



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**GREENBRIER WEST HIGH SCHOOL**

**GREENBRIER COUNTY SCHOOL SYSTEM**

**DECEMBER 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Greenbrier West High School in Greenbrier County was conducted on December 4, 2008.

A Follow-up Education Performance Audit of Greenbrier West High School in Greenbrier County was conducted November 3-4, 2009. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

## 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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	99	104	99	95.19	58.51	Yes	Confidence Interval	✓
White	96	101	96	95.04	59.34	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	99	104	99	95.19	68.08	Yes	Confidence Interval	✓
White	96	101	96	95.04	69.23	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
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%**

**26502 GREENBRIER COUNTY**  
John D. Curry, Superintendent  
**GREENBRIER WEST HIGH SCHOOL – Passed**  
Randall L. Auvil, Principal  
Grades 09 - 12  
Enrollment 434 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	83	86	84	97.67	69.51	Yes	Yes	✓
White	80	83	81	97.59	70.88	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	40	42	42	100.00	67.50	NA	NA	NA
Spec. Ed.	13	15	14	93.33	38.46	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	82	85	84	98.82	52.43	Yes	Yes	✓
White	79	82	81	98.78	53.16	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	40	42	42	100.00	45.00	NA	NA	NA
Spec. Ed.	13	15	14	93.33	23.07	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Graduation Rate = 81.3%**

## **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. 21<sup>st</sup> 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.

### **FOLLOW-UP REVIEW**

**STANDARD MET.** Achievement on WESTEST 2 in mathematics increased substantially; however, student percent proficient on the WESTEST 2 decreased in reading/language arts. The Team noted that Greenbrier West High School had improved compared to other high schools in West Virginia. This increase was attributed to the following initiatives put into place by the principal.

1. Double block for English 11, Algebra I, Algebra II, and Geometry.
2. Tutoring in mathematics and reading/language arts and Bloom's Taxonomy training.
3. Marzano training and ongoing book review.
4. Implementation of the Blue and Gold Card Positive Behavior Support program.
5. Test talks with the junior class by the principal.
6. Creation of an Academic Booster Organization.
7. Professional Learning Communities.
8. Writing Assessment Celebration.
9. WESTEST 2 Celebration.

The Team interviewed staff and noted that it was evident that a great deal of work had been completed to increase student achievement and the staff was complimentary of the principal's initiatives.

## EDUCATION PERFORMANCE AUDIT

### 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.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The principal brought in an academic coach to provide a seminar on implementing the West Virginia 21st Century content standards and objectives (CSOs). Classroom teachers posted the CSOs on the board for daily assignments and the CSOs were listed in each set of lesson plans. The Team interviewed teachers and reported that the staff possessed a working knowledge of proper CSOs usage.

The Spanish online program was used only as a resource on each Friday and the teacher provided instruction aligned with the CSOs.

##### 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.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The OEPA Team observed that high expectations for student achievement were exhibited throughout the building. All students were on task and teachers provided high quality instruction. The principal stated that the administrative team increased classroom observations to ensure that high expectations continued to be exhibited in classrooms. The Technology Integration Specialist and the instructional coach were working with particular teachers on high expectations and depth of knowledge improvements.

College Board advance placement (AP) tests for language and literacy were indicative of higher expectations. Of the 12 students that took the AP test, one scored 4, eight scored 3, two scored 2, and one scored 1. Greenbrier West High School also dramatically increased in State ranking among high schools in West Virginia in WESTEST 2 reading/language arts percent proficient.

#### **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).

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Co-teaching appeared to have dramatically improved. The special education team traveled to Scott High School in Boone County to observe co-teaching at that school; RESA 4 provided training for the entire staff on the proper implementation of the co-teaching process. The

principal stated that walkthroughs and observations indicated that co-teaching was being effectively implemented.

**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.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team observed evidence of a wider variety of instructional strategies being used. Teachers discussed numerous instructional strategies that had been implemented. The administration increased the number of walkthroughs, observations, and lesson plan reviews to monitor the sustained use of various instructional strategies.

**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.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The following professional development had been implemented to increase student library use.

