



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**BAILEYSVILLE ELEMENTARY & MIDDLE SCHOOL**

**WYOMING COUNTY SCHOOL SYSTEM**

**MAY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

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

A Follow-up Education Performance Audit of Baileysville Elementary & Middle School in Wyoming County was conducted March 31, 2011. The purpose of the follow-up was to verify correction of the finding identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board 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 378 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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%**

**98 WYOMING COUNTY**  
Frank L. Blackwell, Superintendent  
**201 BAILEYSVILLE ELEMENTARY & MIDDLE SCHOOL – Passed**  
Connie Walls, Principal  
Grades PK- 08  
Enrollment 357 (2<sup>nd</sup> month 2009-10 enrollment report)

**WESTEST 2009-2010**

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	217	226	226	100.00	40.55	Yes	Yes	✓
White	216	225	225	100.00	40.74	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	48	48	100.00	16.27	NA	NA	NA
Low SES	167	176	176	100.00	37.72	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	217	226	226	100.00	54.37	Yes	Yes	✓
White	216	225	225	100.00	54.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	43	48	48	100.00	6.97	NA	NA	NA
Low SES	167	176	176	100.00	49.70	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 95.5%**

## 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/WESTEST2 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.

### **FOLLOW-UP REVIEW**

#### **MET STANDARD.**

**Baileysville Elementary & Middle School achieved adequate yearly progress (AYP). It is noteworthy that while numerous schools in the State declined in the 2010 WESTEST2 assessment, Baileysville Elementary and Middle School increased the level of student proficiency for all subgroups in reading/language arts and the special education (SE) subgroup in mathematics. Also significant is the 2009-2010 WESTEST2 Improvement Report which compared 2009 performance to 2010 performance using 2010 cut scores for both administrations of WESTEST2 showed that all grades assessed, except Grade 4, improved.**

## **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.

#### **FOLLOW-UP REVIEW**

##### **COMPLIANCE.**

The staff was provided training in Depth of Knowledge (DOK), Instructional Strategies, and West Virginia Writes. The entire staff also participated in several hours of training on "Classroom Instruction That Works". This training was provided in August 2010 and the trainer has been back to the school several times during the year to provide additional training and support. These trainings also targeted teachers working in an inclusion classroom. The Team visited four classrooms where inclusion teachers were working and observed instruction for extended periods of time. In all cases, it was obvious that the two teachers had planned lessons together and were working as a team with both teachers involved in the direct instruction and also working directly with individual students who needed assistance.

##### **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.

#### **FOLLOW-UP REVIEW**

##### **RECOMMENDATION FOLLOWED.**

**No transfers of teachers had occurred during this school year.**

## 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 WESTEST2 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 WESTEST2 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. WESTEST2 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

### **FOLLOW-UP CONCLUSION**

**Training was provided to teachers who work together in the same classroom. This process was working smoothly with both teachers providing instruction and also helping individual students as needed. The principal monitored these classrooms by frequent walkthroughs.**

**The other school strategies and trainings continued. Results on the WESTEST2 in 2010 had improved and the school achieved adequate yearly progress (AYP).**

## **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.

### **FOLLOW-UP CONCLUSION**

The principal discussed the Five Year Strategic Plan with the West Virginia Department of Education, Office of School Improvement, and made appropriate revisions. The staff was implementing the plan.

## 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.

### **FOLLOW-UP CONCLUSION**

The facility resource needs remained the same except for the following:

- 19.1.4. Counselor's office.** The counselor's office space is still the same, but other spaces for larger group meetings are available in conference rooms in the school.
- 19.1.10. Specialized instructional areas.** The physical education facility has Internet access.
- 19.1.15. Health service units.** A desk and chair have been provided in the health service unit.

## **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.

### **FOLLOW-UP TEAM SUMMARY**

**The faculty is implementing the school's Revised Five-Year Strategic Plan and student achievement was showing improvement.**

## SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
98-201 Baileysville Elementary & Middle	Full Accreditation			

### Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Baileysville Elementary & Middle School.