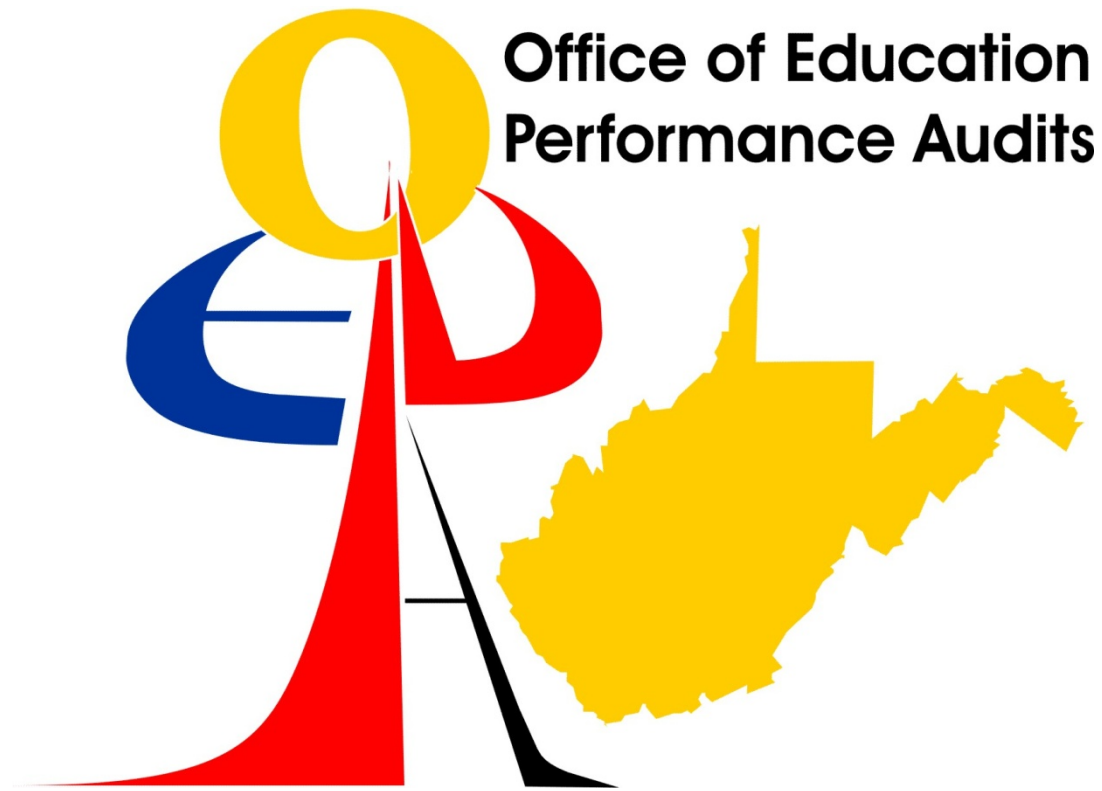


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**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FORT ASHBY PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

JUNE 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fort Ashby Primary School in Mineral County was conducted on April 21, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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 a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Elizabeth Judy, Assistant Director, Office of Assessment/Accountability

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Joanne I. Hines	Middle School Principal	Cheat Lake Middle School Monongalia County

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Tilden L. Hackworth, Superintendent

202 FORT ASHBY PRIMARY SCHOOL

William R. Pratt, Principal

Grades K - 02

Enrollment 246 (2nd month 2007-2008 enrollment report)

2008-2009

INFORMAL MATH ASSESSMENT DATA

PARTIAL MASTERY	MASTERY	ABOVE MASTERY
NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS
25	162	48

INFORMAL READING ASSESSMENT DATA

PARTIAL MASTERY	MASTERY	ABOVE MASTERY
NUMBER OF STUDENTS	NUMBER OF STUDENTS	NUMBER OF STUDENTS
13	115	103

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

1. TechSteps.
2. Mineral County K-05 Teacher Academy.
3. Needs Assessment.
4. Framework for High Performing Elementary Classrooms.
5. Whiteboard Training.
6. Individual Training on Creating Assessment Groups.
7. Three Tier Model Literacy Stations.
8. Technology, Assessment, and Curriculum Enforcement.
9. Parents as Partners in Learning.
10. Discovery Health.
11. 21st Century Content Standards and Objectives (CSOs).
12. Test Analysis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Fort Ashby Primary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The principal and teachers provided an environment that was safe and conducive to student learning. The faculty members understood their community of learners and made every attempt to involve parents and community in the educational process. The facility was bright and cheerful and the students and staff were polite, mannerly, and represented the school in a positive fashion.

