



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

BAILEYSVILLE ELEMENTARY & MIDDLE SCHOOL

WYOMING COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
Education Performance Audit.....	7
Initiatives for Achieving Adequate Yearly Progress	7
High Quality Standards	8
Indicators of Efficiency	9
Building Capacity to Correct Deficiencies.....	11
Identification of Resource Needs	12
Early Detection and Intervention	13
Education Performance Audits Summary	14

INTRODUCTION

An announced Education Performance Audit of Baileysville Elementary & Middle School in Wyoming County was conducted January 14, 2010. 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

West Virginia Department of Education Team Leader – Dr. Fran Warsing, Superintendent, Office of Institutional Education Programs

West Virginia Department of Education Technology – Bodie Fulford, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Monica Beane	Assistant Director	Office of Instruction West Virginia Department of Education
Jason D. Browning	Middle School Assistant Principal	Chapmanville Middle School Logan County
Joshua D. Brumfield	High School Assistant Principal	Sherman High School Boone County
Dr. Beth Cipoletti	Coordinator	Office of Assessment, Accountability and Research West Virginia Department of Education

SCHOOL PERFORMANCE

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

98 WYOMING COUNTY

Frank L. Blackwell, Superintendent

201 BAILEYSVILLE ELEMENTARY & MIDDLE SCHOOL – Passed

Connie Walls, Principal

Grades PK- 08

Enrollment 379 (2nd month 2007-08 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	226	237	236	99.57	68.00	Yes	Averaging	✓
White	224	235	234	99.57	68.60	Yes	Averaging	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	186	195	194	99.48	64.86	Yes	Confidence Interval	✓
Spec. Ed.	42	44	44	100.00	21.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	226	237	236	99.57	78.22	Yes	Confidence Interval	✓
White	224	235	234	99.57	78.02	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	186	195	194	99.48	75.67	Yes	Confidence Interval	✓
Spec. Ed.	42	44	44	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.8%

98 WYOMING COUNTY
Frank L. Blackwell, Superintendent
201 BAILEYSVILLE ELEMENTARY & MIDDLE SCHOOL – Passed
Connie Walls, Principal
Grades PK- 08
Enrollment 378 (2nd month 2008-09 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	217	233	233	100.00	53.45	Yes	Yes	✓
White	216	232	232	100.00	53.70	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	152	162	162	100.00	48.02	Yes	Confidence Interval	✓
Spec. Ed.	44	49	49	100.00	6.81	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	217	233	233	100.00	46.54	Yes	No	✗
White	216	232	232	100.00	46.75	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	152	162	162	100.00	43.42	Yes	No	✗
Spec. Ed.	44	49	49	100.00	4.54	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 95.7%

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	37	35	37	35	100.00	0.00	28.57	42.86	28.57	0.00	71.43
04	34	33	34	33	100.00	0.00	15.15	48.48	33.33	3.03	84.85
05	47	43	47	43	100.00	2.33	51.16	39.53	0.00	6.98	46.51
06	33	30	33	30	100.00	26.67	33.33	33.33	6.67	0.00	40.00
07	40	38	40	38	100.00	15.79	44.74	36.84	2.63	0.00	39.47
08	42	38	42	38	100.00	28.95	28.95	39.47	2.63	0.00	42.11

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	37	35	37	35	100.00	2.86	28.57	62.86	5.71	0.00	68.57
04	34	33	34	33	100.00	3.03	36.36	54.55	6.06	0.00	60.61
05	47	43	47	43	100.00	13.95	37.21	30.23	16.28	2.33	48.84
06	33	30	33	30	100.00	10.00	53.33	23.33	13.33	0.00	36.67
07	40	38	40	38	100.00	2.63	68.42	26.32	2.63	0.00	28.95
08	42	38	42	38	100.00	5.26	57.89	34.21	2.63	0.00	36.84

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Baileysville Elementary & Middle School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. All applicable subgroups designated in 5.1.1. Achievement (all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups) did not achieve AYP during 2009-2010 in reading/language arts. Baileysville Elementary & Middle School achieved AYP in the SES subgroup in mathematics only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored exceedingly deficient in mathematics (6.81 percent proficient) and reading/language arts (4.54 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 in both mathematics and reading: Grade 3 – 28.57 percent in mathematics and 31.43 percent in reading; Grade 4 – 39.39 percent in reading; Grade 5 – 53.49 percent in mathematics and 51.16 percent in reading; Grade 6 – 60.00 percent in mathematics and 63.33 percent in reading; Grade 7 – 60.53 percent in mathematics and 71.05 percent in reading; Grade 8 – 57.89 percent in mathematics and 63.16 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. Response to Intervention (RTI).
2. Math Facts in a Flash.
3. West Virginia Department of Education Benchmarks 2 & 3/Acuity/WESTEST 2 Preparation.
4. Professional Learning Communities.
5. Writing with Technology.
6. TechSteps.
7. Odyssey.
8. Teach 21.
9. Project-Based Learning.
10. Technology Tools in My Classroom.
11. Dimensions of Reading.
12. K-4 Reading and K-4 Mathematics Summer Academy.
13. Building the Backporch.

