

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

GREENBRIER WEST HIGH SCHOOL

GREENBRIER COUNTY SCHOOL SYSTEM

APRIL 2005

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Greenbrier West High School in Greenbrier County on May 3, 2004.

A Follow-up Education Performance Audit of Greenbrier West High School in Greenbrier County was conducted March 21, 2005. 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."

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

5.1.1. Achievement.

This is the 1st year that Greenbrier West High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement: (SES) economically disadvantaged. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school was notified of any subgroup that initially did not make AYP in one year on any indicator. Greenbrier West High School and Greenbrier County were encouraged to revise the school and county Unified Improvement Plans when a subgroup is identified in any one year.

The Team determined that the Unified School Improvement Plan (USIP) had been revised to address the low percentage of students performing at or above the third quartile and the high percentage of students performing in the first quartile. However, the Team recommended that additional high quality activities be developed to increase student achievement. The only activity included in the USIP was the implementation of a voluntary after-school tutoring program.

FOLLOW-UP REVIEW

COMPLIANCE. Greenbrier West High School attained adequate yearly progress (AYP) in all subgroups for the 2003-2004 school year.

7.1. Curriculum

7.1.3. 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. The content standards and objectives in each grade level and in each subject must all be taught. (Policy 2510)

When asked during an interview, the principal indicated that students were tracked in social studies and English classes based upon ability. The principal indicated that general, advanced, and honors classes used the same Content Standards and Objectives for West Virginia Schools (CSOs); however, students in the advanced and honors classes did more work.

FOLLOW-UP REVIEW

COMPLIANCE. Tracking in English and social studies classes had been eliminated.

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

The predominant method of instruction observed was teacher lecture. The Team did not observe a variety of instructional activities in most classes.

FOLLOW-UP REVIEW

COMPLIANCE. The school had provided extensive staff development on the use of varied instructional strategies. The principal routinely reviews lesson plans for multiple strategies and focuses on strategies in his classroom walkthroughs.

7.1.14. Multicultural education. Multicultural education is taught at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

While the Team observed evidence of some multicultural activities, a schoolwide plan or curriculum had not been developed and implemented.

FOLLOW-UP REVIEW

COMPLIANCE.

7.2. Student and School Performance

7.2.4. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher. (Policy 2510; Policy 5310)

The Team did not see evidence that all teachers' lesson plans had been checked once each quarter by the principal. Some lesson plans did not have written feedback from the principal and included only "lesson plans reviewed on (date)".

FOLLOW-UP REVIEW

COMPLIANCE.

7.7. Administrative Practices and School Community Relations

7.7.6. Local school improvement council, faculty senate, and curriculum team. A local school improvement council, faculty senate, and curriculum team are established, functioning, and meet the statutory requirements. (W.Va. Code §§18-5A-2, 18-5-14, 18-5A-5, & 18-5A-6; Policy 2510; Policy 5500.03)

The first meeting of the Local School Improvement Council (LSIC) was not conducted until October 27, 2003. West Virginia Code §18-5A-2 requires that the first meeting be conducted no later than October 1.

FOLLOW-UP REVIEW

COMPLIANCE.

Note: This standard was removed by House Bill 308 and is no longer checked.

RECOMMENDATIONS

- 7.1.7. Instruction in writing.** The Team observed evidence of writing activities; however, the Team was not able to determine that instruction in writing was incorporated in all programs of study. The Team recommended that professional development be provided to all teachers on instruction in writing and that the principal monitor instruction and conduct classroom observation to ensure that instruction in writing is delivered in all programs of study.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

- 7.2.6. Student Assistance Team.** The Team recommended that a summary log of Student Assistance Team (SAT) meetings be maintained to ensure that follow-up meetings are conducted according to the timelines.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED.

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 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. 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 Team recommended that the master schedule and programs of study be reviewed to ensure the efficient use of staff. Several advanced level classes had very low enrollments. Alternative methods of course delivery should be explored to ensure that students have access to higher level courses.

FOLLOW-UP CONCLUSION

The school reviewed the master schedule and programs of study and adapted the schedule to an eight period (45 minute period) class day to allow students additional opportunities to take classes. This will provide students the opportunity to take 36 classes over the four-year period of high school attendance. The principal thinks the eight period instructional day provides a more efficient use of instructional staff and increases the opportunity for students to participate in elective and advanced courses.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 17.1.** Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

The Team determined that Greenbrier West High School and Greenbrier County Schools have the capacity to correct the identified noncompliances.

FOLLOW-UP CONCLUSION

Greenbrier West High School had corrected the identified noncompliances.

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.

- 18.1. 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 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.

- 18.1.1. School location.** The school site did not allow for future expansion and the entrance to the school was on a steep incline.
- 18.1.2. Administrative and service facilities.** A reception/waiting area was not available.
- 18.1.3. Teachers' workroom.** The teachers' work areas did not have communication technologies available.
- 18.1.6. Grades 9 through 12 computer laboratory.** The computer laboratories did not have sufficient size.
- 18.1.10. Specialized instructional areas.** The art instructional area did not have adequate storage and two deep sinks were not available. The music instructional area did not have adequate storage and acoustical treatment was not available.
- 18.1.11. Grades 6-12 science facilities.** The science facilities did not have adequate water supplies and gas. The laboratories did not have easy access to outdoors and were not isolated to prevent odors from escaping to the remainder of the building.

- 18.1.12. Grades 7-12 auditorium/stage.** An auditorium was not available.
- 18.1.14. Food service.** A teachers' dining area was not available.
- 18.1.15. Health service units.** A health service unit was not available.

FOLLOW-UP CONCLUSION

The facilities, equipment, and materials resource needs remained the same with the exception of 18.1.11. The science facilities were being remodeled to provide one science laboratory and two science rooms with teacher demonstration tables.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

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