



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

EASTERN GREENBRIER MIDDLE SCHOOL

GREENBRIER COUNTY SCHOOL SYSTEM

FEBRUARY 2014

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 December 18, 2013. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason 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 matters 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 48 school personnel and three of the four school administrators, observed 32 classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Leader – Deborah Ashwell, Coordinator.

TEAM MEMBERS

Name	Title	School/County
Charlene Coburn	Coordinator	Office of Education Performance Audits
Dr. Michelle Samples	Coordinator	Office of Education Performance Audits
Dr. Marsha Bailes	Retired Educator	Nicholas County
Robert Dial	Middle School Principal	Logan Middle School Logan County
Denver Drake	Middle School Principal	Braxton County Middle School Braxton County
John Ford	Coordinator	Office of Secondary Learning West Virginia Department of Education

Dr. Jack Kaufman	Retired Professor of Education	Bluefield State College Mercer County
Melissa Lawrence	Middle School Principal	Cedar Grove Middle School Kanawha County
Beverly Nichols	Special Education Director	Clay County
Allen Sexton	Special Education Assistant Director	Raleigh County
Ernestine Sutherland	Middle School Principal	Logan Middle School Logan County
Lori Whitt	Coordinator	Office of Instructional Technology West Virginia Department of Education

SCHOOL PERFORMANCE

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

26 GREENBRIER COUNTY

Sallie Dalton, Superintendent

406 EASTERN GREENBRIER MIDDLE SCHOOL – SUCCESS

Dr. Preston Modlin, Principal

Grades 06-08

Enrollment 881 (2nd month 2012-2013 enrollment report)

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system, the West Virginia Accountability Index (WVAI), which was developed to more effectively identify struggling schools and better direct resources to struggling schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Eastern Greenbrier Middle School a Success School. The majority of student subgroups were making academic progress toward the annual academic goals in mathematics and reading/language arts and the school attained its attendance rate goal. Success schools have demonstrated the ability to implement continuous improvement practices.

The school must continue to increase student achievement each year to maintain this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Eastern Greenbrier Middle School

Designation:	Success	Next Year's Target:	47.7613
Index Score:	50.3616	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	44.8873	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

Supporting Data

Proficiency (40% of the index score)	20.95
Achievement Gaps Closed (20% of the index score)	10.04
Observed Growth (15% of the index score)	6.00
Adequate Growth (20% of the index score)	8.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.87</u>
Total Accountability Index (out of 100)	50.36

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Overall scores were based on multiple components of student and school performance. All schools are required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Grade-Level Proficiency Data School Year 2013

Grade	Group	Mathematics			Reading/Language Arts		
		Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
6	White	> 95%	43.54%	56.46%	> 95%	45.39%	54.61%
6	Black	94.44%	70.59%	29.41%	94.44%	58.82%	41.18%
6	Special Education	> 95%	83.33%	16.67%	> 95%	81.67%	18.33%
6	Low Socioeconomic Status	> 95%	58.00%	42.00%	> 95%	56.67%	43.33%
6	Total	> 95%	45.45%	54.55%	> 95%	45.79%	54.21%
7	White	> 95%	46.67%	53.33%	> 95%	50.20%	49.80%
7	Black	87.50%	64.29%	35.71%	87.50%	71.43%	28.57%
7	Special Education	> 95%	82.26%	17.74%	> 95%	82.26%	17.74%
7	Low Socioeconomic Status	92.96%	57.58%	42.42%	92.96%	60.61%	39.39%
7	Total	> 95%	48.01%	51.99%	> 95%	51.99%	48.01%
8	White	> 95%	51.94%	48.06%	> 95%	48.84%	51.16%
8	Black	> 95%	66.67%	33.33%	> 95%	72.73%	27.27%
8	Special Education	> 95%	90.20%	9.80%	> 95%	90.00%	10.00%
8	Low Socioeconomic Status	92.19%	61.02%	38.98%	92.19%	60.17%	39.83%
8	Total	>95%	53.09%	46.91%	>95%	50.00%	50.00%