HIGH QUALITY STANDARDS

RECOMMENDATION

- 7.1.6. Instruction in writing.** Through teacher interviews the Team found that the school did not have a writing rubric to address instruction in writing. The Team recommended that a standards based writing program be implemented across grade levels to improve writing skills.

Best Practice

7.1.5. Instructional strategies.

Title: "Froggie and I Read" SSR program and "Parents as Partners" reading program.

Description of Program

"Froggie and I Read" and "Parents as Partners" provide literacy experiences and literacy support for students.

"Froggie and I Read" is a research-based silent, sustained reading program.

Through this program, large presentation bookcases are provided for each classroom, with extensive amounts of new books. Classroom sets of books are also provided for reading and discussing. Each classroom has a froggie puppet mascot and a theme song. Children are encouraged to read books of their choice during the school day, to discuss books with each other and with the teacher, and to take books home. The reading teacher goes into the classrooms weekly to read aloud and discuss books, thus providing children positive literary experiences.

"Parents as Partners" provides a packet of individualized materials to every student needing additional help in the first and second grade classrooms. The packet contains: A phonics reader coordinated with the week's textbook story, one or more library books, and a set of sight-word flashcards from the kindergarten, first grade, or second grade lists.

Every Wednesday, the reading teacher tests the children needing additional support. Each child is tested individually on the sight-word list from the textbook series. A record is kept of each word the child misses. This one-on-one time is also used to give individual help with specific problems. The packets are collected from the children as they are tested. The parent coordinator removes the previous week's flashcards and books from the packets. Using the record sheets, she pulls the new sight-word cards and puts them in the packet. She also puts the new phonics reader and library books into the packets. After the packets are emptied and repacked, they are returned to the students. Students are instructed to bring their packets to school every day and to take them home each night.

Students use their packets in school and at home. In school, students work on their sight words three days a week in small groups with the reading teacher. At home, students work on their sight words daily, or as often as possible, with their parents. They also read the books. Letters sent home in the packets tell parents the importance of the materials and how to use them. Parents receive information and training in using the packets during biannual parent meetings.

Summary of Results

Data supporting the "Froggie and I Read" program include: Five out of six teachers reported that students were taking home more library books, by percentages, ranging from 30 percent to 60 percent. All six teachers indicated that students were spending

more time on in-class independent reading, by percentages, ranging from 20 percent to 50 percent. Three teachers reported spending 10 percent more time reading aloud to their classes. Three teachers reported spending more time discussing books with their classes, by percentages, ranging from 20 percent to 25 percent.

Data supporting the “Parents as Partners” sight-word packet program include increases in the number of students who learn all of their sight words. All six of the first-grade and second-grade teachers reported that fewer students leave their classrooms without knowing all their sight words, by an average factor of four.

Contact: William Pratt Phone: 304-298-3632 Email: wrpratt@access.k12.wv.us

Exemplary Program & Practice

7.5.4. Physical assessment.

Title: Mileage Club

Description of Program

Mileage Club is a schoolwide initiative created in 2000-2001 to increase the students’ awareness of the benefits of physical activity. All classes have a dedicated Mileage Club time during which the students’ walk or run the 1/5 mile track. Students receive a link for each lap completed. When 25 links are earned (5 miles), the student receives a foot charm for a charm necklace. For every 25 miles logged on the track, the student receives a double foot. At 100 miles, the student receives a “100” charm.

Summary of Results

This program has introduced students to the benefits of physical fitness. All students participate in the program during the designated class time with many choosing to log extra miles during their free time on the playground. Some students’ have logged more than 300 miles during a school year.

Contact: Tanya Clark, Rhoda Pyles, or Betty Walker Phone: 304-298-3632
Email: tnclark@access.k12.wv.us

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.

None identified.

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.

- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks or a ceramic kiln. The music facility did not have acoustical treatment. The physical education facility did not have a display case. (Did not adversely impact program and student performance)
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** The health services unit did not have curtained or small rooms with cots, a toilet, a lavatory, or a work counter.

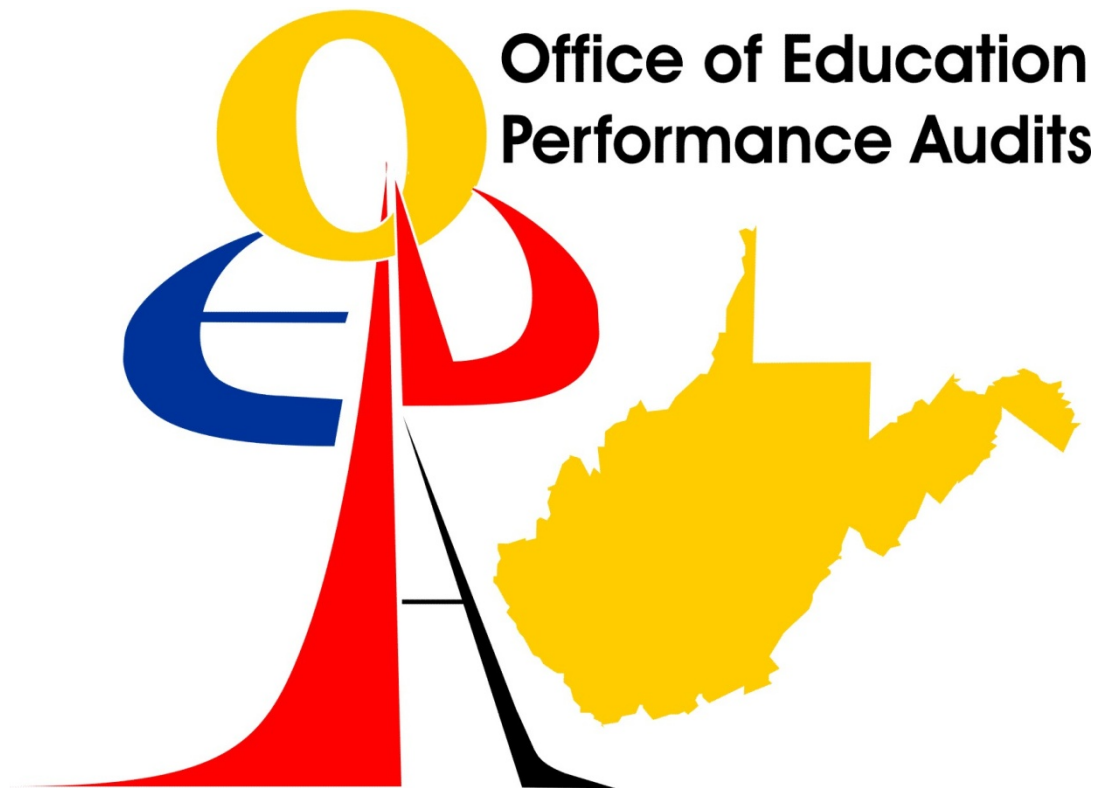
Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

None identified.

Education Performance Audit Summary

The Team presented one commendation and one recommendation, identified one best practice and one exemplary program & practice, and the school met all standards. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WILEY FORD PRIMARY SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

JUNE 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Wiley Ford Primary School in Mineral County was conducted on April 21, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2 of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. "The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of Education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period."

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 a review of assessment data.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Kimberly D. Agee	Intermediate School Principal	Mill Creek Intermediate School Berkeley County
Michelle L. Fleming	High School Principal	Paw Paw High School Morgan County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Tilden L. Hackworth, Superintendent

208 WILEY FORD PRIMARY SCHOOL

Paula Athey, Principal

Grades K - 02

Enrollment 177 (2nd month 2007-2008 enrollment report)

DIBELS RESULTS

School Level (% Benchmark)

	BOY	MOY	EOY	% Growth
2006-2007	52	61	68	16
2007-2008	50	62	73	23
2008-2009	57	67	NA	NA

Kindergarten (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	53	64	74	21
2007-2008	58	58	71	13
2008-2009	58	62	NA	NA

First Grade (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	52	56	62	10
2007-2008	44	63	81	37
2008-2009	57	67	NA	NA

