

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT FOR EASTERN GREENBRIER JUNIOR HIGH SCHOOL

GREENBRIER 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 Eastern Greenbrier Junior High School in Greenbrier County November 18, 2003.

A Follow-up Education Performance Audit of Eastern Greenbrier Junior High School was conducted October 8, 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 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."

5.1.1. Achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Eastern Greenbrier Junior High School failed to attain adequate yearly progress (AYP) for 5.1.1 Achievement for the special education (SE) subgroup. Consequently, the West Virginia Board of Education issued the school Temporary Accreditation at its September 10, 2004 meeting.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1. Curriculum

7.1.6. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team observed that all classes did not incorporate a variety of instructional strategies. Direct teacher instruction, lecture, and worksheets were the predominant method of instruction. Some students were not engaged in learning and some were observed sleeping during class. The Team recommended that staff development be provided and implemented to ensure that a variety of instructional strategies are utilized to engage all students in learning. The Team further recommended that the principal conduct frequent classroom observations to monitor instruction to ensure that a variety of instructional strategies are implemented.

FOLLOW-UP REVIEW

COMPLIANCE. The staff has had several staff development sessions on instructional strategies, such as, Marzano's "Classroom Instruction That Works". The use of multiple instructional strategies is monitored by the school administration through frequent classroom visits.

- 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)**

The Team did not see evidence that written feedback was provided on teacher lesson plans. When asked during interviews, teachers indicated they had not received written feedback provided on lesson plans this school year. Five teachers did not have lesson plans available. Some lesson plans were brief and included only reference to page numbers or one/two word activities. Some teachers indicated that they were not sure if they were required to turn in lesson plans to be reviewed.

FOLLOW-UP REVIEW

COMPLIANCE. The school adopted a standard lesson plan format. A review of lesson plan books within the classrooms showed that all teachers visited had current lesson plans which had been reviewed and commented upon by the principal. Lesson plans were reviewed and commented upon weekly by one of the school administrators.

- 7.2.5. 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)**

When asked during interviews, most teachers indicated that individual student assessment results had not been provided. The lack of student achievement data impeded assisting students who were not at grade level in achieving approved West Virginia and local Content Standards and Objectives (CSOs).

FOLLOW-UP REVIEW

COMPLIANCE. The school had been organized with grade level teams which meet daily to review student progress and jointly plan instruction. Each team had the WESTEST data available in a locked storage cabinet in the meeting room. The data had been analyzed and was being used in the daily instructional planning.

7.12. Leadership

7.12.1. 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 Team recommended that the principal, Faculty Senate, Local School Improvement Council (LSIC), and Curriculum Team collaborate to develop a vision for the school with a clearly articulated implementation plan that is regularly monitored, evaluated, and revised. The principal and every member of the staff should be familiar with the Unified School Improvement Plan (USIP). The principal should be responsible for seeing that the USIP is fully implemented. Continuous monitoring by the administrative staff and Curriculum Team would help to ensure that all improvement objectives and high quality activities are being conducted as intended. The Team further recommended that procedures be developed and implemented to ensure that school staff are aware of and implementing the Accountability Measures for Accountability, Annual Performance Goals, and High Quality Standards.

FOLLOW-UP REVIEW

COMPLIANCE. The school was undergoing major changes in the leadership roles. The principal's position was posted and a substitute principal (retired high school principal) was managing the school. The school has two new assistant principals. The various school groups mentioned in the citation have worked together to revitalize the school's mission statement and articulate it to the various stakeholders. The Unified School Improvement Plan (USIP) had been revised and was being continuously monitored by the school administrators and Curriculum Team.

RECOMMENDATION

7.1.2. Curriculum based on content standards and objectives. The Team observed that all teachers had copies of the Content Standards and Objectives (CSOs); however, all teachers were not able to articulate how they incorporated the CSOs in daily instruction. The Team recommended that teachers participate in staff development for implementing the CSOs and that they develop an organized method of ensuring that the CSOs are taught and mastered.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Staff development had been provided, Content Standards and Objectives (CSOs) had been duplicated and were being kept in each teacher's lesson plan book, and a checklist of the CSOs was being used by each teacher to ensure that all CSOs were being taught.

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.

Eastern Greenbrier Junior High School and Greenbrier County have the capacity, with assistance from the West Virginia Department of Education and RESA IV, to correct the deficiencies noted in the report.

FOLLOW-UP CONCLUSION

All cited deficiencies had been corrected with the exception of Achievement (5.1.1.). The school did not meet adequate yearly progress (AYP) in the 2003-04 school year in the special education (SE) subgroup.

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.

Eastern Greenbrier Junior High School and Greenbrier County must pursue immediate action in data analysis and adjust curriculum and instruction accordingly. The information regarding the performance of students is necessary in establishing programs and interventions. Greenbrier County is encouraged to guide the school and seek technical assistance from RESA IV and the West Virginia Department of Education Office of School Improvement.

TEAM SUMMARY

Greenbrier County and RESA IV provided training in data analysis to the Eastern Greenbrier Junior High School staff. The school staff had been divided into grade level teams for planning and instruction. Grade level teams analyzed the data from the spring 2004 WESTEST and were using the data to identify individual and group student weaknesses. These weaknesses were considered as the teams jointly planned instruction for their classrooms and for the after-school tutoring program. Instructional strategies and student achievement were discussed and reviewed almost daily in the team planning meetings.

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 Greenbrier County School System and continue the **Temporary Accreditation** status issued to Eastern Greenbrier Junior High School on September 10, 2004.