Attendance Rate 2013= 97.40%

The Grade-Level Proficiency Data for School Year 2013 chart above depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts. In mathematics, Grade 6 scored the highest with a total of 54.55 percent proficient, followed by Grade 7 with 51.99 percent proficient and Grade 8 with 46.91 percent proficient. The black and special education subgroups were significantly lower in all grade levels with the Grade 8 special education subgroup the lowest with only 9.80 percent proficient. In reading/language arts, Grade 6 scored 54.21 percent proficient, with 48.01 percent proficient in Grade 7, and 50.00 percent proficient in Grade 8. While there are gaps in several subgroups at each grade level, the Grade 8 black and special education subgroups are of greatest significance with scores of 27.27 percent and 10.00 percent respectively.

The following chart identifies the percent proficient in each subgroup as compared to the county and the state averages. In addition, subgroup growth is examined and determined to be low, typical or high growth based on previous performance.

Growth Model School Level Summary

Results by Sub-Group

Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST2 score. *Subgroup less than 20.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	292 (35%)	258 (31%)	275 (33%)	49.0	51.5%	329 (40%)	254 (31%)	240 (29%)	43.0	50.6%
	County	964 (35%)	847 (31%)	933 (34%)	50.0	47.4%	1,043 (38%)	854 (31%)	840 (31%)	46.0	47.8%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.8%
Asian Sub-Group	School	*	*	*	79.0	66.7%	*	*	*	48.0	66.7%
	County	*	*	*	87.0	63.6%	*	*	*	61.0	81.8%
	State	236 (23%)	288 (28%)	512 (49%)	65.0	75.2%	233 (23%)	332 (32%)	462 (45%)	62.0	73.3%
Black Sub-Group	School	12 (30%)	11 (28%)	17 (43%)	55.0	37.0%	17 (44%)	13 (33%)	9 (23%)	41.0	35.6%
	County	33 (33%)	28 (28%)	38 (38%)	56.0	34.7%	42 (43%)	30 (31%)	26 (27%)	41.0	30.1%
	State	2,677 (37%)	2,180 (30%)	2,303 (32%)	47.0	32.1%	2,581 (36%)	2,216 (31%)	2,308 (32%)	48.0	38.5%
Hispanic Sub-Group	School	*	*	*	65.0	44.4%	*	*	*	41.0	33.3%
	County	5 (19%)	7 (27%)	14 (54%)	66.0	39.4%	10 (38%)	8 (31%)	8 (31%)	51.0	42.4%
	State	590 (36%)	523 (32%)	539 (33%)	49.0	39.5%	511 (31%)	500 (31%)	627 (38%)	54.0	44.9%
White Sub-Group	School	270 (35%)	241 (32%)	250 (33%)	49.0	52.8%	303 (40%)	233 (31%)	224 (29%)	43.0	51.5%
	County	910 (35%)	800 (31%)	867 (34%)	49.0	48.2%	978 (38%)	801 (31%)	791 (31%)	46.0	48.5%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	75 (50%)	40 (27%)	35 (23%)	33.0	18.2%	61 (41%)	45 (30%)	43 (29%)	42.0	17.1%
	County	176 (43%)	124 (31%)	106 (26%)	41.0	23.0%	168 (41%)	125 (31%)	112 (28%)	42.0	20.2%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	217 (32%)	218 (32%)	240 (36%)	51.0	59.8%	268 (40%)	209 (31%)	197 (29%)	43.0	58.8%
	County	788 (34%)	723 (31%)	827 (35%)	51.0	52.3%	875 (38%)	729 (31%)	728 (31%)	47.0	53.3%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	139 (36%)	126 (33%)	121 (31%)	46.0	42.3%	163 (42%)	113 (29%)	109 (28%)	43.0	40.8%
	County	501 (37%)	409 (31%)	430 (32%)	47.0	37.6%	552 (41%)	408 (31%)	377 (28%)	43.0	38.0%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.8%
Non-LSES Sub-Group	School	153 (35%)	132 (30%)	154 (35%)	51.0	60.1%	166 (38%)	141 (32%)	131 (30%)	45.0	59.6%
	County	463 (33%)	438 (31%)	503 (36%)	52.0	58.4%	491 (35%)	446 (32%)	463 (33%)	49.0	58.9%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
LEP Sub-Group	School	*	*	*	79.0	54.5%	*	*	*	53.0	45.5%
	County	4 (19%)	5 (24%)	12 (57%)	68.0	32.1%	8 (38%)	7 (33%)	6 (29%)	52.0	35.7%
	State	293 (30%)	287 (29%)	393 (40%)	57.0	42.8%	242 (25%)	319 (33%)	400 (42%)	59.0	42.1%
Male Sub-Group	School	161 (40%)	123 (30%)	123 (30%)	45.0	46.6%	170 (42%)	131 (32%)	105 (26%)	41.0	40.4%
	County	512 (37%)	416 (30%)	462 (33%)	48.0	46.1%	547 (39%)	430 (31%)	411 (30%)	44.0	40.0%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	131 (31%)	135 (32%)	152 (36%)	52.0	56.4%	159 (38%)	123 (29%)	135 (32%)	45.0	60.7%
	County	452 (33%)	431 (32%)	471 (35%)	52.0	48.7%	496 (37%)	424 (31%)	429 (32%)	48.0	55.8%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

