



**Office of Education  
Performance Audits**

**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**ANAWALT ELEMENTARY SCHOOL**

**MCDOWELL COUNTY SCHOOL SYSTEM**

**MAY 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Anawalt Elementary School in McDowell County was conducted January 29, 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  
 West Virginia Department of Education Team Leader – Rhonda Crowley, Coordinator,  
 Office of Early Learning

## TEAM MEMBERS

Name	Title	School/County
Lori G. Comer	Elementary School Principal	Whitethorn Elementary Mercer County
Dr. Jack Kaufman	Professor of Education	Mercer County

### SCHOOL PERFORMANCE

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

#### 60 MCDOWELL COUNTY

James Brown, Superintendent

#### 203 ANAWALT ELEMENTARY SCHOOL – Passed

Brenda Owens, Principal

Grades K-05

Enrollment 113 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	44	47	47	100.00	38.63	Yes	Confidence Interval	✓
White	40	42	42	100.00	40.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	36	38	38	100.00	38.88	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	44	47	47	100.00	56.81	Yes	Yes	✓
White	40	42	42	100.00	60.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	36	38	38	100.00	52.77	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.1%**

**60 MCDOWELL COUNTY**  
James Brown, Superintendent  
**203 ANAWALT ELEMENTARY SCHOOL – Passed**  
Sheena Ashby, Principal  
Grades K-05  
Enrollment 115 (2<sup>nd</sup> month 2011-2012 enrollment report)

**WESTEST 2011-2012**

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
<b>Mathematics</b>								
All	44	46	46	100.00	54.54	Yes	Yes	✓
White	40	41	41	100.00	55.00	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	30	32	32	100.00	53.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	44	46	46	100.00	47.72	Yes	Confidence Interval	✓
White	40	41	41	100.00	47.50	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	**	**	**	**	**	**	**	**
Low SES	30	32	32	100.00	36.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.0%**

## 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	14	14	14	14	100.00	21.43	28.57	35.71	7.14	7.14	50.00
04	17	15	17	15	100.00	26.67	26.67	26.67	20.00	0.00	46.67
05	15	15	15	15	100.00	26.67	6.67	33.33	33.33	0.00	66.67

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	14	14	14	14	100.00	21.43	35.71	28.57	7.14	7.14	42.86
04	17	15	17	15	100.00	33.33	20.00	26.67	20.00	0.00	46.67
05	15	15	15	15	100.00	20.00	26.67	26.67	26.67	0.00	53.33

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Anawalt Elementary School had no subgroups with a N (number) of 50 or greater. According to the provisions of Policy 2320, "For schools that do not meet the minimum N (number) in the tested class levels, the AYP will be determined using the total aggregate population and averaging the WESTEST scores over a three year period." Anawalt Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in reading/language arts only by application of the confidence interval. The percent of students proficient in mathematics showed substantial gains; however, the percent of students proficient in reading/language arts declined substantially.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 5 performed at a higher level in mathematics with 66.64 percent proficient. Students in Grade 3 performed at 50.00 percent proficient and students in Grade 4 performed at 46.67 percent proficient. The percent of students proficient in reading was lower than mathematics in Grade 3 and 5 and the same in mathematics in Grade 4 (46.67 percent). Grade 5 performed at the highest level in reading with 53.33 percent proficient. Students in Grade 4 performed at 46.67 percent proficient and students in Grade 3 performed at 42.86 percent proficient.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	38.63	54.54	+15.91
Racial/Ethnicity White (W)	40.00	55.00	+15.00
Economically Disadvantaged (SES)	38.88	53.33	+14.45
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	56.81	47.72	-9.09
Racial/Ethnicity White (W)	60.00	47.50	-12.50
Economically Disadvantaged (SES)	52.77	36.66	-16.11

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

1. Teacher Leadership Institute.
2. Data Notebook Training.
3. Pre-K Institute.
4. iPad Training.
5. New Teachers' Academy.
6. West Virginia Safe and Supportive Schools.
7. Five-Year Strategic Plan Retreat.
8. Kagan Cooperative Learning Training.
9. K-2 Next Generation Standards.
10. Everyday Math.
11. Phonics/Test Taking Skills.
12. Pre-K-1 Phonics/Phonological Awareness.
13. Data Notebooks.
14. Family Math Night.
15. Family Reading Night.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**The Education Performance Audit findings of noncompliance (7.1.9 Programs of study and 7.2.1 County and School electronic strategic improvement plans) presented in the January 2010 report had been corrected.**

#### **Necessary to Improve Performance and Progress.**

At the time of the January 2013 Education Performance Audit, no findings of noncompliance were reported.



## 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.**

Anawalt Elementary School students significantly increased mathematics achievement from 2010-2011 to 2011-2012; however, all subgroups significantly declined in reading/language arts achievement. Teachers informed Team members that the main focus was mathematics last school year, and the focus switched to reading/language arts for the current year as to not overwhelm teachers by heavily focusing on both areas. The staff had received high quality professional development in mathematics and reading/language arts curriculum. It is essential that programs and practices emphasize reading/language arts, while maintaining growth in mathematics and other areas.

### **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 observed excellent teaching buildingwide and teachers were fluent in the data analysis and use of data to guide classroom curriculum and instruction. The principal must remain vigilant of classroom curriculum delivery and teachers maintaining high levels of instruction.

The Team determined that Anawalt Elementary will need to develop the capacity to increase reading/language arts achievement and continue to increase student and school percent proficiency in mathematics.

### **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 McDowell 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 staff of Anawalt Elementary School had conducted extensive student data analysis and was using this data effectively to target areas of weakness in student achievement. Excellent classroom management, high quality curriculum delivery, and high expectations were pervasive buildingwide.

Anawalt Elementary School must evolve and reflect the positive educator aspects into higher levels of student achievement. The staff will need to apply their knowledge and attributes in instruction and student learning to develop students’ knowledge, skills, and achievement.