



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**JAMES MONROE HIGH SCHOOL**

**MONROE COUNTY SCHOOL SYSTEM**

**MARCH 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of James Monroe High School in Monroe County was conducted December 5, 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. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and 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 school personnel and school system administrators, observed classrooms, and examined school records.

## EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Technology – Gloria Burdette, eLearning Program Assistant, Office of Instructional Technology

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## TEAM MEMBERS

Name	Title	School/County
Randall L. Auvil	Retired High School Principal	Greenbrier West High School Greenbrier County
Lori G. Comer	High School Principal	Princeton Senior High School Mercer County
Anthony M. Jones	Director of Human Resources	Boone County Schools
Dr. Jack Kaufman	Retired Professor of Education	Mercer County
Francis J. LaBounty	High School Principal	Pocahontas County High School Pocahontas County
Gary M. Nichols	Middle School Principal	Shady Spring Middle School Raleigh County

## SCHOOL PERFORMANCE

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

### 57 MONROE COUNTY

Joetta Basile, Superintendent

### 503 JAMES MONROE HIGH SCHOOL – TRANSITION

Lisa Mustain, Principal

Grades 09-12, Enrollment 516 (2<sup>nd</sup> 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 James Monroe High School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

#### Designation Status for James Monroe High School.

Designation:	TRANSITION	Next Year's Target:	48.8092
Index Score:	41.7383	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	44.9896	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

#### Supporting Data

Proficiency (35% of the index score)	7.18
Achievement Gaps Closed (20% of the index score)	8.10
Observed Growth (5% of the index score)	1.09
Adequate Growth (10% of the index score)	1.25
<u>Graduation Rate (30% of the index score)</u>	<u>24.11</u>
Total Accountability Index (out of 100)	41.74

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 were 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 high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

James Monroe High School did not achieve the Accountability Index Target. When considering the achievement targets, James Monroe High School has a steep trajectory to achieve both the WVAI target for high schools and the proficiency target for all subgroups.

**JAMES MONROE HIGH SCHOOL  
Grade Level Proficiency Data  
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
11	White	>95.00%	71.03%	28.97%	>95.00%	59.26%	40.74%
11	Black	>95.00%	50.00%	50.00%	>95.00%	50.00%	50.00%
11	Hispanic	>95.00%	>95.00%	<5.00%	>95.00%	95.00%	<5.00%
11	Special Education	>95.00%	77.78%	22.22%	>95.00%	77.78%	22.22%
11	Low Socioeconomic Status	94.83%	76.36%	23.64%	94.92%	64.29%	35.71%
11	Total	>95.00%	70.91%	29.09%	>95.00%	59.46%	40.54%

**Graduation Rate = 80.37%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates for Grade 11 by subgroups for mathematics and reading/language arts.

Grade 11 proficiency in mathematics was 29.09 percent. Reading/language arts proficiency was higher at 40.54 percent.

**JAMES MONROE HIGH SCHOOL  
Growth Model School Level Summary  
Results by Sub-Group**

**\*Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

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	156 (46%)	105 (31%)	76 (23%)	36.0	30.6%	150 (44%)	95 (28%)	95 (28%)	40.0	42.5%
	County	350 (36%)	296 (31%)	317 (33%)	47.0	42.8%	361 (37%)	302 (31%)	302 (31%)	47.0	44.7%
	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%
Black Sub-Group	School	*	*	*	30.0	20.0%	*	*	*	6.0	20.0%
	County	*	*	*	53.0	44.4%	*	*	*	47.0	38.9%
	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%
White Sub-Group	School	153 (46%)	104 (31%)	75 (23%)	36.0	30.9%	146 (44%)	94 (28%)	95 (28%)	41.0	43.0%
	County	341 (37%)	288 (31%)	305 (33%)	47.0	42.8%	351 (38%)	292 (31%)	293 (31%)	46.0	44.8%
	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	18 (56%)	10 (31%)	4 (13%)	29.0	7.9%	19 (59%)	10 (31%)	3 (9%)	31.0	13.2%
	County	53 (50%)	32 (30%)	22 (21%)	35.0	14.8%	47 (44%)	32 (30%)	27 (25%)	38.0	13.5%
	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	138 (45%)	95 (31%)	72 (24%)	38.0	33.3%	131 (43%)	85 (28%)	92 (30%)	42.0	46.0%
	County	297 (35%)	264 (31%)	295 (34%)	49.0	47.1%	314 (37%)	270 (31%)	275 (32%)	47.0	49.5%
	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	85 (47%)	56 (31%)	39 (22%)	36.0	26.2%	89 (49%)	43 (24%)	49 (27%)	35.0	34.7%
	County	206 (38%)	175 (32%)	165 (30%)	45.0	36.2%	216 (40%)	153 (28%)	177 (32%)	47.0	37.6%
	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	71 (45%)	49 (31%)	37 (24%)	36.0	36.0%	61 (38%)	52 (33%)	46 (29%)	42.0	51.8%
	County	144 (35%)	121 (29%)	152 (36%)	51.0	51.7%	145 (35%)	149 (36%)	125 (30%)	46.0	54.2%
	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%
Male Sub-Group	School	87 (49%)	55 (31%)	34 (19%)	35.0	27.4%	84 (47%)	44 (25%)	49 (28%)	36.0	34.8%
	County	194 (40%)	141 (29%)	155 (32%)	43.0	40.0%	194 (40%)	148 (30%)	148 (30%)	44.0	36.6%
	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	69 (43%)	50 (31%)	42 (26%)	42.0	34.1%	66 (40%)	51 (31%)	46 (28%)	43.0	50.9%
	County	156 (33%)	155 (33%)	162 (34%)	52.0	45.7%	167 (35%)	154 (32%)	154 (32%)	49.0	52.9%
	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%