Second Grade (% Benchmark)

	BOY	MOY	EOY	%Growth
2006-2007	52	63	67	15
2007-2008	49	65	67	18
2008-2009	57	72	NA	NA

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

NA - Not Available

Informal Math Assessment Data (IMA)

School Level % scoring mastery and above

2006- 2007	85%
2007- 2008	86%
2000-2009	not yet finished

Kindergarten % scoring mastery and above

2006- 2007	89%
2007- 2008	90%
2008-2009	not yet finished

First Grade % scoring mastery and above

2006- 2007	86%
2007- 2008	87%
2008-2009	not yet finished

Second Grade % scoring mastery and above

2006- 2007	80 %
2007- 2008	82%
2008-2009	not yet finished

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

1. Mineral County Reading Academy.
2. TechSteps.
3. Data and Test Analysis.
4. 21st Century Content Standards and Objectives.
5. Code of Conduct/Bullying and Harassment.
6. Discovery Health.
7. Microsoft Word/Excel/Odyssey/Success Net.
8. Tiered Instruction.
9. Response to Intervention (RTI) and Mathematics Standards.
10. Handwriting.
11. Depth of Knowledge.
12. E-Walks.
13. Improving Career Knowledge.
14. Autism.
15. Positive Behavior Support (PBS).

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Wiley Ford Primary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.2. High expectations.** While all students buildingwide were working at high levels, the students in one Pre-Kindergarten class were being challenged to a commendable level. The students in the pre-K class were given a question each week and then were asked to provide their answers on a graph using various graphing strategies. The information was used to support knowledge based instruction and integration of math concepts across the curriculum. The Team believed that this strategy, as well as others, was providing an excellent foundation for students' future education.
- 7.8.1. Leadership.** The principal created a positive, nurturing school climate to enhance the academic achievement of all students. She maintained high expectations for students, staff, and self. Collaborative efforts with staff were in placed to establish school goals and monitor progress toward achieving those goals.

Exemplary Program & Practice

- 7.5.1. Parents and the community are provided information.

Title: Parent Involvement.

Description of Program

Parent involvement is encouraged through numerous activities and strategies at Wiley Ford Primary School. These activities include: Helping a child with homework, volunteering at the school library or the accelerated reading program, helping in the classrooms, participating in the evening family activities and workshops, and planning with teachers at parent-teacher conferences. All of these activities promote parents as partners in their child's education and impact student learning. One of the parent involvement activities is Reading Counts, the accelerated reading program. Parents read to or with their child and talk about the book. Then the child takes a short quiz on the computer at school and earns points for each book. Prizes and other incentives are part of the program. Parent-child Activities are offered in the evenings. Math Fun nights are held regularly. One of the Math nights was called "Pigs will be Pigs." A bank gave each child a new piggy bank, and parents and children counted money, practiced trading money, and giving change. Read Aloud sessions are held on a regular basis.

The school also has a Suessabration for Dr Seuss' Birthday. Each family chooses a new hardback Dr. Seuss book. Families then play numerous reading games and also play games on the computers in the laboratory.

Parents learned how to help their child with reading at the "Turkey for Thanksgiving" and "A Starry Night" events. When parents and children come to the Transition workshops, they learn about the 21st Century Content Standards and Objectives (CSOs) and what the reading and mathematics programs look like. The school also has a school website for parents.

A Lunch Time Reading Club is active in the school. Taking turns, parents and their children read a book and then have lunch together at school on Thursday. A small group of parents and students talk about the book that they read together while they eat.

Summary of Results

Students, including kindergarten students, are reading more books or having books read to them, through the Reading Counts program. The End-of-Year Dynamic Indicators of Beginning Early Literacy Skills (DIBELS) scores have increased each year since the school has started using DIBELS.

Contact: Mary Ann Pannone Phone: 304-738-0400 Email: mpannone@access.k12.wv.us

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.

None identified.

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 sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope.
- 19.1.4. Counselor's office.** The counselors' office did not have adequate space or privacy.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not available.
- 19.1.10. Specialized instructional areas.** The art, music, and physical education classes were all held in the cafeteria. Therefore, numerous items from the equipment and materials list were not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size, a locker/dressing room, and chairs were not provided.
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a toilet, lavatory, refrigerator with locked storage, or a work counter.

