



EDUCATION PERFORMANCE AUDIT REPORT

FOR

ANAWALT ELEMENTARY SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Anawalt Elementary School in McDowell County was conducted November 19, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 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

TEAM MEMBERS

Name	Title	School/County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Don E. Johnson	Elementary School Principal	Sutton Elementary School Braxton County
Leatha G. Williams	Elementary School Principal	Rupert Elementary School Greenbrier County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

Suzette Cook, Superintendent

203 ANAWALT ELEMENTARY SCHOOL – Passed

Brenda Owens, Principal

Grades PK - 05

Enrollment 93 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	28	33	33	100.00	67.85	Yes	Confidence Interval	✓
White	23	28	28	100.00	73.91	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	27	27	100.00	65.21	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	28	33	33	100.00	82.14	Yes	Yes	✓
White	23	28	28	100.00	82.60	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	23	27	27	100.00	78.26	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.0%

60 MCDOWELL COUNTY
Suzette Cook, Superintendent

203 ANAWALT ELEMENTARY SCHOOL – Passed

Brenda Owens, Principal

Grades PK - 05

Enrollment 88 (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	33	34	34	100.00	48.48	Yes	Confidence Interval	✓
White	29	30	30	100.00	48.27	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	25	26	26	100.00	52.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	33	34	34	100.00	63.63	Yes	Yes	✓
White	29	30	30	100.00	62.06	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	25	26	26	100.00	72.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 99.3%

ANAWALT ELEMENTARY SCHOOL

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	11	11	11	11	100.00	0.00	54.55	18.18	18.18	9.09	45.45
04	13	13	13	13	100.00	0.00	53.85	15.38	23.08	7.69	46.15
05	10	9	10	9	100.00	0.00	44.44	22.22	0.00	33.33	55.56

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	11	11	11	11	100.00	0.00	27.27	45.45	27.27	0.00	72.73
04	13	13	13	13	100.00	0.00	38.46	38.46	23.08	0.00	61.54
05	10	9	10	9	100.00	0.00	44.44	22.22	11.11	22.22	55.56

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Anawalt Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics only by application of the confidence interval. Achievement in all subgroups in mathematics and reading/language arts declined from the 2007-2008 school year to the 2008-2009 school year. 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 in both mathematics and reading: Grade 3 – 54.55 percent in mathematics and 27.27 percent in reading; Grade 4 – 53.85 percent in mathematics and 38.46 percent in reading; Grade 5 – 44.44 percent in mathematics and 44.44 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. Assessment for Learning.
2. Data Analysis.
3. Strategic Planning.
4. Policy Updates.
5. Using Excelsior and Acuity in Classrooms.
6. Policy 2421 and Policy 5902.
7. Technology Updates.
8. New Gradebook.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)**

Sufficient emphasis was not placed on science and social studies to ensure that students master content knowledge and skills as specified in the 21st century content standards and objectives as required by Policy 2510.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

A review of the school's Five-Year Strategic Plan by the Office of Organizational Effectiveness and Leadership revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

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 Anawalt Elementary School in providing a thorough and efficient system of education. McDowell 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 McDowell 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.

With a dramatic decline in student achievement from the 2007-2008 school year to the 2008-2009 school year, the staff and principal must investigate high quality programs and practices to reverse the trend.

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 Anawalt 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 determined that Anawalt Elementary School has the capacity to correct the identified deficiency.

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 11 acres plus one acre for each 100 students over 600.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area and sufficient work space with privacy was not provided.
- 19.1.3. Teachers' workroom.** Communication technology was not available.
- 19.1.5. Library/media and technology center.** Automated circulation capacity, on-line periodical indexes, copying equipment, computer work stations, and capacity for on-line research were not available.

19.1.10. Specialized instructional areas. There was no specialized music facility.

The physical education facility was not located away from quiet areas of the building or acoustically treated with direct access to outdoor recreational areas. Forced ventilation, provisions for two or more teaching stations, display case, data projector or 50 inch screen monitor, seating, and network and Internet access were not available.

19.1.14. Food service. Seating for dining and study purposes, instructional board, and bulletin board, locker/dressing room, lavatory, and toilet were not available.

19.1.15. Health service units. A health service unit of adequate size was not available. Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, medicine chest, refrigerator with locked storage, first aid kit, work counter, desk and chair, and locked medication box were not provided.

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.

While high quality instruction was evident throughout the building, declining test scores was a major concern. The school must reevaluate the curriculum and the delivery methods to ensure that students are provided every opportunity to succeed.

Education Performance Audit Summary

The Team identified two high quality standards necessary to improve performance and progress.

They include the following:

7.1.9. Programs of study.

7.2.1. County and School electronic strategic improvement plans.

The Team noted an indicator of efficiency and noted an early detection and intervention concern.

Anawalt 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 initial report to guide Anawalt Elementary School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Anawalt Elementary School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.