**\*Note:** Schools are those schools that have at least a 4th grade.

\*Denotes cell size <20.

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup compared to county and State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance. The black and special education subgroups demonstrated low growth in both mathematics and reading/language arts, while all other subgroups demonstrated typical growth.

As the chart indicates, 30.6 percent of all students assessed (Grades 9, 10, and 11) were proficient in mathematics and 42.5 percent of all students were proficient in reading/language arts.

**Mathematics.** In mathematics, the black subgroup scored 10.09 percent lower than the white subgroup; the special education subgroup scored 25.4 percent lower than the non-special education subgroup. A difference was shown between males and females, with females scoring 6.7 percent higher than males. The black and special education subgroups showed low growth, while the all, white, non-special education, low socioeconomic, non-low socioeconomic, male, and female subgroups showed typical growth.

**Reading/language arts.** In reading/language arts, a 23 percent gap existed between the black and the white subgroup; a 32.8 percent gap between the special education and non-special education subgroups; a 17.1 percent gap existed between the low social-economic subgroup and the non-low socio-economic subgroup; and a 16.1 percent gap existed between the female and male subgroups with females scoring higher. Again, the black and special education subgroups showed low growth, while the all, white, non-special education, low socioeconomic, non-low socioeconomic, male, and female subgroups showed typical growth.



## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

James Monroe High School is a school of less than 600 students and performed significantly below the county and State averages in reading/language arts and mathematics in every subgroup. James Monroe High School is not performing to the expected level of achievement in any subgroup.

### ACT PLAN Assessment Results

<b>ACT PLAN RESULTS</b>			
<b>Grade 10</b>			
	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>
English WV	16.3	16.0	16.2
English Monroe County	15.1	15.4	15.6
English James Monroe High	15.1	15.4	15.6
Mathematics WV	16.2	16.4	16.4
Mathematics Monroe County	15.9	16.0	15.9
Mathematics James Monroe High	15.9	16.0	15.9
Reading WV	16.1	16.1	16.4
Reading Monroe County	15.9	16.0	15.7
Reading James Monroe High	15.9	16.0	15.7
Science WV	17.3	17.3	17.4
Science Monroe County	16.9	17.1	16.9
Science James Monroe High	16.9	17.1	16.9
Composite WV	16.6	16.6	16.7
Composite Monroe County	16.1	16.2	16.2
Composite James Monroe High	16.1	16.2	16.2

Source: <http://wvde.state.wv.us/oa/actplan.html>

ACT PLAN results have remained relatively steady across a three year period. Scores of James Monroe High School students were consistently lower than the State's scores.

<b>NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2014</b>			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
James Monroe High	6	2	6

AP® Courses Offered: AP® English Literature; AP® Calculus; AP® Biology; AP® US History; AP® Psychology; AP® American Government and Politics.

Honors Courses Offered: Grade 9 Honors English and Grade 10 Honors English.

College Credit Courses Offered: Physics; Civics – American Political Systems; Trigonometry; College Algebra; French; and Strength Training.

