



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GREENBRIER WEST HIGH SCHOOL

GREENBRIER COUNTY SCHOOL SYSTEM

JANUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Greenbrier West High School in Greenbrier County was conducted on December 4, 2008. 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 – Sarah Lyons, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Ronald B. Cantley	Assistant Superintendent	Raleigh County
Dr. Jack Kaufman	Professor of Education	Mercer County
Todd H. Layhew	High School Principal	Ripley High School Jackson County
Clyde P. Stepp	High School Assistant Principal	Liberty High School Raleigh County

SCHOOL PERFORMANCE

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

26 GREENBRIER COUNTY

John D. Curry, Superintendent

502 GREENBRIER WEST HIGH SCHOOL – Passed

Randall L. Auvil, Principal

Grades 09 -12

Enrollment 440 (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	96	98	98	100.00	64.58	Yes	Yes	✓
White	96	98	98	100.00	64.58	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	58	58	100.00	64.91	Yes	Yes	✓
Spec. Ed.	17	17	17	100.00	11.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	96	98	98	100.00	67.70	Yes	Confidence Interval	✓
White	96	98	98	100.00	67.70	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	57	58	58	100.00	64.91	Yes	Confidence Interval	✓
Spec. Ed.	17	17	17	100.00	17.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 82.4%

26502 GREENBRIER COUNTY

John D. Curry, Superintendent

GREENBRIER WEST HIGH SCHOOL – Passed

Randall L. Auvil, Principal

Grades 09 - 12

Enrollment 440 (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	99	104	99	95.19	58.51	Yes	Confidence Interval	✓
White	96	101	96	95.04	59.34	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	57	54	94.73	56.00	Yes	Confidence Interval	✓
Spec. Ed.	16	17	14	82.35	0.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	99	104	99	95.19	68.08	Yes	Confidence Interval	✓
White	96	101	96	95.04	69.23	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	53	57	54	94.73	64.00	Yes	Confidence Interval	✓
Spec. Ed.	16	17	14	82.35	7.69	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 87.6%**

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
10	104	99	99	94	95.19	8.51	32.98	48.94	7.45	2.13	58.51

Reading

Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	104	99	99	94	95.19	6.38	25.53	46.81	15.96	5.32	68.09

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

GREENBRIER WEST HIGH SCHOOL

Assessment Trend Results by Class, All Students Subgroup

Reading		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	75.25	75.25
2005	68.26	68.26
2006	66.05	66.05
2007	68.36	68.36
2008	64.64	64.64

Mathematics		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	62.88	62.88
2005	60.57	60.57
2006	62.38	62.38
2007	65.30	65.30
2008	57.57	57.57

Science		
Percent Proficient		
Year	Grade 10	All Grades
All Student		
2004	85.41	85.41
2005	79.80	79.80
2006	81.65	81.65
2007	87.75	87.75
2008	81.81	81.81

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-2009			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Greenbrier West High	2	10	6

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Greenbrier West High	2002-03	2003-04	2004-05	2005-06
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	7.5	3.9	3.9	0.0
12 th Grade Test Takers (%)	3.5	8.4	7.4	5.8
10 th Grade Test Takers (%) with a score of 3 or higher	*NA	*NA	*NA	*NA
11 th Grade Test Takers (%) with a score of 3 or higher	*NA	*NA	*NA	*NA
12 th Grade Test Takers (%) with a score of 3 or higher	33.3	50.0	0.0	0.0

*NA – Not Available.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate
State	17,914	57.5%
Greenbrier West High	98	33.7%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSE FALL 2005			
	% in Developmental Mathematics	% in Developmental English	% in Any Developmental Course(s)
State	30.3%	15.6%	34.1%
Greenbrier West High	33.3%	25.0%	37.5%

Source: Performance of High School Graduates Enrolled in Public Colleges and Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy Commission.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Greenbrier West High School achieved adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. 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 both mathematics and reading: Grade 10 – 41.49 percent in mathematics and 31.91 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Middle School Tech Steps.
2. Interwrite.
3. Creating a Classroom of Thinkers.
4. Project-based Learning.
5. Inspiration.
6. Intelliboards.
7. Differentiated Instruction.
8. Co-Teaching.
9. Acuity.
10. Kurzweil.
11. Think.com.
12. Thinkfinity.
13. Technology Integration Specialist (TIS) training.
14. Writing Pacing Guides.
15. Summer Reading and Mathematics Academy.
16. WESTEST Data Analysis.
17. English Language Learners.
18. Mathematics Workshop.
19. Technology for High Schools.
20. 21st Century Teaching and Learning.

