



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**FRANKLIN ELEMENTARY CENTER**

**WOOD COUNTY SCHOOL SYSTEM**

**AUGUST 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Franklin Elementary Center in Wood County on April 22, 2008.

A Follow-up Education Performance Audit of Franklin Elementary Center in Wood County was conducted May 15, 2009. 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.

### 96 WOOD COUNTY

William A. Niday, Superintendent

### 237 FRANKLIN ELEMENTARY CENTER – Passed

Walt Ingles, Principal

Grades K - 06

Enrollment 360 (2<sup>nd</sup> month 2005-2006 enrollment report)

### WESTEST 2005-2006

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	149	172	169	98.25	57.43	Yes	Confidence Interval	✓
White	143	163	160	98.15	57.04	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	106	127	124	97.63	51.42	Yes	Safe Harbors	✓
Spec. Ed.	39	48	46	95.83	30.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	149	172	169	98.25	62.16	Yes	Confidence Interval	✓
White	143	163	160	98.15	62.67	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	106	127	124	97.63	58.09	Yes	Safe Harbors	✓
Spec. Ed.	39	48	46	95.83	25.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 97.1%**

**96 WOOD COUNTY**  
William A. Niday, Superintendent  
**237 FRANKLIN ELEMENTARY CENTER – Needs Improvement**  
Walt Ingles, Principal  
Grades K - 06  
Enrollment 341 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	137	156	156	100.00	54.74	Yes	No	<b>X</b>
White	130	147	147	100.00	53.84	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	97	112	112	100.00	50.51	Yes	No	<b>X</b>
Spec. Ed.	40	44	44	100.00	35.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	137	156	156	100.00	62.04	Yes	No	<b>X</b>
White	130	147	147	100.00	62.30	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	97	112	112	100.00	55.67	Yes	No	<b>X</b>
Spec. Ed.	40	44	44	100.00	32.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed  
Attendance Rate = 96.8%**

**96 WOOD COUNTY**  
William A. Niday, Superintendent  
**237 FRANKLIN ELEMENTARY CENTER – Needs Improvement**  
Walt Ingles, Principal  
Grades K - 06  
Enrollment 334 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	123	143	143	100.00	47.15	Yes	No	<b>X</b>
White	118	137	137	100.00	46.61	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	92	106	106	100.00	40.21	Yes	No	<b>X</b>
Spec. Ed.	41	45	45	100.00	31.70	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	123	143	143	100.00	51.21	Yes	No	<b>X</b>
White	118	137	137	100.00	50.84	Yes	No	<b>X</b>
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	92	106	106	100.00	44.56	Yes	No	<b>X</b>
Spec. Ed.	41	45	45	100.00	24.39	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 96.4%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Met Standard.

#### 5.1.1. Achievement.

This is the 1<sup>st</sup> year that Franklin Elementary Center failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in both mathematics and reading/language arts. Student percent proficient declined in all applicable subgroups from the 2005-2006 school year to the 2006-2007 school year. 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 far below mastery in both mathematics and reading: Grade 3 – 51.42 percent in mathematics and 40.00 percent in reading; Grade 4 - 43.33 percent in mathematics and 26.67 percent in reading; Grade 5 – 50.00 percent in mathematics and 52.94 percent in reading; Grade 6 – 36.84 percent in mathematics and 31.58 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Statewide Writing Assessment revealed a significant deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery compared to 74 percent for Wood County and 49 percent for Franklin Elementary Center. The school must continue to address this issue by developing and applying a consistent instruction in writing approach that assures all teachers provide appropriate instruction in writing and feedback to all students on a minimum of a weekly basis.

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

1. 21<sup>st</sup> Century Learning.
2. Digital Learners.
3. Tier Three Intervention.
4. Origo Mathematics Strategies.
5. Odyssey Training.
6. Write to Learn.
7. Collaboration.
8. Literacy Centers.

### **FOLLOW-UP REVIEW**

**STANDARD NOT MET.** Franklin Elementary Center failed to achieve adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in both mathematics and reading/language arts on the 2008 WESTEST. The student percent proficient on WESTEST was lower in 2008 than 2007 in subgroups in both mathematics and reading/language arts.

