

OFFICE OF EDUCATION PERFORMANCE AUDITS



**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
GREEN BANK ELEMENTARY/MIDDLE SCHOOL
POCAHONTAS COUNTY SCHOOL SYSTEM
DECEMBER 2004**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Green Bank Elementary/Middle School in Pocahontas County on October 16, 2003.

A Follow-up Education Performance Audit of Green Bank Elementary/Middle School was conducted September 20, 2004. 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."

GREEN BANK ELEMENTARY/MIDDLE SCHOOL

5.1.1. Achievement.

FOLLOW-UP REVIEW

Green Bank Elementary/Middle School failed to achieve adequate yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup. Consequently, the West Virginia Board of Education issued the school Temporary Accreditation status at its September 2004 meeting.

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCES

7.1. Curriculum

7.1.10. Programs of study. Programs of study are provided in grades K-12 as listed in W.Va. 126CSR42 West Virginia Board of Education 2510 (hereinafter Policy 2510) for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

Choral music was not offered in Grades 6, 7, and 8 as required by West Virginia Board of Education Policy 2510.

FOLLOW-UP REVIEW

COMPLIANCE. Choral music was offered to all students in Grades 5-8. The enrollment showed five students in one class and 12 students in the other class.

7.1.12. Guidance and advisement. Students are provided specific guidance and advisement opportunities to allow them to choose a career major prior to completion of grade 10. (Policy 2510)

Developmental guidance was not being delivered at the middle grades. When asked during interviews, the principal and teachers indicated that an organized plan for teaching development guidance had not been developed. The counselor was employed half time.

FOLLOW-UP REVIEW

COMPLIANCE. The counselor is half-time counselor and half-time dean of students which provided flexibility in scheduling. All students in Grades 5-8 have a semester of developmental guidance with the counselor as instructor.

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)

It was evident that some multicultural lessons were taught; however, a plan or curriculum for multicultural education had not been developed and implemented for a comprehensive curriculum including all requirements intended by West Virginia Board of Education Policy 2421, *Racial, Sexual, Religious/Ethnic Harassment and Violence Policy*.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff developed a comprehensive multicultural education guide that included the implementation of a character education program.

RECOMMENDATIONS

7.1.8. Library/educational technology access and technology application. The Team recommended that television/media technology in the library be repaired. The Team also recommended that the Technology Plan be reviewed to determine the feasibility of upgrading the satellite/cable television in order to receive Public Television and upgrading to T-1 computer cabling for faster, more efficient use of the Internet.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. Technology equipment had been repaired, T-1 lines had been installed for the computers, and television cable had been installed.

7.2.1. Unified School Improvement Plan. The Team recommended that Unified School Improvement Plan (USIP) improvement objectives be revised and written in measurable terms. This will assist the school in determining that the objective are being accomplished.

FOLLOW-UP REVIEW

RECOMMENDATION BEING FOLLOWED. The staff was in the process of revising the Unified School Improvement Plan (USIP).

7.2.4. Lesson plans and principal feedback. The Team recommended that the principal provide meaningful written feedback on the teachers' lesson plans. Comments should include constructive remarks and positive feedback, as appropriate.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school staff developed a rubric for lesson plans which was being used by all teachers. The principal

conducted a walk-through of each classroom every two weeks and at that time reviewed and commented upon lesson plans and discussed inadequacies with teachers. In consideration that the school did not meet adequate yearly progress (AYP) for achievement, this was indicative that principal feedback on instruction was needed.

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.

- 18.1.7. K classrooms.** Kindergarten Classroom A did not have adequate space; however, at the time of the review instruction was not affected due to the low class enrollment.
- 18.1.10. Specialized instructional areas.** The art facility did not consist of 1000 square feet; however, this did not impact instruction due to the low enrollment in the art classes. The Art Room was not equipped with two deep sinks, a ceramic kiln, mechanical ventilation, or black-out areas. The music facility was small, storage was inadequate, and it was located near general classrooms.
- 18.1.11. Grades 6-12 science facilities.** Gas was not available in the science facility.
- 18.1.12. Grades 7-12 auditorium/stage.** An auditorium was not available
- 18.1.15 Health service units.** A Health Service Unit was not available.

FOLLOW-UP CONCLUSION

The facility resource needs remained as noted in the November 2003 Draft Report with the exception of the following.

- 18.1.7. The enrollment in Kindergarten Classroom A increased and the class was moved back into the regular kindergarten classroom.**
- 18.1.10. The art class has been moved to a larger room. The new room still did not have two deep sinks or a ceramic kiln.**

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 the Green Bank Elementary/Middle School and Pocahontas County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

All deficiencies had been corrected and all recommendations had been implemented.

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.

It is imperative that Green Bank Elementary/Middle School direct high quality instruction to the economically disadvantaged subgroup to improve achievement of these students.

TEAM SUMMARY

The staff is working to improve achievement of students in the economically disadvantaged student (SES) subgroup. All teachers had been involved with analyzing test data to identify specific areas of weakness and had developed ten-minute mini lessons to address his/her class weaknesses. The school was implementing a Reading First Grant to improve reading skills for students in Grades K-3. A new reading series had been adopted. With a \$50,000 Title I grant, the school employed a half-time Title I/half-time special education teacher whose task is to provide targeted instruction to the 15 students who are in most need of such instruction. The school schedule had been restructured to provide higher quality instructional time by removing disruptions. A 21st Century Grant was being implemented to provide after-school programs for students.

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 Green Bank Elementary/Middle School in providing a thorough and efficient system of education. Pocahontas 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 Pocahontas County or the accreditation status of the schools.

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 assignment of foreign language teachers should be reviewed to ensure that the available staff is fully utilized to deliver a high quality language program. One fully certified teacher of French was teaching only an exploratory class in language, the level one Spanish class was taught by an itinerant teacher from Pocahontas County High School, and three other faculty staff members were certified or nearly certified to teach foreign language but were not assigned foreign language classes.

FOLLOW-UP CONCLUSION

PROGRESSING. French 1-A was being taught by the certified French teacher. The itinerant teacher from Pocahontas County High School was still providing instruction in Spanish Level 1-A to Grades 7 and 8 students. One teacher will be certified to teach Spanish after completing student teaching during the second semester. The other teacher will be certified as soon as he finishes his independent study assigned by the college. The problem should be solved by next year.

SCHOOL SYSTEM APPROVAL & SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Approval** status of the Pocahontas County School System and continue the **Temporary Accreditation** status of Green Bank Elementary/Middle School.