

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

EASTERN GREENBRIER MIDDLE SCHOOL

GREENBRIER COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Eastern Greenbrier Middle School in Greenbrier County was conducted March 31, 2011. 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 declining 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 concentrated on the subgroup that failed to achieve adequate yearly progress (AYP) and the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Brenda K. Ash	Director of Special Education	Mercer County
Jason D. Browning	Middle School Principal	Chapmanville Middle School Logan County
Ronald B. Cantley	Director of Operations	Fayette County
Stephen B. Comer	Elementary School Principal	Glenwood Elementary School Mercer County
Adam E. Grygiel	High School Principal	Mount View High School McDowell County
Carter A. Hillman	High School Principal	Richwood High School Nicholas County
Judy L. Shafer	Elementary School Principal	Little Birch Elementary School Braxton 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

406 EASTERN GREENBRIER MIDDLE SCHOOL – Needs Improvement

Cathy Thompson, Principal

Grades 06 - 08

Enrollment 806 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	775	812	809	99.63	57.69	Yes	Yes	✓
White	732	766	763	99.60	58.49	Yes	Yes	✓
Black	31	34	34	100.00	38.70	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	151	161	161	100.00	25.16	Yes	No	✗
Low SES	412	436	434	99.54	48.04	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	775	812	810	99.75	66.92	Yes	Yes	✓
White	732	766	764	99.73	67.03	Yes	Yes	✓
Black	31	34	34	100.00	58.06	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	151	161	161	100.00	22.51	Yes	No	✗
Low SES	412	436	435	99.77	57.17	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 97.1%

26 GREENBRIER COUNTY

John D. Curry, Superintendent

406 EASTERN GREENBRIER MIDDLE SCHOOL – Needs Improvement

Cathy Thompson, Principal

Grades 06 - 08

Enrollment 811 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	772	816	814	99.75	43.89	Yes	Yes	✓
White	722	759	757	99.73	45.41	Yes	Yes	✓
Black	35	39	39	100.00	17.14	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	148	156	154	98.71	12.32	Yes	No	✗
Low SES	386	415	414	99.75	33.24	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	772	816	813	99.63	46.16	Yes	Yes	✓
White	722	759	756	99.60	46.59	Yes	Yes	✓
Black	35	39	39	100.00	40.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	148	156	154	98.71	8.90	Yes	No	✗
Low SES	386	415	413	99.51	37.23	Yes	Yes	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.9%**

EASTERN GREENBRIER MIDDLE SCHOOL

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
06	285	277	284	276	99.65	26.09	27.17	23.91	18.48	4.35	46.74
07	255	241	254	240	99.61	31.25	24.17	24.58	16.67	3.33	44.58
08	276	254	276	254	100.00	33.46	26.38	17.32	18.11	4.72	40.16

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	285	277	284	276	99.65	19.57	34.06	27.17	15.22	3.99	46.38
07	255	241	254	240	99.61	22.92	32.92	29.17	12.08	2.92	44.17
08	276	254	275	253	99.64	19.37	32.81	26.09	17.79	3.95	47.83

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	772	338	432
White	722	327	393
Black	35	6	29
Special Education	148	18	128
SES	386	128	257

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	772	355	414
White	722	335	384
Black	35	14	21
Special Education	148	13	133
SES	386	143	241

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Eastern Greenbrier Middle School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts for two consecutive years. Eastern Greenbrier Middle School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with a low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 6 – 53.26 percent in mathematics and 53.62 percent in reading; Grade 7 – 55.42 percent in mathematics and 55.83 percent in reading; Grade 8 – 59.84 percent in mathematics and 52.17 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Eastern Greenbrier Middle School performed within the point range (504-422) for full accreditation status.

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

1. Project Based Learning.
2. WESTEST2 Data Analysis.
3. Ahead of the Curve.
4. Professional Learning Communities.
5. Five-Year Strategic Plan.
6. TechSteps.
7. Putting Your Best Foot Forward – Effective Communication with Parents.
8. Homeless Students and Families.
9. Employee Code of Conduct and Risky Behaviors.
10. Successful Classroom Management.
11. Dealing with Difficult Students.
12. WVEIS on the Web.
13. Long-range Curricular Planning.
14. Classroom Instruction That Works.
15. Literacy in the Classrooms.
16. Online Individualized Education Programs.
17. Scholastic Math Inventory.
18. New Teacher Orientation.
19. Literacy in the Content Areas.
20. New Math Series.
21. Classroom Management Strategies.
22. That Crumpled Paper was Due Last Week.
23. WESTEST2 Disaggregation.
24. Learn 360.
25. Nancy Atwell Strategies for Literacy.
26. SAT Process.
27. Inspiration.
28. TestMate Clarity.
29. Acuity.
30. Personal Responders.
31. When Children Turn Into Cats – The Middle School Psyche.
32. Bullying and Harassment and Teachers' Responses.
33. Student Advocacy.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Eastern Greenbrier Middle School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The school's learning environment was excellent. The building was clean, educationally stimulating, and the atmosphere was conducive to the learning process. It was evident that all teachers were making curricular decisions based on the students' needs.
- 7.8.1. Leadership.** The principal and three grade-level principals provided high quality leadership. All four administrators exhibited a high level of knowledge of the students' needs and the programs and practices in place to increase student achievement. They were excellent role models for staff and students. The teachers also provided high quality classroom leadership. The teachers were knowledgeable of the needs of students and were providing the curriculum in a manner that could be followed by all students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 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)