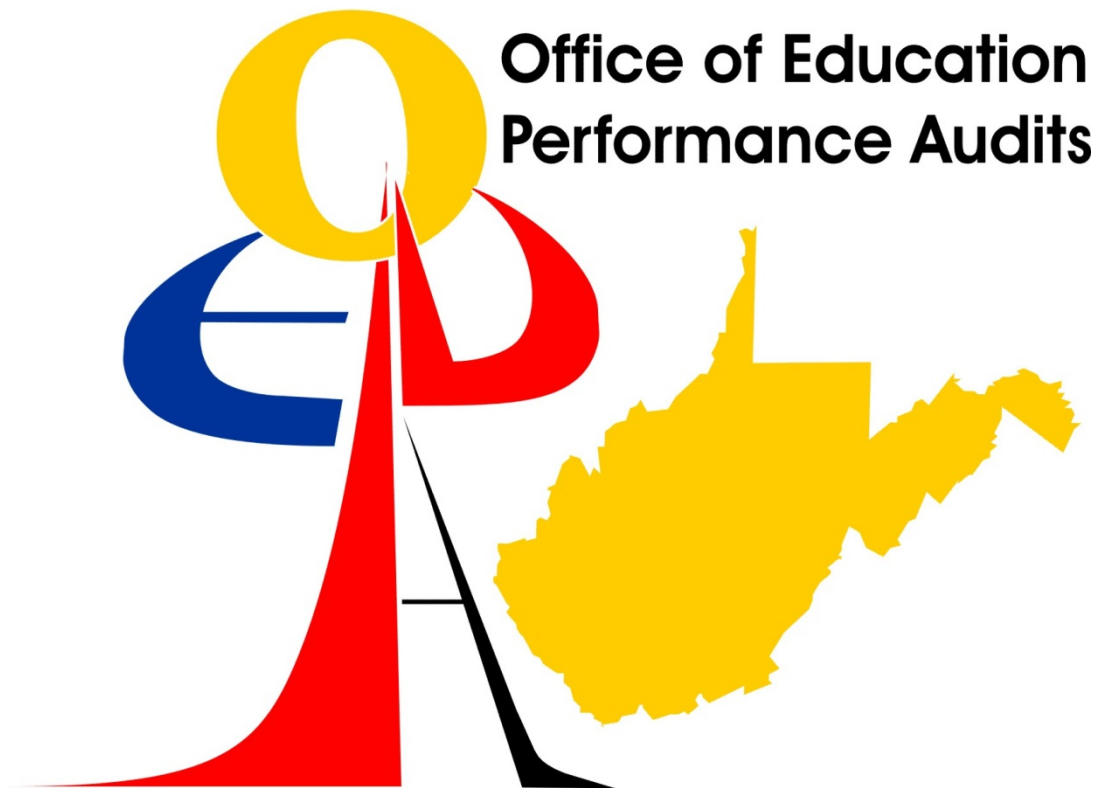
Early Detection and Intervention

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

None identified.

Education Performance Audit Summary

The Team presented two commendations, identified one exemplary program and practice, and the school met all standards. Under the leadership of the principal and the staff dedication, Wiley Ford Primary School may attain Exemplary Status in the future. The Office of Education Performance Audits recommends that the West Virginia Board of Education approve this report.



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FRANKFORT MIDDLE SCHOOL

MINERAL COUNTY SCHOOL SYSTEM

JUNE 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Frankfort Middle School in Mineral County was conducted on April 22, 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

West Virginia Department of Education Team Leader – Elizabeth Judy, Assistant Director, Office of Assessment/Accountability

West Virginia Department of Education Team Leader – Brenda Morris, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Kimberly D. Agee	Intermediate School Principal	Mill Creek Intermediate School Berkeley County
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Michelle L. Fleming	High School Principal	Paw Paw High School Morgan County
Joann M. Gilbert	Primary School Assistant Principal	Nutter Fort Primary School Harrison County
Joanne I. Hines	Middle School Principal	Cheat Lake Middle School Monongalia County