Five-Year Trend data for the all students (AS) subgroup showed a disturbing decline in all subjects assessed: Reading, Mathematics, and Science.

Greenbrier County and Greenbrier West High School must reverse this trend and apply the findings in this report to improve education.

EDUCATION PERFORMANCE AUDIT

Exemplary Programs & Practices

7.1.3. Learning environment.

Title: School-Based Health Wellness Center (SBHC)

Description of Program

The School-Based Health Wellness Center mission is to attend to unmet needs by providing health care where the children are; to support families by keeping children healthy; and to reduce barriers to learning by keeping children in school.

During the school year, The Wellness Center, sponsored by Rainelle Medical Center, Inc., and in agreement with the Greenbrier County Board of Education and the school principal, provides medical and mental/behavioral health care on site at Greenbrier West High School. Medical services are provided by a physician's assistant (PA-C), licensed practical nurse, and a care coordinator on Tuesday afternoons and all day on Thursday and mental/behavioral health services are provided by a Licensed Independent Clinical Social Worker (UCSW) on site Monday - Thursday and some Fridays. At the beginning of the school year parents are asked to complete a consent form with demographic information, insurance information, health history of the child and family, immunization records, and any health or behavior concerns that they may have about their child. Students are not seen by the Wellness Center staff without parental consent unless they are 18 years or older. No student is turned away for inability to pay for services. The Wellness Center staff provides applications and also assists parents, if needed, in applying for Children's Health Insurance Program (WVCHIP) and provides information about low cost health care through the Sliding Fee Program at Rainelle Medical Center. The Center is funded in part by the West Virginia Division of Primary Care and insurances are billed by the Wellness Center to assist with costs of keeping the center operational. However, to reduce barriers to access to mental/behavioral health care, if a student does not have insurance or if there are insurance deductibles or co-pays, there are no out of pocket costs for mental/behavioral health services due to additional grant funding from the Sisters of St. Joseph Health and Wellness Foundation and the West Virginia Bureau for Behavioral Health Facilities Division of Alcohol and Drug Abuse.

Focusing on prevention efforts, health promotion presentations, and abstinence education are provided by the Wellness Center staff as well as by Community Based Abstinence Educators (CBAE), also sponsored by Rainelle Medical Center. Topics range from goal setting and self-esteem to alcohol, drug and tobacco use prevention to pregnancy and sexually transmitted disease prevention.

In addition to providing health care services to students, the Wellness Center also provides health care to the staff and faculty of the school which includes sick visits, immunizations, etc.

Summary of Results

The Marshall University School-Based Health Technical Assistance and Evaluation Office report for the school year of 2007-2008, 88 percent (387) of all students at Greenbrier West were enrolled in the School-Based Health Center (SBHC). Of the total students enrolled, 43 percent used the services at the SBHC. The number of students who saw the medical provider was 117 with 276 visits, 109 users on 191 visits sought minor health care by the nurse or care coordinator, and 59 users were provided mental/behavioral health care 629 times by the School-Based Mental Health Counselor during the year. The Wellness Center completed 21 comprehensive medical examinations, 21 sports physicals, and 52 students received 63 immunizations. Chronic care management was provided for 2 students with asthma and 2 students with high blood pressure. Sixteen educational classroom presentations were provided during the current year.

Contact: Judy Koehler, Director School-Based Health Services, Rainelle Medical Center
Phone: (304) 438-6188, ext. 1020 Email: jkoehler@rmchealth.org

7.5. Administrative Practices and School-Community Relations

Title: Case Manager.

Description of Program

Communities in Schools of Greenbrier County (CISGC) is a non-profit organization dedicated to helping youth be successful in school, stay in school, and prepare for life. CISGC partners with Greenbrier County School System, volunteers, businesses, and other community organizations to link educators and the community. The program pairs volunteer mentors with public school students who provide in-school tutoring and academic assistance that includes homework, special projects, exam preparation, as well as truancy, behavior, conflict resolution, and bereavement. Trained community volunteers providing encouragement to students is a prime ingredient needed to be successful in school.

Currently, Communities in Schools (CIS) is on campus at Greenbrier West High School twice a week. An AmeriCorps VISTA position has been filled in western Greenbrier County, which will allow a CIS case manager to be on the high school campus on a full time basis December 2008. This will increase the ability to provide services on campus to more students and continue to recruit volunteers from surrounding communities.

The program includes a new math tutoring lunch group offered at Greenbrier West High School every Wednesday and Thursday and a Service Learning Exploratory Club, which meets twice weekly at Western Greenbrier Middle School. Communities in Schools will incorporate service learning projects in January 2009 with established programs at GWHS such as Hi-Y, Honor Society, and HSTA.