Wood County Board of Education had employed a full time curriculum specialist to work with the staff at Franklin Elementary Center to improve instruction and student achievement.

The Wood County Schools writing coach provided training to the staff and students to improve student writing skills. Students spent one-half hour a day, four days a week writing. Writings assignments were collected, graded, and returned to students. All teachers used the writing program provided with the language arts program to instruct students in writing skills.

An “intervention class period” had been included in the schedule which met 45 minutes each day, four days each week. Students were regrouped for this class based on their skill needs in reading and mathematics and were provided targeted instruction by classroom teachers and support teachers to address each student’s skill weaknesses.

The staff met once a week for two hours after school to discuss school issues. Time was scheduled each month for each grade level team to meet with support teachers (Title I, special education, etc.) to collaborate with a focus on student learning and achievement. Teachers voiced support for these meetings because they allowed the staff to work as a cohesive unit and provided staff input on school operations; decisions; and a more unified, comprehensive, targeted instruction for students.

The following professional development opportunities were provided the Franklin Elementary Center staff.

1. Literacy Work Station Training.
2. Writers Workshop.
3. Unpacking the new West Virginia 21<sup>st</sup> Century content standards and objectives (CSOs).
4. Using Odyssey to Meet Student Academic Needs.
5. Cooperative Learning.
6. David Langford’s Quality Tools Workshop.
7. Professional Learning Communities.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

**7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)**

The Team observed an excessive number of students leaving classes to go to the rest rooms throughout the instructional period. This was practiced schoolwide. Classrooms observed failed to show a procedure followed for rest room breaks or a method for monitoring the number of students exiting the room or the amount of time they were out of the room. It was reported to the Team that students' rest room breaks delayed the start of some classes during the day. Additionally, two classes were interrupted by the classroom telephone. This was disruptive to teaching and learning.

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

**COMPLIANCE. The staff developed a pass/sign-out procedure that was used by all teachers to check students out of and back into classrooms which teachers reported was working well. The Team observed very few students in the halls during class time. Rules had been established which limited the use of classroom telephones during instructional time to cases of emergency.**

**7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

The school did not collect Acceptable Use of Technology forms yearly and there was no communicated policy for gathering these forms. Teachers were unaware of students who had or did not have an acceptable use form on file.

The Team observed only two students utilizing the computers in classrooms throughout the day of the review.

The Digital Divide Survey showed that the school had interactive whiteboards; however, none was observed to be in use.



## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed the list of students who had “Acceptable Use of Technology” forms on file. The librarian collected these forms and provided teachers a list of students who had the form on file. All students, except one, had completed forms on file. Franklin Elementary Center had a full time Technology Integration Specialist who worked with students and teachers to integrate technology into the instructional program. The Team visited classrooms and observed students throughout the school using computers in classrooms and computer laboratories. Teachers had been provided training on using interactive whiteboards in classroom instruction. The Team observed the use of interactive whiteboards in several classrooms.

**7.1.13. Instructional day.** Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

All Kindergarten students did not report on the 2<sup>nd</sup> and 3<sup>rd</sup> days of the school year, limiting their access to 180 school days. Half of the students were present on the 2<sup>nd</sup> day and the other half on the 3<sup>rd</sup> day. Students with last names A through M reported the 2<sup>nd</sup> day of school and N through Z reported the 3<sup>rd</sup> day of school. Apparently, all Kindergarten students reported the 1<sup>st</sup> day of school.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** (Note: The principal provided a State Superintendent’s Interpretation dated July 28, 2005, sent to the President of the Marion County Board of Education, concerning “delayed kindergarten start” which appeared to permit the practice cited at Franklin Elementary Center.) Kindergarten students began school on the same schedule this year as that cited last year.

### **7.2. Student and School Performance**

**7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

Though listed as part of the Strategic Planning Team, three teachers did not acknowledge awareness that they were listed as such, and were not aware that they had been involved. At least one-third of the teachers could not discuss the educational components of the plan.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Principal and teacher interviews verified the entire staff was involved in reviewing and up-dating the school Five-Year Strategic Plan. The staff members were knowledgeable of and could discuss the plan's components and their responsibilities in implementing the plan.