SCHOOL PERFORMANCE

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

53 MINERAL COUNTY

Tilden L. Hackworth, Superintendent

302 FRANKFORT MIDDLE SCHOOL – Needs Improvement

Susan Ray, Principal

Grades 05 - 08

Enrollment 524 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	497	531	530	99.81	76.81	Yes	Yes	✓
White	485	515	514	99.80	76.85	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	170	186	185	99.46	63.90	Yes	Confidence Interval	✓
Spec. Ed.	86	91	91	100.00	38.37	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	497	531	530	99.81	82.86	Yes	Yes	✓
White	485	515	514	99.80	82.85	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	170	186	185	99.46	72.18	Yes	Confidence Interval	✓
Spec. Ed.	86	91	91	100.00	40.69	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.5%**

53 MINERAL COUNTY
Tilden L. Hackworth, Superintendent
302 FRANKFORT MIDDLE SCHOOL – Needs Improvement
Susan Ray, Principal
Grades 05 - 08
Enrollment 529 (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	508	528	526	99.62	80.43	Yes	Yes	✓
White	494	512	510	99.60	80.48	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	170	180	179	99.44	65.08	Yes	Confidence Interval	✓
Spec. Ed.	69	73	71	97.26	32.83	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	508	528	526	99.62	82.80	Yes	Yes	✓
White	494	512	510	99.60	83.13	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	170	180	179	99.44	74.55	Yes	Confidence Interval	✓
Spec. Ed.	69	73	71	97.26	34.32	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.5%

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
05	133	129	132	128	99.25	1.56	17.97	46.09	25.00	9.38	80.47
06	128	126	127	125	99.22	6.40	19.20	36.80	27.20	10.40	74.40
07	131	123	131	123	100.00	3.25	12.20	46.34	32.52	5.69	84.55
08	136	130	136	130	100.00	3.85	13.85	33.85	30.77	17.69	82.31

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	133	129	132	128	99.25	1.56	15.63	56.25	23.44	3.13	82.81
06	128	126	127	125	99.22	4.00	13.60	48.00	22.40	12.00	82.40
07	131	123	131	123	100.00	3.25	16.26	46.34	26.83	7.32	80.49
08	136	130	136	130	100.00	2.31	12.31	43.85	32.31	9.23	85.38

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

Other Relevant Performance Data

FRANKFORT MIDDLE SCHOOL

Reading					
Percent Proficient					
Year	Grade 05	Grade 06	Grade 07	Grade 08	All Grades
All Student					
2004	77.53	83.12	85.45	83.67	82.62
2005	83.89	84.67	83.52	88.09	85.16
2006	78.15	81.14	79.72	83.13	80.74
2007	80.15	82.67	86.25	80.85	82.45
2008	81.81	81.88	80.15	84.55	82.12

Mathematics					
Percent Proficient					
Year	Grade 05	Grade 06	Grade 07	Grade 08	All Grades
All Student					
2004	58.69	63.12	75.15	80.82	69.62
2005	73.72	68.75	78.23	76.78	74.66
2006	74.78	76.22	73.64	79.06	76.11
2007	74.80	79.52	82.44	69.50	76.41
2008	80.30	74.01	83.96	80.88	79.84

Science					
Percent Proficient					
Year	Grade 05	Grade 06	Grade 07	Grade 08	All Grades
All Student					
2004	81.15	84.90	83.63	89.11	84.72
2005	86.95	83.08	85.29	87.50	85.73
2006	81.35	86.77	85.03	90.11	86.20
2007	86.82	81.45	89.23	87.05	86.20
2008	93.02	86.50	87.78	90.44	89.46

Social Studies					
Percent Proficient					
Year	Grade 05	Grade 06	Grade 07	Grade 08	All Grades
All Student					
2004	71.01	68.75	67.27	72.78	69.83
2005	82.20	70.07	74.11	77.38	75.71
2006	77.11	75.20	71.23	78.36	75.53
2007	75.96	76.61	80.76	73.18	76.58
2008	79.06	76.98	70.22	79.41	76.43

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Distinction Accreditation.

5.1.1. Achievement.

Frankfort Middle School failed to achieve adequate yearly progress (AYP) for two consecutive years in the special education (SE) subgroup for mathematics. Further, the school failed to achieve AYP in the SE subgroup in reading/language arts for the first year. Frankfort Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in mathematics: Grade 6 – 25.6 percent in mathematics. This score has implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Frankfort Middle School performed within the point range (957-752) for distinction accreditation status.