The chart, Growth Model School Level Summary Results by Sub-Group, indicates the average percent proficient in both mathematics and reading/language arts was 51.5 percent and 50.6 percent respectively. In mathematics, the black (37.0 percent), special education (18.2 percent), and low socioeconomic (42.3 percent) subgroups scored significantly lower than those not in the subgroup. Also, females scored approximately 10 percent higher than males. In reading/language arts, the black (35.6 percent), special education (17.1 percent), and low socioeconomic (40.8 percent) subgroups scored significantly lower than those not in the subgroup. Females scored more than 20 percent higher than males. Even though the Hispanic subgroup has fewer than 20 members, this subgroup scored significantly lower than the white subgroup in both mathematics and reading/language arts. One subgroup (special education) showed low growth level in mathematics as reported on the chart.

ACT EXPLORE Assessment Results

The ACT EXPLORE Test is designed to assess middle school students' general educational development and their complex, critical thinking skills. The tests cover four curriculum areas: English, mathematics, reading, and science reasoning. In addition, information about students' educational career plans, interest, high school course work plans and self-identified needs for assistance is gathered and reported.

The purpose of this assessment was to provide career awareness exploration activities; additionally, it was used by Grade 8 to develop their individualized plans for Grades 9 and 10. Assessment results assist students, parents and educators in decision-making about educational career plans, interests and high school course work plans. ACT EXPLORE scores provide early indicators of whether students are on track for college. With plenty of time before students graduate, teachers can use this information to focus on areas of need.

Below is a summary of ACT EXPLORE trend data over the past three years. The standard benchmark scores are indicated. The 2012-2013 ACT EXPLORE results showed that Eastern Greenbrier Middle School scored higher than the benchmark in English and lower than the benchmarks in mathematics, reading and science.

Scores indicate a slight increase in English and decreases in all other areas from the fall of 2010 to the fall of 2012 test administration.

Benchmarks:

English: 13	Reading: 15
Math: 17	Science: 20

ACT EXPLORE RESULTS			
Grade 8			
	2010-2011	2011-2012	2012-2013
English WV	14.1	14.1	14.3
English Greenbrier County	13.7	13.7	13.9
English Eastern Greenbrier Middle	13.9	14.1	14.2
Mathematics WV	14.8	14.6	14.8
Mathematics Greenbrier County	14.5	14.4	14.4
Mathematics Eastern Greenbrier Middle	14.7	14.5	14.5
Reading WV	14.1	14.0	14.0
Reading Greenbrier County	14.4	14.1	13.9
Reading Eastern Greenbrier Middle	14.7	14.3	14.1
Science WV	15.9	15.8	16.0
Science Greenbrier County	16.1	15.4	15.8
Science Eastern Greenbrier Middle	16.4	15.6	16.0
Composite WV	14.8	14.8	14.9
Composite Greenbrier County	14.8	14.5	14.7
Composite Eastern Greenbrier Middle	15.0	14.7	14.8

Source: http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE_index.html

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Schoolwide, the percent of students proficient has increased over the last four years in reading/language arts and mathematics; however, data need to be analyzed more thoroughly to address the subgroups not making progress as needed to meet the state proficiency targets.