Summary of Results

Communities in Schools of Greenbrier County (CISGC) volunteer hours on the western end of Greenbrier County doubled during the 2007-2008 school year from the previous year, with a total of 430 hours. Eighty-eight percent of students involved in CIS had a grade point average (GPA) of 2.0 or above the 2008 school year. Fifty percent of CIS students scored mastery or above in the math content area. Sixty percent of CIS students scored at mastery or above in reading. Ninety percent of CIS students scored mastery or above in science while seventy-one percent of students scored mastery or above in social studies. A random sampling of teachers surveyed at Western Greenbrier Middle School, one-hundred percent reported CIS is beneficial to students and report volunteer mentoring is important. One-hundred percent of WGMS teachers recommend students remain in CIS upon entering high school. Ninety percent of WGMS teachers reported overall improvements in CIS student grades, attitude, behavior, and attendance.

Contact: Julie Coughlin
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Phone: (304) 392-6446, ext. 2310

Email:

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

It was not evident that all teachers were using the Content Standards and Objectives (CSOs) in an appropriate manner. Approximately eight teachers could not articulate how the CSOs were used to guide their classroom instruction. The Team observed several lessons being presented in the computer laboratory in which instruction was not directly related to the CSOs.

It was not evident that the Spanish teacher was addressing the CSOs in instruction. The teacher was using an online program and it was not clear that the program aligned with West Virginia Board of Education Policy 2520.

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 educational opportunities including enrichment and acceleration. (Policy 2510)

It was not evident that all teachers exhibited high expectations for all students. At least four classes did not fully utilize time on task as the full class time of 45 minutes was not used for instructional purposes. One of the three English teachers did not exhibit high expectations in that depth of knowledge instruction was not evident in classroom instruction.

Students interviewed in another English class indicated that high expectations were not evident. A majority of students stated that instruction was minimal and that student interaction was at very low levels. Students appeared frustrated because they expected to receive a higher degree of instruction.

Two of the three English teachers in the school demonstrated a lack of high expectations for the learning and achieving of students. The Team believed this to be the reason for the low percent proficient in reading/language arts on the WESTEST.

According to the Advanced Placement Test (APT), no Grade 12 test takers scored three or higher on the test for the 2004-2005 school year or the 2005-2006 school year. Information for Grades 10 and 11 were not available for the same time periods. It is imperative that all staff set expectations and provide instruction to allow students to thrive on the APT.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Two special education teachers served more in the role of the aide in the co-teaching classes as they focused on one student and did not take an active role in delivering the curriculum. The administration reported that this is the first year of co-teaching at the school and that the process was in continual improvement. These teachers also taught the self-contained classes and one grade level class during the same period. This did not allow for adequate coverage of the Content Standards and Objectives (CSOs).

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)

Four teachers did not vary instructional strategies during Team observations. Instruction in these classes was teacher directed instruction.

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 Team observed a minimal amount of students in the library on the day of the Education Performance Audit. The Team did not find any evidence of books being circulated. The librarian was not observed to be working with students or teachers. The Team recommended that the school staff receive professional development to align the use of the tools and resources with appropriate instruction.

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)

Only the Grade 9 students attended school the first day of the school year and only Grades 10-12 attended the second day. This practice did not provide access to the minimum 180 school days pursuant to W.Va. Code §18-5-45.

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)

At least nine teachers had inadequate lesson plans and the plans lacked the steps or guidance to implement instruction for the day. At least four teachers were keeping multiple classes at the same pace throughout the day. Additionally, lesson plans in these classes appeared to be only a list of tasks and were extremely sketchy. One English teacher did not have plans for the Team to review.

The Team noted that the principal had provided written feedback on lesson plans.

- 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)**

It was not evident that all teachers were using WESTEST data to address student needs. All students with disabilities being in the least restrictive environment was highly questionable. A pupil that had previously scored at partial mastery in reading/language arts was assessed via American Physical Therapy Association (APTA). A pupil that had scored mastery on the WESTEST was in a special education self-contained class. The data analysis section of the Five-Year Strategic Plan was not strong and did not indicate that that the test scores were used to develop practices to improve student and school performance.

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)**

Due to the number of deficiencies found at Greenbrier West High School and the declining student achievement, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA IV be sought to assist the building administrator in the school's curriculum and instruction.

The principal was using the evaluation procedure to improve teachers' performance. The school's culture needed to be strengthened for all staff to concentrate on high expectations and a rigorous curriculum emphasizing 21st Century learning skills.

