

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

FRANKLIN ELEMENTARY CENTER

WOOD COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction.....	2
Education Performance Audit.....	3
Building Capacity To Correct Deficiencies	7
Early Detection And Intervention	8
School System Approval And School Accreditation Status	9

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Franklin Elementary Center in Wood County on April 6, 2004.

A Follow-up Education Performance Audit of Franklin Elementary Center in Wood County was conducted March 23, 2005. 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."

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement

This is the 1st year that Franklin Elementary Center did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Four subgroups designated in 5.1.1 Achievement, included: (AS) all students, (W) white students, (SES) economically disadvantaged, and (SE) special education students. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Franklin Elementary Center and Wood County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Franklin Elementary Center failed to achieve adequate yearly progress (AYP) in four subgroups designated in 5.5.1. Achievement. The four subgroups included: (AS) all students, (W) white students, (SES) economically disadvantaged students, and (SE) special education students. The Unified School Improvement Plan (USIP) had been revised in each area in which the school was below standard. Therefore, the West Virginia Board of Education upgraded Franklin Elementary Center from Temporary Accreditation status to Conditional Accreditation status at its February 2005 meeting with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT NONCOMPLIANCES

NONCOMPLIANCES

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)

Through principal and staff interviews, the Team determined that a schoolwide multicultural plan was not in place. While Wood County has a multicultural plan for

the schools, the teachers could not articulate what specific areas they are responsible for at their grade level.

FOLLOW-UP REVIEW

COMPLIANCE. A schoolwide multicultural plan was in place.

7.2. Student and School Performance

7.2.4. 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. (Policy 2510; Policy 5310)

Through reviewing lesson plans the Team could find no evidence of regular constructive comments by the principal. Comments that were found included “easy to follow” and “weak plans”; however, comments and suggestions as to how the teacher should improve plans indicated as “weak plans” were not provided.

FOLLOW-UP REVIEW

COMPLIANCE.

RECOMMENDATIONS

5.1.1. Achievement. The 2002-2003 assessment data indicated that the percentage of students scoring in the 1st quartile in the economically disadvantaged (SES) and special education (SE) subgroups was over 25 percent. The percentage of students scoring in the top two quartiles in the all students (AS), white students (W), economically disadvantaged students (SES), and special education (SE) subgroups was below 50 percent. The Team recommended that a concerted effort be made and strategies and programs be used to increase the percentage of all students achieving in the upper two quartiles.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school and county had provided numerous staff development programs designed to teach strategies and programs that would increase achievement of students. Some of these programs included: Summer mathematics and reading academies, cooperative learning, prioritizing the curriculum, mathematics and reading/language arts workshops, guided reading training, and Max Thompson workshops on teaching strategies.

- 7.1.2. Curriculum based on content standards and objectives.** Through teacher interviews and classroom observations, the Team determined that many teachers did not use the Content Standards and Objectives (CSOs) properly in planning lessons. The Team determined that the practice of designing the lesson plans first, then correlating the plans to the CSOs was somewhat common. The Team recommended that an in-service be provided on the proper usage of the Content Standards and Objectives (CSOs) to improve student achievement.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.1.4. Learning environment.

1. Team members observed a Title I teacher working with students in the hallway. According to the principal, the reason for this was a problem with the heating system in the Title I classroom. The principal stated in the exit conference that this issue has been brought to the attention of the Maintenance Department and will be corrected soon. The Team recommended that the Title I teacher conduct classes in the Title I classroom to avoid distractions to teaching and learning.
2. Materials were stored improperly and caused a distracting and cluttered environment. Stacks of papers were stored all around the rooms and numerous items were posted over one another on the walls. The Team recommended that alternative storage areas or compartments be made available to teachers and that unnecessary and outdated items be removed from walls to enhance the learning environment.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Title I teacher's room had been repaired and classes were being conducted in the classroom rather than in the hallway.

The county had provided an outside storage building and many of the materials that were stored inside the classrooms had been moved to this storage building. Many outdated materials had been removed from the classrooms.

- 7.1.7. Instruction in writing.** Through teacher interviews, the Team determined that writing was not a routine element of weekly instruction in some classrooms. The Team recommended that the principal develop a plan for writing across the curriculum at each grade level and monitor classrooms to ensure that writing is included in weekly instruction.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The grade level teams planned together for a comprehensive writing program. The principal monitors the writing across the curriculum by reviewing lesson plans and conducting walkthroughs.

7.2.1. Unified School Improvement Plan. Few teachers were able to articulate the definition or an understanding of the reading curriculum component of their Unified School Improvement Plan (USIP). The Team recommended that this concept be thoroughly communicated to the staff and assessed by the administration for their understanding and implementation. This is of particular significance given the achievement of four (4) subgroups.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

7.7.3. Business/Community Partnerships. Business agreements were not displayed in the building or office area although three business partners were listed in the school's information. The Team recommended that all business partners have a signed agreement displayed at the school and the school foster mutual and active partnerships.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 Center and Wood County have the capacity to correct the noncompliances listed in the report.

FOLLOW-UP CONCLUSION

Franklin Elementary Center and Wood County Schools had corrected all the noncompliances listed in the report. However, 5.1.1. Achievement, remained a problem. Considerable efforts had been exerted to improve student achievement, but more must be done.

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.

Given the achievement levels of students in the all students (AS), white students (W), economically disadvantaged students (SES), and special education (SE) subgroups, Franklin Elementary Center and Wood County must implement curriculum and instruction that will improve students' achievement. Wood County must actively pursue assistance from RESA V, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP CONCLUSION

The school had received assistance from RESA V with training in the guided reading program, mathematics workshops, prioritizing the curriculum and 5 X 5 walkthrough training in learning concepts.

The West Virginia Department of Education Title I office also assisted with a five-year planning program. The school received a \$90,000 Title I grant to implement the program.

The West Virginia Center for Professional Development (CPD) had assisted by providing teachers the opportunity to attend the Summer Institute for Teachers in Module 3. The CPD had also provided training on the Kansas City Writing Project.

Wood County Schools had provided assistance with staff development in several areas that included: Summer academies in mathematics and reading, guided reading training, Max Thompson instructional strategies training, etc.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Wood County School System and continue the **Conditional Accreditation** status of Franklin Elementary Center with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).