The following professional development and/or training opportunities were provided as reported by the Greenbrier County Director of Elementary and Middle School Education.

1. Educator Enhancement Academy (Common Core Training).
2. Secondary Summer Academy.
3. Data Day.
4. New Teacher Group: WVEIS on the Web Training.
5. Elementary and Secondary Strategy Exchange: Writing Smart Goals for your new Evaluation Program.
6. Lead For Tomorrow Group.
7. New Teacher Group.
8. Elementary and Secondary Strategy Exchange: Classroom Management.
9. Teach SmART: Art Explorers.
10. Teach SmART: Theater in your Classroom.
11. Everyday Math Online Site.
12. Secondary Strategy Exchange.

Eastern Greenbrier Middle School also has an instructional coach who provides job-embedded professional development that included book studies, modeling lessons, etc.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Eastern Greenbrier Middle School staff October 24, 2013, to review the indicators in Policy 2320 and prepare staff for the audit. An open dialogue took place and issues from the last on-site review were discussed.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Eastern Greenbrier Middle School had undertaken positive school improvement initiatives. The prominent initiatives included the following.

7.1.3 Learning Environment. The school as a whole was well managed and well supervised. Observations of the environment indicated students' dispositions were appropriately developed and supported throughout the school. The two-hour delay supervised breakfast plan was indicative of a purposeful environment with organization and structure. The assistant principals assisted the students through an organized process to assure all students had an opportunity to eat breakfast, while those students who chose not to eat breakfast were well supervised and had an opportunity to socialize with peers, read, or complete homework assignments in the gymnasium.

The Team commended one assistant principal for providing personalized support to a student struggling with self-awareness and self-management skills. The assistant principal had taken the time to nurture this student and provide him with strategies to use in uncomfortable social situations. Several members of the Team interacted with this particular student throughout the day and were impressed with his manners and interactions with adults. The interview process revealed that this student has experienced improved behavior and improved academic success since he received extra support from the assistant principal.

Team members concluded that most students were interacting with their peers with mutual respect during instructional time and as they transitioned throughout the building during the day.

7.1.5. Instructional Strategies. The Team commended the administration and teachers for assuring all students interested in enrolling in Spanish had an opportunity to participate. All Spanish classes were filled to capacity and two students were unable to be scheduled. Eastern Greenbrier Middle School utilized Virtual School to provide the two students the opportunity to take the Spanish class. By using a variety of instructional strategies/practices, the staff assured all students had the opportunity to master the Spanish standards.

7.1.9. Programs of Studies. A review of the master schedule and interviews with teachers and administrators revealed Eastern Greenbrier Middle School's programs of study were consistent with the required courses and elective offerings listed in West Virginia Board of Education Policies 2510 and 2520. In at least two content areas, the school's offerings exceeded those required by policy. Currently, the school offered a variety of fine arts courses related to music (Music, Band, Choir, Show Choir) across all grade levels, and several sections of Dance/Theater. Additionally, Policy 2510 encourages schools to teach a foreign language in Grade 6. Eastern Greenbrier Middle

School exceeded expectations with regard to this provision. The school offered and taught both Spanish and French to students in Grades 6 through 8, and Chinese in Grades 7 and 8. Another requirement established by Policy 2510 is that “students must be provided sufficient instruction and experience in technology applications to enable them by the end of 8th grade to demonstrate technology literacy and skills”. Eastern Greenbrier Middle ensured this opportunity for students by embedding technology usage within courses and by providing three separate technology courses for students at each grade level (Computer, Technology Integration, and Tech Ed).

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)

While the large majority of classrooms observed demonstrated high expectations, the Team observed the following instances of a need for educators to demonstrate high expectations for the teaching and learning of all students.

There were instances of low level questioning in several classrooms (seven out of 15 classrooms observed) requiring basic recall which resulted in low student attention and engagement (one special education classroom).

