

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FRANKLIN ELEMENTARY SCHOOL

PENDLETON COUNTY SCHOOL SYSTEM

NOVEMBER 2004

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Franklin Elementary School in Pendleton County October 15, 2003.

A Follow-up Education Performance Audit of Franklin Elementary School was conducted September 29, 2004. 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."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

7.1. Curriculum

7.1.14. Multicultural education. Multicultural education is taught at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

The Team determined through teacher interviews and classroom observations that multicultural activities and lessons were conducted; however, a schoolwide multicultural education plan or curriculum had not been developed or implemented.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed a copy of the schoolwide multicultural education plan which had been prepared and was being used by the teaching staff.

RECOMMENDATIONS

7.1.6. Instructional strategies. The Team did not observe a variety of instructional strategies in some classes. Direct instruction was the predominant strategy used in some classes. The Team recommended that staff development on instructional strategies be provided and implemented and the principal observe classroom instruction and review lesson plans to ensure that a variety of instructional strategies are utilized in all classes.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff development had been provided in “Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement” by Robert Marzano. This is ongoing staff development. The strategies used in the classrooms were being monitored by the principal.

7.2.1. Unified School Improvement Plan. The Team recommended that the Unified School Improvement Plan (USIP) be revised to ensure that the improvement objectives are written in measurable terms. This is necessary to ensure that the school will know if the required improvements have been accomplished. In order to accomplish the improvement objectives the school and the county should ensure that funds are available to implement all activities included in the USIP. The Team also recommended that specific timelines with beginning and ending dates be provided for each activity.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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.

18.1. 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 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.

- 18.1.1. School location.** The school is located in a residential area with no room for expansion, parking is limited, and traffic is congested. The trash dumpster was near the main entrance to the building. There was an odor and the Team observed yellow jackets around the dumpster, which is a potential safety concern for students allergic to insect stings.
- 18.1.2. Administrative and service facilities.** Two benches in the hallway served as a waiting area for the administrative facility.
- 18.1.3. Teachers' workroom.** A teachers' workroom was not available.
- 18.1.5. Library/media and technology center.** The library did not have sufficient newspapers, pamphlets, recordings, or tapes.
- 18.1.8. Grades 1-12 classrooms.** Storage was inadequate in all classrooms.
- 18.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, mechanical ventilation, a kiln, or black-out area.

18.1.14. Food service. A teachers' dining area was not available.

18.1.15. Health service units. A Health Service Unit was not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the November 2003 Draft Report with the exception of the following:

18.1.5. The school library was moved to a room furnished with library shelves, tables, and chairs. Additional library resources were provided.

18.1.8. Portable storage facilities had been provided in some classrooms.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 determined that Franklin Elementary School and Pendleton County have the capacity to correct the identified deficiency and to improve the teaching and learning process.

FOLLOW-UP CONCLUSION

The identified deficiencies had been corrected and the teaching and learning process had improved.

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 and county must monitor the instructional process to ensure that the content standards and objectives (CSOs) are being taught and that students have mastered the CSOs. Teachers should utilize a variety of instructional strategies to ensure that all students are actively engaged in the learning process and that they have the opportunity to learn according to their individual learning styles. The school also needs to provide high quality instruction to improve performance of the economically disadvantaged students.

TEAM SUMMARY

Staff development had been provided to all teachers to improve their efficiency in instruction by using a variety of instructional strategies. The classroom instruction and the teaching of the Content Standards and Objectives (CSOs) were emphasized and monitored by the principal. The school met adequate yearly progress (AYP).

SCHOOL SYSTEM APPROVAL & SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Pendleton County School System and continue the **Full Accreditation** status of Franklin Elementary School.