



**EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BRADSHAW ELEMENTARY SCHOOL**

**MCDOWELL COUNTY SCHOOL SYSTEM**

**MAY 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Bradshaw 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 – Janet Bock, Coordinator, Office of Early Learning

## TEAM MEMBERS

Name	Title	School/County
Denver E. Drake	Middle School Principal	Braxton County Middle Braxton County
Natalie D. Garner	Elementary/Middle School Principal	Walton Elementary/Middle Roane County
Timothy M. Via	Elementary School Principal	Davis Elementary Braxton 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  
**206 BRADSHAW ELEMENTARY SCHOOL – Needs Improvement**  
Deborah Maxwell, Principal  
Grades K-05  
Enrollment 231 (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	99	107	107	100.00	44.44	Yes	Confidence Interval	✓
White	99	107	107	100.00	44.44	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	16	16	16	100.00	6.25	NA	NA	NA
Low SES	82	88	88	100.00	40.24	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	99	107	107	100.00	33.33	Yes	No	✗
White	99	107	107	100.00	33.33	Yes	No	✗
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	16	16	16	100.00	0.00	NA	NA	NA
Low SES	82	88	88	100.00	31.70	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 94.8%**

**60 MCDOWELL COUNTY**  
 James Brown, Superintendent  
**206 BRADSHAW ELEMENTARY SCHOOL – Passed**  
 Deborah Maxwell, Principal  
 Grades K-05  
 Enrollment 229 (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	104	111	111	100.00	45.19	Yes	Confidence Interval	✓
White	104	111	111	100.00	45.19	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	16.66	NA	NA	NA
Low SES	81	86	86	100.00	41.97	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	104	111	111	100.00	37.50	Yes	Confidence Interval	✓
White	104	111	111	100.00	37.50	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	21	21	100.00	5.55	NA	NA	NA
Low SES	81	86	86	100.00	39.50	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.0%**

## BRADSHAW 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	46	41	46	41	100.00	2.44	51.22	34.15	12.20	0.00	46.34
04	43	41	43	41	100.00	14.63	31.71	26.83	12.20	14.63	53.66
05	22	22	22	22	100.00	59.09	13.64	18.18	9.09	0.00	27.27

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	46	41	46	41	100.00	29.27	31.71	19.51	17.07	2.44	39.02
04	43	41	43	41	100.00	26.83	24.39	29.27	17.07	2.44	48.78
05	22	22	22	22	100.00	50.00	36.36	4.55	9.09	0.00	13.64

Enr. - Enrollment  
 FAY - Full Academic Year  
 Part. - Participation

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

Bradshaw Elementary School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. All subgroups showed some improvement from the 2011 WESTEST2.

Although not large enough to constitute a subgroup for accountability, the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 4 performed at the highest level in mathematics with 53.66 percent proficient. Students in Grade 3 performed at 46.34 percent proficient and students in Grade 5 performed at 27.27 percent proficient. The percent of students proficient in reading was substantially lower than in mathematics. Grade 4 performed at the highest level in reading with 48.78 percent proficient. Students in Grade 3 performed at 39.02 percent proficient, and students in Grade 5 performed at 13.64 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)	44.44	45.19	+0.75
Racial/Ethnicity White (W)	44.44	45.19	+0.75
Special Education (SE)	6.25	16.66	+10.41
Economically Disadvantaged (SES)	40.24	41.97	+1.73
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	33.33	37.50	+4.17
Racial/Ethnicity White (W)	33.33	37.50	+4.17
Special Education (SE)	0.00	5.55	+5.55
Economically Disadvantaged (SES)	31.70	39.50	+7.80

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

1. Carnegie Mathematics.
2. Next Generation Standards and Observation Data.
3. iPad Training.
4. Five-Year Strategic Plan.
5. Kagan Cooperative Learning.
6. Title I Collaborative Planning.
7. Framing Your Success.
8. Everyday Math.
9. APL Training.
10. Classroom Climate.
11. Data Analysis.
12. Working with Parents in Rural Areas.
13. Grade Level Horizontal Meetings.
14. 6+1 Writing Traits.
15. Block Party Read Aloud Strategies.
16. Technology Needs.
17. Numbers Talk.
18. Technology in the Classroom.
19. Get Real.
20. Mathematics Strategies.
21. Reading Strategies.
22. Phonemic Awareness.
23. Core Mathematics Instruction.
24. Core Reading Instruction.
25. Scott Foresman Reading Instruction.
26. Proportional Reasoning in Mathematics.
27. Building Relationships/Balancing Conflicts.
28. Lexia.
29. Various West Virginia Department Education Resources.
30. Student Personal Learning (SPL) Plan.
31. Policy 4373 Training.



## **EDUCATION PERFORMANCE AUDIT**

### **INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS**

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

- 7.2.4. Data analysis.** Bradshaw Elementary School was implementing a Short Cycle Assessment to further assess student achievement based on data. These were assessments completed between Acuity Benchmark tests. Three of the assessments were completed between each benchmark and were aligned directly with what was being taught in the classrooms. This practice was more evidence of the staff's reliance on student data to guide curriculum.

### **HIGH QUALITY STANDARDS**

**The Education Performance findings of noncompliance (7.1.9 Programs of study and 7.2.1 County and School electronic strategic plans) presented in the January 2010 report had been corrected. The recommendation (7.2.4 Data analysis) from the January 2010 report had been followed.**

#### **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 Bradshaw 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.**

Students at Bradshaw Elementary School made slight gains in all subgroups in mathematics and reading/language arts. While the school showed some progress in student achievement, it is imperative that measurable gains be made in the future to ensure the school achieves adequate yearly progress (AYP) and students increase in mastery of the curriculum. The Team observed high expectations demonstrated buildingwide and staff had conducted excellent data analysis. The staff was genuinely enthusiastic about the programs and practices put into place to increase student achievement.

The school was using resources effectively and efficiently; however, school and student performance had not shown substantial gains. It continues to be essential for McDowell County and Bradshaw Elementary School to examine the use of available resources and assistance provided to the school for improved achievement.

### **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 Bradshaw 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 staff and administration of Bradshaw Elementary School have the capacity to increase student achievement and are on the way to doing so. Evidence of this will be the 2013 WESTEST2 results. High quality, research-based professional development had been implemented and staff was utilizing data analysis, applying high expectations for all students, and varying instruction to reach all 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*)

**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.**

Bradshaw Elementary School is postured to see increases in student achievement. It is imperative that the principal continue to monitor classroom instruction and provide the guidance and assistance that the classroom teachers need to deliver a high quality curriculum. Student data needs to remain the foundation for instruction and all teachers must fully utilize this data to guide instruction in each classroom.