Instruction did not begin in one classroom for 10 minutes after the bell to change classes. Lesson plans indicated the first five minutes were for independent reading, yet students did not have reading material out. Students were not engaged during the portion scheduled for reviewing work; one student gave an answer then looked at a book the rest of the time and did not check his own answers. Students talked off topic when it was not their turn to put an answer on the board. A Team member observed a Grade 8 science class in which instruction did not begin until nine minutes after the bell to change classes.

The level of instruction in special education classes should be based on the level of the grade level standards. The Team noted that materials utilized were as much as three grade levels below the grade level of the students being instructed.

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)

While most teachers' lesson plans were prepared in advance and could be followed by a substitute teacher, the Team observed the following instances where lesson plans needed to be strengthened.

1. The Team's observations and review of lesson plans of a cross spectrum of subjects in all grade levels revealed lessons did not vary based on the rate of student mastery in a particular class. For example, all mathematics classes of a particular grade were on the same lesson and same page in every period.
2. Mathematics class. Lesson plans were hard to follow in one mathematics class. Page numbers were not referenced; a warm-up activity was listed, but no reference was made as to the actual activity for the day. Plans had not been completed for Thursday or Friday following the on-site review, indicating plans had not been fully developed in advance.
3. Social Studies class. West Virginia Studies lesson plans were very minimal, hard to follow, and lines were provided to include modifications and accommodations, but nothing was listed to show modifications or accommodations had occurred.
4. English class. Lesson plans in one English class indicated a spelling test; however, spelling words were not listed. Plans from the previous day indicated instruction on the correct use of commas in compound and complex sentences. The source or page numbers were not cited.
5. Principal review. The majority of teachers had the required principal reviews of lesson plans; however, four teachers could not produce the principal's lesson plan review form to indicate the plans had been reviewed and feedback had been provided.

7.4. REGULATORY AGENCY REVIEWS.

7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

1. Fire Marshal. An item on the Fire Marshal report dated 12-4-13 (a leak in a pipe in the pump room) had not been resolved. This item had been identified on numerous reports over the past year.
2. Health Department. The Greenbrier County Department of Health report dated 10-21-13 identified two issues: 1. Ice build-up in the walk-in freezer and 2. Dry storage had hard to reach areas that needed to be cleaned. A review of these two areas revealed the issues had not been resolved.
3. West Virginia School Building Authority. The School Building Authority (SBA) report dated 5-6-13 identified continued items in disrepair which had not been addressed from previous reports.

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, reviewed professional educators' licensure. The results involved nine different teachers and three coaches. The following issues were identified:

1. Five teachers did not hold appropriate endorsements for the courses they were teaching.
2. Nine teachers were not highly qualified (five of the nine were the same teachers above).
3. Two teachers were on permit (one was the same teacher in the above categories; one teacher was also not highly qualified). No action required.
4. Three temporary coaching certificates had expired.

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)

The Team reviewed evaluation information for the 2013-2014 school year for 61 teachers, one school counselor, 15 athletic coaches from various sports, 16 service personnel, and one administrator. Materials were reviewed to determine that all protocols established by West Virginia Board of Education Policies 5310 and 5314 and Greenbrier County Board of Education Policy 4220, *Service Evaluations*, were followed in completing evaluations. Observations and evaluations were correlated with years of experience to ensure the correct number had been completed and the appropriate protocol had been followed.

A review of teacher evaluation information revealed the following:

1. Four teachers had not completed student learning goals. Completion of these was required by November 1st, as stated in Policy 5310. Of these four, the principal reported one had encountered technological difficulties with WVEIS, one had submitted goals which the principal had found unacceptable, one had simply not submitted goals, and one had been on long-term leave since the beginning of the school year.

A review of evaluations for athletic coaching staff revealed the following:

1. Two observations completed for a tennis coach were not signed and dated by either the employee or the evaluator.
2. Evaluations for five football coaches were not signed and dated by the evaluator.
3. Two observations for a cheerleading coach were not signed and dated by the employee or the evaluator.