<b>ADVANCED PLACEMENT (AP®) TEST (APT) (College Board)</b>			
James Monroe High	2010-11	2011-12	2012-13
10 <sup>th</sup> Grade Test Takers (%)	0.0%	0.0%	1.7%
11 <sup>th</sup> Grade Test Takers (%)	7.5%	9.6%	20.0%
12 <sup>th</sup> Grade Test Takers (%)	10.2%	14.2%	14.2%
10 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	0.0%	0.0%	0.0%
11 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	18.1%	36.3%	12.5%
12 <sup>th</sup> Grade Test Takers (%) with a score of 3 or higher	42.8%	47.6%	41.2%

Source: Reported by school.

The principal and staff must investigate methods to increase the number of students taking the advanced placement test (APT) and also increase the percentage of students scoring 3 or higher. Forty-three (43) students took the APT in 2012-2013 that included two Grade 10 students, 24 Grade 11 students, and 17 Grade 12 students. Ten of the 43 advanced placement test takers secured 3 or above on the test. No Grade 10 student scored 3 or higher, three Grade 11 students and seven Grade 12 students scored 3 or higher.

<b>AP® TEST TAKERS</b>	
James Monroe High	2012-13
Total # of test takers.	43
# scoring 3 or higher	10

Source: Reported by the school.

<b>ESTIMATED COLLEGE GOING RATE FALL 2012</b>		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Monroe County	150	42.7%
James Monroe High	144	43.8%

Source: West Virginia College Going Rates By County and High School Fall 2012, West Virginia Higher Education Policy Commission.

The Estimated College Going Rate Fall 2012 for James Monroe High School (43.8 percent) was significantly lower than the State (56.4 percent). The staff of James Monroe High School and the Monroe County central office must investigate the cause of the low college going rate and implement programs and practices that will increase the number of students attending college.

<b>HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012</b>					
	1 <sup>st</sup> Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
James Monroe High	52	5	9.60%	15	28.80%

Source: West Virginia Achieves, Fall 2012.

The percentage of James Monroe High School graduates enrolled in Developmental English (9.60 percent) was significantly lower than the State (17.40 percent). The percentage of James Monroe High School graduates enrolled in Developmental Mathematics (28.80 percent) was consistent with that of the State (28.83 percent).

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

1. Data Talks.
2. Next Generation Standards/E-walks.
3. Dropout Prevention.
4. Professional Learning Communities.
5. Instructional Practices Inventory.
6. Evaluation Training.
7. Using Data to Focus Improvement.
8. West Virginia Safe and Supportive Schools.
9. Globaloria Worldwide.

10. Why Try.
11. 6+1 Writing Traits.
12. Common Core.
13. Data Camp.
14. PRISM Technology Training for Social Studies Teachers.
15. Substitute Teacher Training.

## EDUCATION PERFORMANCE AUDIT

### 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 Team saw excellent examples of high expectations in many classrooms, the Team observed classrooms that needed attention. The Team reviewed messages sent to teachers from the principal about improving the learning environment and keeping students on task with high quality instruction; however, the Team observed classrooms in which the principal's expectations were not evident.

One World History teacher did not exhibit high expectations for all students. The class had 32 students and eight students (25 percent of the class) were off task for at least 25-30 minutes of the 90 minute block. These students were either sitting at their desks drawing in their notebooks, had their heads down on their desks, were looking around the room, or generally were not engaged in the educational process. This teacher's classroom management was inappropriate as well as ineffective, as the teacher yelled to get student attention. When the teacher attempted to engage the entire class, at least half the students did not respond immediately to the request and some students did not respond at all.

Three teachers did not provide a challenging curriculum to all students in that the activities in these classes were at a Depth of Knowledge Level 1. Basic recall was the predominant instructional strategy in these classes. Students were not challenged in these classes, the instruction was low quality, and higher level thinking skills were not employed. Two of these teachers were instructing honors level courses. It would be difficult to determine that the content standards and objectives/West Virginia Next Generation content standards and objectives were being addressed in these classes as the instruction was extremely vague.

In one history class at least eight students were disengaged from the educational process for at least 12 minutes. The teacher did not interact with these students or attempt to include them in the classroom instructional process.

The Team observed ineffective classroom management in one Grade 9 physical science class. A majority of the students in this classroom were not listening to the teacher's instruction. Instruction in this class was poor and lacked challenge and depth. The West Virginia 21st Century content standards and objectives (CSOs) were not being addressed and minimal student interaction was observed.

One physical education teacher allowed students to opt out of their education. Nine students out of 43 were sitting on the bleachers with no activities for the 90 minute block. Eight students out of 23 in another class were sitting on the bleachers and not participating. The principal stated that she had spoken with the teacher and that the students stated that they did not want to participate and since this was an advanced physical education class, they did not need the class to graduate.