RECOMMENDATIONS

7.1.9. Programs of study. Policy 2510, Chart VI (B) Adolescent (9-12) Elections (Effective July 1, 2008), requires a minimum of four College Board AP Courses or the IB Program must be offered annually.” Greenbrier West High School provided two AP courses – AP English 11 and AP English 12. The assistant principal reported that AP Calculus and AP Environmental Science were offered; however, not enough students signed up for the classes for the classes to be taught. The school has the capability to provide AP classes through Virtual School; but, does not foster student participation through this resource.

The Team recommended that Greenbrier West High School provide the four required AP courses per Policy 2510. The school needs to promote student interest in AP classes by exploring other AP classes through student and parent surveys to accommodate students’ academic goals and interests.

7.1.12. Multicultural activities. The school did not have a written county or school Multicultural Plan. The Team recommended that a county or school Multicultural Plan be developed to outline the programs and practices that expose students to other cultures.

7.2.1. County and School electronic strategic improvement plans. Greenbrier West High School’s strategic plan was high quality and written in a concise, specific manner that could easily guide school improvement. The only omission in the plan was that students were not represented on the planning committee. This was identified by the West Virginia Department of Education Office of Title II – School and School System Improvement’s review as well as the consensus of the Office of Education Performance Audit (OEPA) Team. The OEPA Team recommended that the future planning include students as an integral part of the process. The Team further recommended that the Five-Year Strategic Plan be implemented schoolwide to improve student and school performance and prepare students for the 21st century.

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 Greenbrier West High School in providing a thorough and efficient system of education. Greenbrier 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 Greenbrier 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.

Given the decline in test scores at Greenbrier West High School as indicated in the Five-Year Trend Data, the administration must continue to take an active role in closing the achievement gap. The major areas of concern found in the Education Performance Audit that must be aggressively addressed are Content Standards and Objectives (CSOs), high expectations, instruction, instructional strategies, lesson plans, and data analysis. Any of these areas, individually, have the ability to dramatically decrease student scores; however, the number and relationship of all of these areas cited to student performance is critical. It is imperative that a system of cohesive teaching and learning be established that creates a school climate and culture focused on instruction for 21st Century skills.

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 Greenbrier West High 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.**

While the school administration had developed a plan to address the needs at the school, capacity building needs to be developed for educators in exhibiting high expectations, varying instructional strategies, and lesson plan development.

The Team recommended that the Greenbrier County School System Superintendent and the school administrator contact Dr. Karen Huffman, Special Assistant to the Superintendent, Division of Special Projects – Superintendent's Center for 21st Century Schools at 304-558-7010 ext. 53319 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.

- 19.1.1. School location.** The school's topography was not varied enough to provide a desirable appearance but without steep inclines.
- 19.1.3. Teachers' workroom.** The teachers' work area did not have access to communication technologies.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.5. Library/media and technology center.** The library did not have newspapers or periodicals.
- 19.1.6. Grades 9 through 12 computer laboratory.** Adequate work stations (20) were not provided and at least 4 printers or a shared printer.

- 19.1.8. Grades 1-12 classrooms.** All classrooms did not have various communication technologies.
- 19.1.10. Specialized instructional areas.** The music facilities were not located away from quiet areas of the building and did not have folding chairs or acoustical treatment. The physical education facilities were not located away from quiet areas of the building and close to lockers and shower.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. Science facilities did not have AC and DC current, air vacuum, ventilation fume hood, and demo table.
- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium was not of adequate size and did not have space for an orchestra, acoustic treatment, broadcast capability, controlled illumination, outlets, speakers, and distance learning capabilities. The high school stage was not adequate in size and did not have electrical circuits, light control panel, screen, or outlets. The high school stage did not have adequate storage.
- 19.1.13. Grades 7-12 school site career/technical.** The business education all purpose space at the main school site was not adequate in size and did not have a copier, monitor, room darkening provisions, or display and map rail.
- 19.1.14. Food service.** A teachers' dining area of adequate space was not provided and locker/dressing rooms were not available.
- 19.1.15. Health service units.** A locked medication box was not provided.
- 19.1.16. Grades 7-12 career/technical.** Adequate storage was not available in each career/technical area.

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 declining achievement levels of students, especially in the area of mathematics and the low reading/language arts percent proficient, Greenbrier West High School and Greenbrier County must implement high yield instructional practices and instruction that will improve students' achievement. Greenbrier County must actively pursue assistance from RESA IV, 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.

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

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.13. Instructional day.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.8.1. Leadership.

The Team presented two exemplary programs and practices, three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Greenbrier West High 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 Greenbrier West High 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 Greenbrier West High School and Greenbrier 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.