A review of evaluations for service personnel revealed the following:

1. Although the principal indicated he had completed evaluations for the food service staff, evaluations were not found in the personnel files for six food service employees. According to Greenbrier County Board of Education Policy 4220, service personnel are to receive two evaluations per year, with the first being completed prior to December 1. The Greenbrier County Board of Education staff indicated they received five of the six evaluations; however, the evaluations could not be located at the school.
2. No evaluation was found for one school secretary. According to Greenbrier County Board of Education Policy 4220, service personnel are to receive two evaluations per year, with the first being completed prior to December 1.
3. All other evaluations reviewed for service personnel met the requirements established by Greenbrier County Board of Education Policy 4220.

A review of the evaluation information for the school principal revealed that all information (self-reflection and establishment of two goals) was complete and met the requirements of West Virginia Board of Education Policy 5310.

RECOMMENDATIONS

7.2.1. County and School electronic strategic improvement plans. Most teachers indicated they were provided a copy of the strategic plan; however, they did not convey the basic knowledge of the strategic planning process during Team interviews. Teachers indicated they were not involved in the data analysis and goal development. The Team recommended that educators at the school be involved in the strategic planning process that includes data analysis and goal setting. Furthermore, the school's strategic plan should be reviewed with staff periodically to determine progress in achieving the goals established in the plan.

7.2.4 Data analysis. A one-page Summary of WESTEST2 scores was provided to teachers. A significant part of this one-page summary contained statements comparing the school scores to the State scores. Utilizing the growth model, students should be compared to themselves and their previous scores, rather than compared to State scores.

The Team saw evidence that the optional self-study worksheets had been utilized in constructing the school strategic plan for deeper data analysis. Review of results from the online educator evaluation system yielded concerns regarding Element 3.1. "The teacher used a variety of research based instructional strategies" with 23 percent of teachers rating themselves as emerging in Spring 2013. Concerns were also indicated with Element 5.2 "The teacher works with parents, guardians, families, and community entities to support student learning and well-being", with 33 percent of teachers rating themselves as emerging in Spring 2013. The principal provided very few new initiatives that had been enacted for the current school year in response to these results.

The Team recommended that data disaggregation take place which will help teachers identify gaps in the curriculum within and across grade levels. This type of data analysis will not only help create a schoolwide focus by aligning with the school's strategic plan, but it will also link to the new educator evaluation system and help teachers develop meaningful student learning goals.

The Team reported a discussion regarding special education students taking the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI). The Team recommended that students receive the necessary accommodation as identified on their individualized education programs (IEPs) in order that a true measure of the students' abilities be assessed.

7.6.3. Evaluation. Observations and evaluations for 11 coaches were all dated the same date. The Team recommended that the evaluator follow the same guidelines provided for observations of professional personnel in West Virginia Board of Education Policy 5310, which indicates conferences shall be held within 10 days of the observation.

This allows for timely feedback and provides these individuals time to make any necessary adjustments in their performance prior to a final evaluation.

Student Learning Goals and Online Educator Evaluation System

The Team reviewed student learning goals for seven teachers. While goals were completed in a timely manner by these individuals, it was apparent that some assistance was still needed in formulating SMART goals that are measurable, time bound, or specific. The principal was unable to identify any specific way that progress in meeting goals was being monitored.

7.7.1. School rules, procedures, and expectations. Each grade level team implements the Student Code of Conduct independently. Expectations were posted in some classrooms. Despite the lack of a schoolwide program, behavior in the building seemed appropriate for the majority of students. Schoolwide positive behavior supports and expectations should be taught and posted in various locations throughout the building.

One Team member observed that an aide did not show up for class on time. The teacher was not sure if the aide was absent. The aide showed up 10 minutes late to 1st period. During a different class period, the same aide was observed texting during class. The Employee Code of Conduct regarding punctuality and the cell phone policy needed to be reviewed by the staff. The Team recommended the county consider changing the language in the cell phone policy from “educators” to “educators and support staff in classrooms.”

7.8.1. Leadership. All administrators responded to the interview questions and participated in very informative discussions. It was evident that administrative staff possessed sufficient knowledge of processes and procedures. However, leadership was somewhat fragmented in the building. With three grade level assistant principals, each grade level functioned as its own school. Each grade level had its own strengths and weaknesses; however, through interviews, observations and a review of data, the Team found that a schoolwide focus or strategy needed to be developed to approach improving student achievement. The principal will need to provide instructional leadership and incorporate research proven methods for developing a schoolwide system for improving student achievement.