- 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)

Classroom lesson plans in over one-half of the classrooms were vague to the point that the lesson could not be conducted by a substitute, if needed. Outlines of procedures, steps of instruction, etc., were not evident. Administrative feedback was observed, but the forms were unsigned by the administrator and contained minimal feedback to the teacher. One teacher reported that, though he was familiar with the forms, he had not received any this year. One teacher had no plans for Team review.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed files of lesson plans and copies of feedback forms completed by the principal, and reviewed teacher lesson plans in classrooms. The Team confirmed that all teachers prepared lesson plans, the plans were complete enough for a substitute teacher to use, and the plans had been reviewed and commented upon by the principal.

- 7.2.4. Data analysis.** Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

At least one-half of the teachers could not fully articulate the deficiency areas of the school based upon WESTEST results. Over one-half of the teachers could not discuss the school's West Virginia Statewide Writing Assessment scores.

The principal could not explain instructional activities or programs at various class levels used to increase student achievement.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff reviewed and analyzed the WESTEST results to provide a beginning point for instruction at the beginning of the year (2008-2009). During the year DIBELS was used to benchmark student achievement and these results were used to adjust instruction based on the student needs at that time. The principal was an integral part of the school's efforts to improve student achievement. Wood County writing coaches had worked with the staff and provided additional training on teaching writing. Writing was taught throughout the curriculum by all teachers.

### **7.6. Personnel**

**7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Teacher observation forms did not have administrative signatures. When the principal copied the form, the administrative signature line had been omitted. Teacher observation forms contained very little feedback. One Grade 3 teacher failed to sign the observation form. One special education teacher's observation was not dated; therefore, the five day timeline could not be verified.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed completed teacher observation forms and evaluations for the 2008-2009 school year and found the evaluations met the requirements of West Virginia Board of Education Policy 5310 and the Wood County Board of Education policy on personnel evaluation.

### **7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

**7.7.1. School rules, procedures, and expectations.** School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Students and teachers stated that discipline was applied inconsistently throughout the school. School rules and procedures were not being administered in a consistent fashion. Teachers used their own guides for discipline and it appeared that they had not received direction on school rules and procedures.

One Grade 5 classroom had Calcium Chloride, Potassium Bisulfate, Phenyl Salicylate, Sodium Polyacrylate and Iodine mixture in an unlocked cabinet and easily accessible to students.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A Student Code of Conduct Violations and Consequences Chart had been prepared by the faculty and distributed to all faculty members for use as a guide in student discipline. This chart provided information for teachers and administrators to use for various levels of student behavior and was used by all faculty and administrators. Teachers reported it provided consistency in discipline throughout the school.

Cabinets in Room 413 were locked and chemicals were not accessible to students.

### **7.8. Leadership**

**7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The nature and number of the deficiencies found at Franklin Elementary Center indicated that the principal could benefit from technical assistance in school management and leadership. The Team strongly recommended that the Wood County central office staff provide the staff development and guidance to assist the principal in correcting the deficiencies identified by the Team.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal reported the Wood County central office staff provided assistance in school management and leadership. Assistance provided included: 1. A curriculum specialist to work with teachers to strengthen instruction and student achievement; 2. Monthly meetings with the Director of Title I and the Director of Elementary Education to discuss school operations, student achievement, and other issues; 3. Funds were provided to allow 12 Franklin Elementary Center staff members to attend the David Langford Quality Tools Training (The staff used skills learned in this training to address the deficiencies identified in the OEPA Audit); and 4. Funds to allow over half the staff to attend the five day Cooperative Learning Class at West Virginia University at Parkersburg. By working together the school administration and faculty were able to make substantial improvements in the areas noted "Necessary to Improve" in the Office of Education Performance Audit report. Student achievement remained a problem and the staff was aware and working to improve achievement.

## **RECOMMENDATION**

**7.1.3. Learning environment.** The air conditioner in Room 414 caused the window to move when operating. Rooms 509 and 416 were excessively hot and teachers stated that they could not remedy this. Walls throughout the building needed cleaned and/or painted. The Team recommended that these issues be resolved to improve the learning environment.

**RECOMMENDATION FOLLOWED.** All walls throughout the building had been painted. The noisy air conditioner units had been reported to the maintenance department and were serviced as needed.