14. Character Education Workshop.
15. Five-Year Strategic Plan/Digital Divide.
16. NCLB Title I.
17. Standards-Based Instruction, Content Standards and Objectives, and Depth of Knowledge.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.2. High expectations.** The Team commended the principal and staff for creating a positive learning environment that demonstrated a genuine concern for the safety and well-being of each student and holding high expectations for students' educational success. The school building, although dated, was extremely well-kept and provided a showcase for student work.
- 7.1.7. Library/educational technology access and technology application.** The Team commended the staff and students for their effective use of technology. The number of teachers observed using presentation stations on the day of the audit was extremely high. The computer laboratory was also utilized by the technology staff members to incorporate programs such as TechSteps, Writing Roadmap, Acuity, etc. Students interviewed said that they love to come to school and to use technology daily in their classes.
- 7.1.12. Multicultural activities.** The Team observed the successful integration of multicultural activities throughout all content areas and grade levels. The school had implemented a monthly schoolwide multicultural event and evidence of this was visible in classrooms and hallways.
- 7.5.1. Parents and the community are provided information.** The Team commended the principal and staff for the successful schoolwide implementation of Professional Learning Communities (PLCs). PLCs were used for data analysis, professional development, and balanced assessment. All staff, including service personnel, were involved in the PLC teams. Future plans revealed expansion to include parents and students in the PLCs during the 2010-11 school year. Baileysville Elementary & Middle School had embraced the PLC concept.

- 7.8.1. Leadership.** The Team commended the principal for her commitment to ensuring student success at Baileysville Elementary & Middle School. Although adequately yearly progress (AYP) was not met, a system of instructional support was in place through the implementation of Professional Learning Communities (PLC). Staff expressed their support of the principal as the instructional leader of the school and she demonstrated this leadership during the day of the Education Performance Audit.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.5. Instructional strategies.** Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team observed two inclusion teachers and a Title I teacher who were not providing instruction during the general education classes. The Team observed these teachers mainly redirecting students to “get focused” and “keep working” and not assisting students with instruction as the inclusion model intended.

RECOMMENDATION

- 7.1.4. Instruction.** The Team discovered a major transformation in staffing was expected to occur at the start of the spring semester. Five teachers will be changing positions from one class to another at the end of the semester, two teachers will be transferring to other buildings, and two new teachers have been hired. The Team recommended that transfers not occur during the middle of the school year. The disruption caused by the transition of staff from grade to grade within the building could potentially pose a negative effect on student achievement.

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 Baileysville Elementary & Middle School in providing a thorough and efficient system of education. Wyoming 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 Wyoming 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 exhibited a great commitment to the educational process and demonstrated high quality leadership buildingwide. The principal must take an active role in ensuring that the special education and Title I teachers engage in the teaching process in the classrooms. Given the dismally low special education scores, the current practice is a hindrance to the learning process.

Baileysville Elementary & Middle School did not meet adequately yearly progress (AYP) as a result of low WESTEST 2 scores in reading/language arts. A School Improvement Process was begun as soon as the school received the scores. The School Improvement Process implemented by the Wyoming County Board of Education involved two schools in the county that did not meet AYP.

Staff analyzed the WESTEST 2 scores at the school level and created charts and recorded weaknesses for each question and correlated the weaknesses with the West Virginia 21st Century content standards and objectives (CSOs). The reading/language arts scores were deficient, especially in Grades 6, 7, and 8. Writing was also an area of weakness as part of the reading/language arts scores. The principal made adjustments in the schedule to accommodate these weaknesses. More time was allotted in technology usage in the laboratories and in the classrooms to give students greater opportunities for TechSteps, Writing Roadmap 2, Acuity, and other programs. This process began in August 2009.

The following list shows the school improvement strategies and county interventions to improve student achievement.

SCHOOL STRATEGIES

1. Schedule Adjustments
2. WESTEST 2 Analysis

Wyoming County Interventions

- A. Professional Development
 1. WV Achieves Data
 2. Standards Based Instruction
 3. Depth of Knowledge (DOK)
 4. Balanced Assessment
- B. Instructional Strategies/Technology
 1. Wyoming County Curriculum Document 2510 and 2320
 2. School Five-Year Strategic Plan
- C. Revised School Five Year Plan
 1. Developed a Corrective Action Plan
 2. On-site County Support
 - a. Writing Coach
 - b. Staff Development from the County Technology Coach
 3. Training for the revisions of the Five-Year Strategic Plan
- D. Curriculum Department-Classroom Support

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 Baileysville Elementary & Middle 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 recommended that the Wyoming County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiency and improving student and school performance.

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.

- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.5. Library/media and technology center.** Automated circulation capacity, on-line periodical indexes, and copying equipment were not available.
- 19.1.10. Specialized instructional areas.**

The art facility did not have two deep sinks, hot and cold water, a ceramic kiln, or black-out areas.

The music facility was not located away from quiet areas of the building and did not have music chairs with folding arms, a podium, or acoustical treatment.

The physical education facility did not have provisions for two or more teaching stations, network connections, or Internet access.

- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have the following equipment and materials: Sink, hot and cold water, gas, AC and DC current, compressed air, ventilation fume hood, demo table, laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, chairs/tables, darkening provisions, and main gas shut-off.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school auditorium was not of adequate size and was not located to have convenient access to language arts and music instructional area and close to seating. Broadcasting capabilities and controlled illumination were not available.
- 19.1.15. Health service units.** A health service unit of adequate size was not available. The following equipment and furnishings were not available: Curtained or small rooms with cots, instructional board, toilet, lavatory, refrigerator with locked storage, work counter, or desk and chair.

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

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress.

7.1.5. Instructional strategies.

The Team presented five commendations, one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Baileysville Elementary & Middle 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 Baileysville Elementary & Middle 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 Baileysville Elementary & Middle School and Wyoming County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.