Three teachers did not vary instructional strategies. Lecture and teacher directed instruction were the predominant instructional strategies in these classrooms. Twenty-one teachers kept multiple classes on the same pace with the same lesson plans. This practice did not allow for individual class differences in rate of learning.

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)

One teacher had "snow day" in lesson plans. This indicated that plans were not prepared in advance.

7.6. Personnel

- 7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)**

The West Virginia Department of Education, Office of Professional Preparation, reported that two educators had licensure issues.

Exemplary Programs & Practices

7.2.4. Data analysis.

Title: Eastern Greenbrier Middle School Intervention Program (RTI)

Description of Program

Eastern Greenbrier Middle School's (EGMS) Intervention Program was initially established in 2007. Over the past three years it has evolved into a program which provides support, enrichment, and intensive skill deficit recovery based on students' needs. The mission of the intervention program is to provide support for students to obtain mastery in literacy and numeracy.

Students are assessed each quarter on their foundational skills using the Scholastic Reading Inventory and the Scholastic Math Inventory scores. These inventories utilize the lexile and quantile framework and produce results that mirror the WESTEST2. These inventories are given more frequently and provide a current picture of a student's knowledge.

Students scoring 200 lexiles or quantiles below grade level are targeted for intervention. Students placed in intervention may or may not be served by Individual Education Plans (IEPs). Students substantially below level in reading may be placed in Tier 3 intervention and will be instructed using the Wilson program.

Intervention classes are offered during a student's flex period. The flex period provides many offerings to the students including intramurals, advisor/advisee, band, choir or Globaloria. If a student cannot be taken out of a flex class (band, choir, or Globaloria), that student may receive intervention during an after-school class that focuses primarily on economically disadvantaged students or students with IEPs; however, other students of need may receive these services as well. A final prong of the intervention offerings at EGMS includes Critical Skills Summer School. Although this extended year program targets students in jeopardy of retention, students lacking in foundational skills are also referred.

