adequate storage. The following equipment and materials were not provided: Counter space, display facilities, mechanical ventilation, a ceramic kiln, or black-out areas.

The music facilities were not adequate in size, were not located away from quiet areas of the building, and did not have sufficient storage. The following equipment and materials were not provided: Instructional board and bulletin board, music chairs with folding arms, podium, recording devices, microphones, stereo sound system, piano, instructional technology equipment, instructor's station, and acoustical treatment.

The physical education facility did not have a drinking fountain, provisions for two or more teaching stations, data projector or 50 inch screen monitor, network connection, Internet access, or audio equipment.

19.1.14. Food service. An instructional board, a bulletin board, and a locker/dressing room were not provided.

19.1.15. Health service units. A health service unit of adequate size was not provided. The following equipment and materials were not provided: Curtained or small rooms with cots, bulletin board, toilet, lavatory, refrigerator with locked storage, and work counter.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following:

19.1.14. Food service. The food service area now had a bulletin board.

19.1.15. Health service unit. The health service unit was equipped with a cot and a locked storage area.

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.

Each individual member of the school staff will need to perform to high standards to improve student achievement.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The school has made progress in increasing student achievement. The staff will need to continue and advance current efforts to improve instruction and meet the academic needs of students.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Gilmore 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 Gilmore Elementary School.