- 1. West Virginia Library Association (WVLA) School Librarian's Summer Refresher at Marshall University July 22-23, 2009.**
- 2. West Virginia Statewide Technology Conference 2009.**
- 3. Statewide Lexiles and Initiatives Professional Development August 7, 2009.**
- 4. Odyssey Computer Program credit recovery training.**
- 5. Plato Computer Program credit recovery training.**

The librarian was assigned a library skills class with training provided by the instructional coach and Technology Integration Specialist.

**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.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. All grade levels (9-12) attended classes the first day of the 2009-2010 school year.**

## **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.

### **FOLLOW-UP REVIEW**

**COMPLIANCE. The quality of the lesson plans had greatly increased. The school adopted the Harrison County Schools lesson plan template and teachers were using the form that included high quality instructional steps and procedures. The issue of multiple classes kept at the same pace had been corrected and the OEPA Team observed varied lesson plans. The administrative team provided excellent 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 the test scores were used to develop practices to improve student and school performance.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. Extensive data analysis had been conducted by grade level and teachers were aware of the student needs based on the data. It was evident that data guided the curriculum and instruction. Core teachers met weekly to discuss data issues, schedules, and technology.**

### **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 21<sup>st</sup> Century learning skills.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. The Greenbrier County Central Office staff provided extensive assistance and the school received assistance from RESA 4. The principal was instrumental in correcting the issues at Greenbrier West**

**High School and provided high quality staff development to ensure student success.**

## **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.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Greenbrier West High School offered five advanced placement (AP) courses. The courses are listed below with student enrollment in parentheses.

1. AP Government (11)
2. AP English 11 (18)
3. AP English 12 (8)
4. AP Environmental Science (7)
5. AP Digital Art (19)

**A parent survey of the classes students requested was sent to parents for their input.**

**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.

## **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** A school and county Multicultural Plan was in place.

**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 21<sup>st</sup> century.

#### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** A student served on the strategic plan committee and the student council had input regarding the planning committee. The school's Five-Year Strategic Plan was an integral part of implementing the school's curriculum. All staff described, in their own words, the various parts of the plan and how it was being used in their classes.

## 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 21<sup>st</sup> Century skills.

### **FOLLOW-UP CONCLUSION**

**The administration had actively and aggressively pursued corrective action for each of the findings in the Draft Education Performance Audit Report. Each of the high quality standards cited had been corrected and student achievement had increased. The Team commended the principal for eliminating the deficiencies reported by the OEPA and increasing student percent proficient in mathematics.**

## **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 21<sup>st</sup> Century Schools at 304-558-7010 ext. 53319 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

### **FOLLOW-UP CONCLUSION**

**Greenbrier West High School demonstrated the capacity to eliminate the deficiencies in the OEPA report to improve the teaching and learning process at the school. The school received assistance from RESA 4 and the Greenbrier County Central Office. While the staff is commended for their measurable strides in student and school improvement, it is imperative that improvements implemented continue to ensure further student success. The school is encouraged to advance current practices.**



## 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.

### **FOLLOW-UP CONCLUSION**

- 19.1.3. A telephone, computer, and copier had been installed.**
- 19.1.5. Newspapers and periodicals were available.**
- 19.1.6. Adequate work stations and printers were available.**
- 19.1.10. Chairs were available.**
- 19.1.11. Ventilation fume hood and demo tables were in place.**
- 19.1.13. A monitor, copier, and darkening provisions were in place.**
- 19.1.14. A teachers' dining area was available.**
- 19.1.15. A locked medication box was available.**
- 19.1.16. More storage had been provided.**

**All other areas remained as stated in the original Education Performance Audit. A \$20.3 million School Building Authority (SBA) and local bond renovation in place is scheduled to be completed by 2011.**

## **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.

### **FOLLOW-UP TEAM SUMMARY**

**Instructional programs and practices had been implemented to increase student achievement. Students were on task, teachers were providing high quality instruction and the co-teaching program had improved significantly.**

## **SCHOOL ACCREDITATION STATUS**

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Greenbrier West High School.