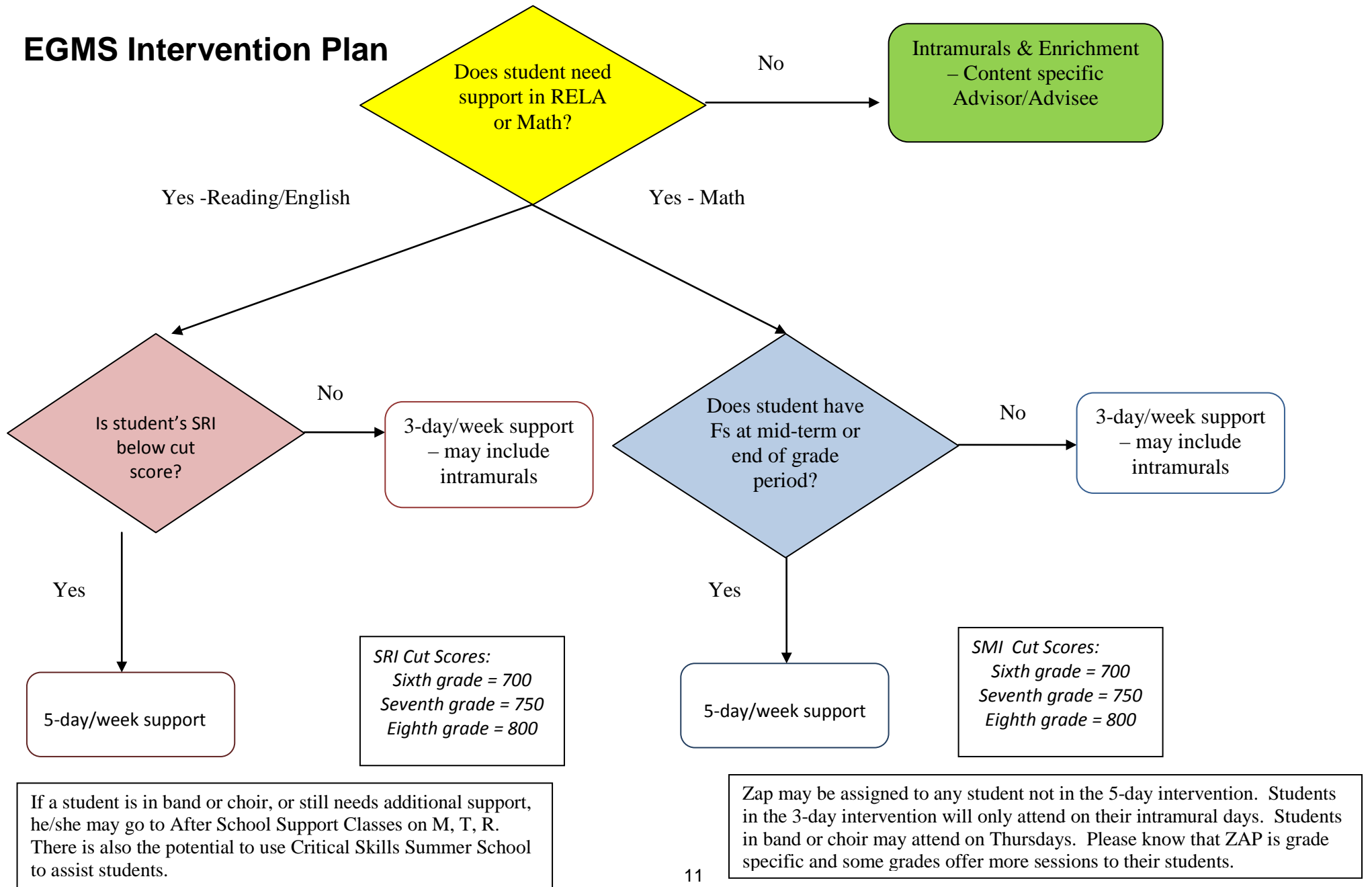
The school developed a flowchart that is shown on the following page.

Summary of Results

The reading and mathematics data show increases in students' lexile and quantile scores. Gains of 100 or more lexiles or quantiles are not uncommon. Mathematics WESTEST2 scores showed gains of six percentile points when adjusting for the cut score shift. Reading WESTEST2 scores showed a gain of two percentile points when adjusting for the cut score shift. The number of students requiring Tier 3 intervention has decreased. Furthermore, students appear to be more accountable for their achievement and understand the importance of this assistance.

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EGMS Intervention Plan



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 Eastern Greenbrier Middle 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.

The administration and teachers of Eastern Greenbrier Middle School exhibited high expectations for all students and a high knowledge of school and student needs as based on the WESTEST2. The administration provided high quality staff development sessions and the teachers were implementing programs from the sessions. Through this devotion to education, the Team believed that student achievement will increase.

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 Eastern Greenbrier Middle 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.**

Given the high level of professionalism and devotion to education by the administration and teachers, the Team determined that Eastern Greenbrier Middle School has the capacity to correct the deficiencies found at the school and to increase student achievement.

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. The facility conformed to the requirements of the WV School Building Authority when constructed.

- 19.1.1. School location.** The playgrounds/recreational areas were not well equipped and appropriate for the age level.
- 19.1.3. Teachers' workroom.** Access to communication technology was not provided.
- 19.1.5. Library/media and technology center.** On-line periodical indexes were not available.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of adequate size and not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. DC current, sufficient laboratory workspace, and emergency blankets were not available.

19.1.15. Health service units. A health service unit of adequate size was not provided and the refrigerator did not have a lock.

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.

None identified.

Education Performance Audit Summary

Eastern Greenbrier Middle School's Education Performance Audit concentrated on the subgroup that failed to achieve adequate yearly progress (AYP) and the declining student achievement. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified three high quality standards necessary to improve performance and progress.

7.1.5. Instructional strategies (lecture was the predominate strategy in three classes. Different classes kept at same pace).

7.2.3. Lesson plans and principal feedback (one lesson plan irregularity).

7.6.2. Licensure (two educators had licensure irregularities).

The Team presented two commendations (7.1.3. Learning environment and 7.8.1. Leadership), an Exemplary Program & Practice (7.2.4. Data analysis), noted an indicator of efficiency, and offered capacity building resources.

Based upon the results of the Education Performance Audit and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Eastern Greenbrier Middle School and Greenbrier County to correct the findings noted in the report by the next accreditation cycle.