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.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

The school has four administrative staff, a principal and three assistant principals. Through interviews with administrators and teachers, the Team determined each assistant principal manages the grade level team assigned with no evidence of a schoolwide structure. The principal managed the daily operations of the building and each assistant principal supervised an assigned grade. The Team observed a need for further development of a schoolwide system with guidance and expectations set by the principal and implemented by the assistant principals. A schoolwide system would provide the principal a vehicle to monitor consistent implementation at each grade level.

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.

The Team observed adequate staff employed to deliver a full continuum of services to the school and students to support and provide a high quality curriculum.

Fourteen special educators were employed at Eastern Greenbrier Middle School. This staffing assignment was more than adequate to serve students with disabilities. However, the school and county will need to evaluate the success or lack of success in the special education subgroup at each grade level through a more thorough data analysis process and utilize staff in a more effective and efficient manner, as this will provide higher levels of instruction and higher expectations for students with disabilities.

8.1.6. Regional Education Service Agency. The school district effectively utilizes Regional Education Service Agency programs and services or other regional services that may be initiated between and among county boards.

The principal and the county office personnel reported the following supports and services provided by RESA 4 staff.

- Summer academies, topics determined by the county.
- Monthly professional development sessions, topics determined by the school
- New teachers training throughout RESA 4.
- WVEIS assistance as needed.

More extensive training developed by RESA 4 has been provided to smaller groups of teachers such as the academic coach and the literacy and math teams.

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.

Eastern Greenbrier Middle School has exemplary practices within the building, especially demonstrated by the Grade 6 team. Replication of those practices would be beneficial throughout the building teams to develop the capacity of Grades 7 and 8 to improve student and school performance.

Inconsistency throughout the school contributed to low or inconsistent performance of students. Select subgroups demonstrated improvement; however, improvement was inconsistent from grade level to grade level and from one subgroup to another as indicated in the data section of this report.

The administrators indicated they receive support from the Greenbrier County Central Office. The administration may need to be more targeted and direct in its requests, based upon data, to determine support needs as the staff moves forward to address student achievement. The Greenbrier County Central Office staff, particularly the special education director and middle school level curriculum director, will need to assist the school in utilizing data and establishing a schoolwide framework to improve the proficiency level of all students.

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.

19.1.11. Grades 6-12 science facilities. The school self-reported that science laboratories lacked gas, DC current, and compressed air. It was also reported that the Grades 7 and 8 science laboratory did not meet the required size. (This may adversely affect student achievement in science as measured by WESTEST2 and the ACT EXPLORE).

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 Middle School provided several programs to intervene when students were not achieving at proficiency level.

During the Flex period, students were initially scheduled for interventions in reading or mathematics based on WESTEST2 results. Students were regrouped throughout the year based on the results of the Scholastic Reading Inventory (SRI) or Scholastic Math Inventory (SMI).

Students who have failed a class as a result of missing grades or zeros can participate in the ZAP (Zeros Are Preventable) program. Students can raise their grade from an F to as high as a C through successful completion of the ZAP program.

Administrators also utilized the Early Warning System to assist in identifying students at risk of failing or potentially dropping out of school in the future.

All students received two periods of mathematics and two periods of English to support improved achievement.

EDUCATION PERFORMANCE AUDIT SUMMARY

Eastern Greenbrier Middle School's Education Performance Audit examined 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 initial report to guide Eastern Greenbrier Middle School in improvement efforts.

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

They include the following:

- 7.1.2. High expectations.
- 7.2.3. Lesson plans and principal feedback.
- 7.4.1. Regulatory agency reviews.
- 7.6.2. Licensure.
- 7.6.3. Evaluation.

The Team presented three commendations, five recommendations (7.2.1. County and School electronic strategic improvement plans, 7.2.4. Data analysis, 7.6.3. Evaluation, 7.7.1. School rules, procedures, and expectations, and 7.8.1. Leadership), noted indicators of efficiency and offered capacity building resources. The Team further described early detection and intervention programs in place.

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 Eastern Greenbrier Middle 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.