



EDUCATION PERFORMANCE AUDIT REPORT

FOR

GILBERT ELEMENTARY SCHOOL

MINGO COUNTY SCHOOL SYSTEM

SEPTEMBER 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Gilbert Elementary School in Mingo County was conducted March 21, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Don P. Bower	Elementary School Principal	Leon Elementary School Mason County
Dr. William E. Chapman	Director Federal Programs	Roane County
Gregory R. Furrow	Elementary School Principal	Whitethorn Elementary School Mercer County
Kyre-Anna Minney	Elementary School Principal	Little Burch Elementary School Braxton County
Rebecca J. Peery	Primary School Principal	Memorial Primary School Mercer County

54 MINGO COUNTY
Randy Keathley, Superintendent
210 GILBERT ELEMENTARY - RECONFIGURED
Phyllis White, Principal
Grades PK-4, Enrollment 351 (2nd month 2012-2013 enrollment report)

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Gilbert Elementary School was a reconfigured school beginning with the 2011-2012 school year. According to the State of West Virginia Consolidated State Application Accountability Workbook, a school will be considered a new school if “A change in grade configuration that involved at least 50 percent of the former grade levels tested, either by elimination or addition”. Gilbert Elementary School changed from a K-6 school to a PK-4 school; therefore, adequate yearly progress (AYP) was not a factor at this school for the 2012-2013 school year.

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

1. Acuity.
2. Ashlock Strategies.
3. Waterford Training.
4. Odyssey.
5. TechSteps.
6. West Virginia Writes.
7. Teach 21.
8. Number Talks.
9. Standards Based Instruction.
10. Small Groups and Differentiated Instruction.
11. Sondag.
12. WESTEST2 Data Analysis.
13. Teacher Leadership Institute.
14. Teaching with Poverty in Mind.
15. Next Generation Standards.
16. WESTEST2 On-line Writing.
17. Working with Parents.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. **High expectations.** All teachers exhibited high expectations and commitment to student learning as evidenced by the school's significant improvement from not achieving adequate yearly progress (AYP) in 2010-2011 (before reconfiguration) to 67 percent student mastery in Grade 3 and 68 percent mastery in Grade 4 mathematics and 63 percent mastery in Grade 3 and 58 percent mastery in Grade 4 reading/language arts.

- 7.1.3. **Learning environment.** The school was clean and conducive to the learning environment. All students interviewed verified that they felt safe and that the staff was there to support them and that they were challenged in their classes. All teachers appeared positive and knowledgeable of the students' needs.

- 7.8.1. **Leadership.** The principal was guiding the school both in terms of curriculum and the physical environment. Teachers stated that the principal was supportive and integral in school improvement. The principal was highly organized and knowledgeable of the school and student needs and was fluent in the student data.

HIGH QUALITY STANDARDS

The Education Performance finding of noncompliance (6.1.12 Multicultural activities) presented in the February 2005 report had been corrected.

Necessary to Improve Performance and Progress.

None identified.

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 Gilbert Elementary School in providing a thorough and efficient system of education. Mingo 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 Mingo 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 principal and staff had conducted an assessment of the school's needs based on formal and informal student data and had identified areas of weakness as indicated by the data. The principal requested professional development to eliminate the identified areas of weakness and was monitoring classroom instruction and polling staff to verify the effectiveness of the professional development.

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 Gilbert 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.**

Gilbert Elementary School demonstrated the capacity to increase student achievement.

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*)

The Facility Team identified facility resource needs which are presented in the Mingo County School System Report under 7.4.1. Regulatory agency reviews.

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 principal and staff of Gilbert Elementary School are strongly urged to continue to closely monitor student progress through formal and informal assessments and to modify teaching strategies to effectively challenge students to do their best work and continue to increase achievement. The teachers and the principal stated that the Mingo County Central Office staff provided excellent support.