**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)**

Seven teachers did not vary their instructional strategies. Teacher directed instruction was the predominant instructional strategy and the Team observed waning student attention.

**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 could not verify that technology was being used regularly throughout the building. The downstairs computer laboratory was used often; however, the upstairs laboratory was rarely used. Student interviews indicated that many students use technology once every three to four weeks. Internet research was the predominant use of technology the Team observed. The computer laboratory log revealed a small group of teachers regularly utilized this technology. While the school had a great deal of technology available for use, student access was exceedingly infrequent.

**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)**

Five teachers' lesson plans were incomplete and could not be followed by a substitute teacher. These plans were insufficient to fill the 90 minute block with challenging activities.

## **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)**

Seven teachers did not hold the appropriate credentials for the classes they taught. Eight teachers were not Highly Qualified for their positions.

## **7.7. SAFE, DRUG FREE, VIOLENCE FREE, AND DISCIPLINED SCHOOLS.**

**7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

Tobacco use was evident in the boys' rest room beside Room 109. The school's tobacco use policy was in place, and the Prevention Resource Office wrote citations for student tobacco use; however, the Team observed evidence of smokeless tobacco use at various times throughout the day.

## **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)**

While the Team saw evidence that the principal was providing feedback to teachers on high expectations, instructional strategies, and lesson plans, it was evident that these issues remained. The principal must continue to work with the teachers to ensure that high expectations are prevalent buildingwide and that the instruction in every class is high quality, rigorous, and relevant to the students' needs based on individual and class data analysis. All teachers must demonstrate classroom leadership and challenge all students to excel to their highest levels. The Monroe County Central Office must continue to provide assistance to the principal where necessary to ensure greater 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 James Monroe High School in providing a thorough and efficient system of education. Monroe 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 Monroe 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.**

During the teacher interview section of the Education Performance Audit, teachers were asked the frequency of data analysis and how data were being used to guide the classroom curriculum. Over half the teachers indicated that this school year was the first year data were reviewed intensively. Teachers were fluent concerning the current student data and were aware of the needs of the students through formal and informal assessments. Teachers were accessing the WESTEST2 data, ACT PLAN data, and were aware that the school did not achieve its index target, thus, receiving the designation of a Transition school. Teachers could discuss how they were using this information to guide the curriculum delivery in their classrooms.

The principal must continue to aggressively address the high expectations issues found at the school. All students must be challenged to produce quality work and be kept on task with high quality instruction that is interesting, relevant, and rigorous. Instructional strategies must be varied to ensure student attention and engagement. A 90 minute block schedule is a challenge to maintain student attention and provide a challenging curriculum. A thorough analysis of the block schedule should be regularly reviewed by the county and school to ensure that student achievement is affected in a positive manner.



## **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 James Monroe High School in achieving capacity, the following resources are recommended.

### **Building Capacity - Transition School**

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

**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.**

The teachers and administration at James Monroe High School must demonstrate the capacity to correct the deficiencies found during the Education Performance Audit. Due to the number of teachers involved in the deficiencies identified in this report, it will be challenging for the principal to correct all the issues within one year. Additional assistance must be elicited from the Monroe County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate and implement further professional development and implementation for the staff. The principal must continue to monitor classroom management buildingwide and provide corrective feedback to teachers to address any weaknesses and ensure that teachers follow through on corrective measures.

## 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.**

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, and copying equipment were not provided. (Adversely impacts program and student performance.)
- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms. (Did not adversely impact program and student performance.)

## **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.**

Intensive data analysis had begun during the current school year for the James Monroe High School staff. The principal was knowledgeable of the schools needs and demonstrated the skills necessary to increase student achievement and the quality of the learning environment through notes to teachers on improvement areas and through professional development; however, these strategies had not been effective in changing behaviors. Noncompliances indicated that professional development had not been implemented successfully. If the principal's attempts to address changes are not heeded by the staff, James Monroe High School is likely to maintain its current levels of low performance.

## **EDUCATION PERFORMANCE AUDIT SUMMARY**

James Monroe High 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 James Monroe High School in improvement efforts.

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

7.1.2. High expectations.

7.1.5. Instructional strategies.

7.1.7. Library/educational technology access and technology application.

7.2.3. Lesson plans and principal feedback.

7.6.2. Licensure.

7.7.2. Policy implementation.

7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted early detection and intervention issues.

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 James Monroe High School and Monroe 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.