



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
FRANKFORT MIDDLE SCHOOL
MINERAL COUNTY SCHOOL SYSTEM**

AUGUST 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Frankfort Middle School in Mineral County was conducted April 22, 2009.

A Follow-up Education Performance Audit of Frankfort Middle School in Mineral County was conducted April 26, 2010. The purpose of the follow-up was to verify correction of the findings 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.

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	✗
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%

53 MINERAL COUNTY
Tilden L. Hackworth, Superintendent
302 FRANKFORT MIDDLE SCHOOL – Needs Improvement
Susan Ray, Principal
Grades 05 - 08
Enrollment 541 (2nd month 2008-2009 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	516	539	535	99.25	61.40	Yes	Yes	✓
White	503	524	520	99.23	61.40	Yes	Yes	✓
Black	10	10	10	100.00	70.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	187	201	199	99.00	43.01	Yes	Confidence Interval	✓
Spec. Ed.	82	87	85	97.70	27.50	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	516	539	535	99.25	62.18	Yes	Yes	✓
White	503	524	520	99.23	62.40	Yes	Yes	✓
Black	10	10	10	100.00	60.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	187	201	199	99.00	45.16	Yes	No	X
Spec. Ed.	82	87	85	97.70	25.00	Yes	No	X
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 98.2%

**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
2009	54.00	67.00	62.00	60.00	60.93

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
2009	52.00	64.00	62.00	61.00	60.18

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
2009	41.00	70.00	58.00	61.00	

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
2009	52.00	64.00	53.00	53.00	

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.

FOLLOW-UP REVIEW

STANDARD MET BY INDEX. Frankfort Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts and in the economically disadvantaged (SES) subgroup in reading/language arts. The SES subgroup achieved AYP in mathematics by application of the confidence interval.

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

1. Differentiated Instruction.
2. Data Analysis on WESTEST 2.
3. Using Benchmark Data to Improve Instruction.
4. Effective Co-Teaching Techniques.
5. 21st Century Skills and Tools.
6. Varying Instructional Strategies.
7. West Virginia Department of Education Benchmarks 1, 2, & 3/Acuity.
8. Writing Across the Curriculum.
9. Writing Roadmap2.
10. Odyssey.
11. Teach 21.
12. Project-Based Learning.
13. Standards-Based Instruction, West Virginia 21st Century Content Standards and Objectives (CSOs) and Depth of Knowledge.
14. Character Education.

15. **Five-Year Strategic Plan.**
16. **Curriculum Mapping/Alignment.**
17. **Teacher Collaboration.**
18. **Professional Learning Community Training.**

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)**

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.

FOLLOW-UP REVIEW

COMPLIANCE. Co-teaching teams received training on effective collaborative teaching strategies and the use of 21st Century skills and tools provided by RESA 8. All teachers received staff development on varying instructional strategies. The Team interviewed the principal and several teachers and visited classrooms and verified the special education co-teachers were effectively functioning in the classroom. The Team reviewed teacher lesson plans and observed classrooms to verify that teachers were varying instructional strategies. The faculty was using the guideline of changing instructional activities at least every 20 minutes. The principal monitored the classrooms on weekly walkthroughs and reviewed lesson plans to ensure all teachers provided effective instruction.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The staff received training in "Writing Across the Curriculum" and "Writing Roadmap2" and adopted the West Virginia Writing Rubric for all teachers to use. Students kept journals in all classes. The Team reviewed lesson plans, interviewed the principal and several teachers, and found evidence that student writing with teacher feedback was provided in all classrooms. These activities were monitored by the administrators through lesson plan reviews and classroom walkthroughs.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had adopted a lesson plan template which contained the West Virginia 21st Century content standards and objectives (CSOs) and all essential parts of a good lesson plan. This format was being used by all staff members and lesson plans were submitted electronically to the administrators on Friday of each week. The administrators reviewed lesson plans for evidence that the CSOs were addressed, writing across the curriculum was applied, and instructional strategies were varied, etc. The principal provided written feedback on lesson plans at least quarterly.

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.

FOLLOW-UP CONCLUSION

The staff had been provided training in effective co-teaching techniques and had implemented them in the classrooms with co-teachers. They appeared to be working well as reported by both the classroom teacher and the special education teacher and the Team's observation.

Staff had been provided professional development on using effective instructional strategies and varying activities during the class period. Interviews with teachers, reviews of lesson plans, and observations in the classrooms confirmed that the staff was using techniques learned to improve their classroom instruction and the learning opportunities for students.

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.

FOLLOW-UP CONCLUSION

Charles Heinlein and Mary Pat Farrell of the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, provided assistance with preparing the plan for correcting deficiencies and improving student and school performance. The plan had been implemented this school year (2009-2010) and the staff was anxiously awaiting the results from the 2010 WESTEST 2.

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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

19.1.5. Fourteen Periodicals and three newspapers were available in the library.

19.1.9. Some furniture had been removed from the remedial area and it had been rearranged to provide more space for students.

19.1.10. A display case had been provided for the physical education facility and was located just outside the gymnasium.

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.

FOLLOW-UP TEAM SUMMARY

The WESTEST 2 was used in 2009 to measure student achievement, and the percent of students scoring proficient was considerably less than in 2008 which was predicted because the test was more rigorous and assessment results declined statewide. The school staff was using the Acuity Test to benchmark student progress and was using the results of these tests to modify instruction to ensure students had been taught the West Virginia 21st Century content standards and objectives (CSOs) that were assessed by WESTEST 2.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
53-302 Frankfort 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 Frankfort Middle School.