## 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 Franklin Elementary Center in providing a thorough and efficient system of education. Wood 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 Wood County or the accreditation status of the schools.

**8.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.**

Teacher mobility and lack of stability have been issues at Franklin Elementary Center during the past few years. The school had ten new teachers in 2005-2006, six during 2006-2007, seven in 2007-2008, and seven teachers were reported to be leaving the school in 2008-2009.

The student body currently was made up of 220 non-Individualized Education Program (IEP) students and 118 IEP students, including speech services. This exacerbated the need for staff stability in providing the consistency of achieving adequate yearly progress (AYP). Furthermore, staff also reported that the school has a great deal of student mobility. This further compounds the instructional process.

Franklin Elementary Center is in dire need of assistance to correct the deficiencies found and to examine school rules and administrative procedures to ensure student success.

### **FOLLOW-UP CONCLUSION**

**The difficulty with teacher and student mobility continued as five teachers were expected to be leaving the school this year (2008-2009). With current personnel laws teacher mobility cannot be controlled by the administration. More than one-third of the student body remained on Individualized Education Programs (IEPs), and approximately 70 percent of the students were on the free or reduced price lunch program.**

**Franklin Elementary Center has received assistance from the Wood County central office staff, RESA V, and the West Virginia Department of Education to correct the deficiencies. More importantly the staff of Franklin Elementary Center received training from RESA V in using the David Langford “tools” to address problems and were empowered by the principal to help address and solve school problems. The staff and principal reported this process was working well, and the Follow-up Audit found the “operational concerns” at the school to be much improved.**

## **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 Franklin Elementary Center 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.**

In its current state, the Team does not believe that the school has the capacity to correct the deficiencies. Assistance must immediately be provided by the Wood County Central Office, the West Virginia Department of Education, and the West Virginia Center for Professional Development to provide sustained and high quality staff development to address the issues at the school.

## **FOLLOW-UP CONCLUSION**

**A full time curriculum specialist was provided who assisted and trained teachers to improve classroom instruction and student achievement. The teachers also received assistance from the county writing coaches to improve student writing. A change in school management provided teachers the opportunity to participate in decisions affecting the school’s operations and efforts to improve instruction and student achievement encouraged teachers to feel more empowered and involved. This developed a climate in which problems can be solved and student achievement can increase.**

## 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 site was not suitable for instructional needs of special needs students, e.g., outdoor learning. Playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.5. Library/media and technology center.** Newspapers were not available for student use.
- 19.1.10. Specialized instructional areas.** The art facility did not have folding chairs and the physical education facilities did not have a display case.
- 19.1.14. Food service.** A teachers' dining area of adequate size and a locker/dressing room were not provided.



**19.1.15. Health service units.** A health service unit of adequate size was not provided. A work counter was not available.

### **FOLLOW-UP CONCLUSION**

**No Change.**

## **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.

Franklin Elementary Center is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention from State education agencies.

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

**The principal reported that the school received valuable assistance from RESA V, the West Virginia Department of Education, the Wood County central office staff, and others. The following are examples of assistance the school received.**

- 1. The West Virginia Department of Education and Wood County Schools Title I Department provided training to the staff in areas such as test analysis, benchmarking and effective instructional strategies to address student academic weaknesses, grant writing and strategic plan writing.**
- 2. RESA V provided training in school operations.**
- 3. Wood County Schools provided a full time curriculum specialist.**
- 4. Wood County Schools provided a full time technology integration specialist.**
- 5. Wood County Schools provided services from the county writing coaches to train teachers and students in the writing process.**

### SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
96-237 Franklin Elementary Center	Conditional Accreditation		5.1.1 (SES; AS; W)	May 31, 2012

#### Education Performance Audit Summary

W.Va. Code §18-2E-5(n) (3) School accreditation. - provides Conditional accreditation status shall be given to a school when the school's performance and progress are below the level required for full accreditation, but the school's electronic strategic plan . . . has been revised to improve performance and progress by a date certain and the plan is meeting the objectives and timeline specified in the revised plan.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade the accreditation status of Franklin Elementary Center from Temporary Accreditation to Conditional Accreditation with a May 31, 2012 Date Certain to achieve adequate yearly progress (AYP).