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

1. Professional Development School Cluster Meeting.
2. Cooperative Learning Workshop.
3. West Virginia Fall Learn and Serve Workshop.
4. Kagan Structures Designed for Mathematics and Class Building.
5. 21st Century Goals and Expectations.
6. West Virginia Content Standards and Objectives.
7. District Consortium Mathematics Meeting.
8. Quantile Framework for Mathematics.

9. Differentiating Instruction and Research Based Best Practice.
10. Special Education Law.
11. Environmental Education.
12. Developing Project Based Learning.
13. WESTEST 2 Preparation.
14. Whiteboard Familiarization.
15. Southern Region Education Board Summer High Schools That Work Conference.
16. Frostburg State University Student Portfolio Review.
17. Adventure Sports Curriculum.
18. Leadership in the Classroom, Community, and School.
19. TechSteps.
20. Virtual Reality Modeling Language.
21. Odyssey.
22. Acuity.
23. Teacher Leadership Institute.
24. Edline and Gradequick.
25. Personal Learning Community.
26. Differentiating Instruction.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Frankfort Middle School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.3. Learning environment.** The building was 17 years old; however, it was immaculately clean, organized, and educationally stimulating. The students were extremely polite, mannerly, and helpful to the Team members. The staff members were professional and provided excellent role models for student behavior. The Team members commended the excellent teacher-student relationships.

Student safety was a high priority of the staff and students reported that they felt safe and secure. Teachers consistently monitored students in the hallways.

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)

Special education co-teachers in two classes (mathematics and language arts) were serving more as an aide than a professional. The co-teachers were not actively engaged in the educational process and only monitored classroom behavior. The Team believed this to be a major reason for the low special education WESTEST percent proficient.

Approximately 13 teachers did not vary instructional strategies during the observation periods. Worksheets and lecture were the predominate instructional strategies observed.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

When questioned about instruction in writing, at least half of the teachers stated that they did not conduct instruction in writing. It was unclear that teachers were using a writing program or rubric to address the instruction in writing.

7.2. Student and School Performance

7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)

Two teachers did not have lesson plans for the entire week. Approximately half of the lesson plans observed were lacking in detail. These plans did not have the steps to implement the plan of the day in sufficient detail to provide adequate information for a substitute teacher or the administration. One teacher had "Snow Day" written in the plan book, which was indicative of failure to prepare lesson plans in advance. The principal did not provide written feedback to the teachers to improve instruction.

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 Frankfort Middle School in providing a thorough and efficient system of education. Mineral 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 Mineral 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.

Ineffective co-teaching practices and a lack of varied instructional strategies independently can cause major problems with student achievement; however, the combination of these issues in a school, over time, has the potential to cause dramatic decreases in student achievement. The elimination of these issues must be the primary focus of the principal and staff. The overall curriculum delivery must be examined to improve student 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 Frankfort 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 Mineral County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies 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.

- 19.1.5. Library/media and technology center.** Periodicals, pamphlets, and recordings were not available for student use.
- 19.1.9. Grades K-12 remedial.** The size of the remedial area was not adequate and the location was not adjacent to general instructional areas.
- 19.1.10. Specialized instructional areas.** The physical education facility did not have a display case.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language areas and music instructional area and close to seating. Fire resistant curtains, acoustical panels, film screens, controlled illumination, and outlets were not provided.
- 19.1.15. Health service units.** A refrigerator with locked storage was not available.

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.

WESTEST 2008 percent proficient showed that the all students (AS) and racial/ethnicity white (W)) students performed well above the State's benchmark for both mathematics and reading/language arts. However, a contrast in percent proficient was shown for the economically disadvantaged (SES) and special education (SE) subgroups. Both the SES and SE subgroups were well below the State's benchmark and were measuring lower than the AS and W subgroups at Frankfort Middle School.

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 three high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.5. Instructional strategies.
- 7.1.6. Instruction in writing.
- 7.2.3. Lesson plans and principal feedback.

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

Frankfort 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 draft report to guide Frankfort Middle School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

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 Frankfort Middle School and Mineral County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.