



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

RIVER VIEW HIGH SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

MAY 2013

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of River View High School in McDowell County was conducted January 29, 2013. The review was conducted at the specific direction of the West Virginia Board of Education.

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

TEAM MEMBERS

Name	Title	School/County
George L. Aulenbacher	High School Principal	George Washington High Kanawha County
Randall L. Auvil	High School Principal	Greenbrier West High Greenbrier County
William P. Hosaflook	High School Principal	Ripley High Jackson County
Ronald A. Reedy	High School Principal	Sissonville High Kanawha County
Tom W. Sanders	High School Principal	Pocahontas County High Pocahontas County
Clyde P. Stepp	Retired High School Principal	Liberty High Raleigh County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

James Brown, Superintendent

520 RIVER VIEW HIGH SCHOOL - New School

Kathy Gentry, Principal

Grades 09-12

Enrollment 586 (2nd month 2010-2011 enrollment report)

Exempt From NCLB

60 MCDOWELL COUNTY
James Brown, Superintendent
520 RIVER VIEW HIGH SCHOOL - Needs Improvement
William Campbell, Principal
Grades 09-12, Enrollment 549 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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
Mathematics								
All	123	124	123	99.19	33.60	Yes	No	X
White	122	123	122	99.18	33.88	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	19	19	100.00	10.52	NA	NA	NA
Low SES	88	89	88	98.87	29.88	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	123	124	123	99.19	31.96	Yes	No	X
White	122	123	122	99.18	32.23	Yes	No	X
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	19	19	19	100.00	10.52	NA	NA	NA
Low SES	88	89	88	98.87	27.58	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 86.6%

RIVER VIEW HIGH SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	124	123	123	122	99.19	49.18	17.21	17.21	11.48	4.92	33.61

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	124	123	123	122	99.19	38.52	29.51	16.39	10.66	4.92	31.97

Enr. - Enrollment
 FAY - Full Academic Year
 Part. - Participation

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2012-2013			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
River View High	10	13	0

AP® Courses Taught

On-Site: AP® US History, AP® US Civics, AP® English Language and Composition; AP® Biology.

Virtual School: AP® World History (Aventa Learning); AP® European History (Aventa Learning); AP® English Literature and Composition (Florida Virtual School); AP® Chemistry (Apex Learning); AP® Psychology (Florida Virtual School); AP® Calculus AB (Florida Virtual School).

Honors Courses Taught

Honors English 9, Honors English 10, Honors English 11; Honors World Studies, Honors US Studies, Honors Contemporary Studies, Honors Civics and Government; Honors Physical Science 9, Honors Biology; Honors Math I, Honors Geometry, Honors Trigonometry, Honors Pre-Calculus.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)		
River View High	2010-11	2011-12
10 th Grade Test Takers (%)	0%	0
11 th Grade Test Takers (%)	100%	94%
12 th Grade Test Takers (%)	100%	100%
10 th Grade Test Takers (%) with a score of 3 or higher	NA	NA
11 th Grade Test Takers (%) with a score of 3 or higher	0%	9%
12 th Grade Test Takers (%) with a score of 3 or higher	3%	13%

River View High School AP Summary by Student Demographics (2012) report showed that 36 students took a total of 61 AP® examinations in English Language Composition, Psychology, U.S. History, and Biology. Four students scored a 3; one student scored 3 in English Language Composition and three students scored 3 in World History.

While the school pays for all students to take the advanced placement test (APT), River View High School needs to examine curriculum delivery and rigor to prepare students to score 3 or higher on the AP® test.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that River View High School was assessed for adequate yearly progress (AYP) and the school was exempt from the NCLB requirement. However, the percent proficient of all subgroups was very low.

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

1. Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs) Training.
2. WESTEST2 Data Analysis.
3. Common Expectations for Student Behavior.
4. Deconstructing the CSOs.
5. Book Study: *Do I Really Have to Teach Reading?*
6. Higher Order Thinking Skills.
7. Varied Instructional Strategies.
8. Common Pacing Based on Benchmarks, Short Cycle, and Bell Ringer Analysis.
9. Acuity.
10. West Virginia Writes.
11. Teach21.
12. Instructional Practices Inventory.
13. Co-Teaching and Collaborative Planning.
14. Carnegie Mathematics.
15. In Classroom Support for Reading/Language Arts Teachers.
16. Bullying and Harassment Awareness.
17. SMART Board Training.
18. Beginning Teacher Academy.

ESTIMATED COLLEGE GOING RATE FALL 2011		
	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
McDowell County	199	25.6%
River View High	123	22.0%

Source: West Virginia College Going Rates By County and High School Fall 2011, West Virginia Higher Education Policy Commission.

The percentage of River View High School students enrolled in college Fall 2011 at 22.0 percent was lower than McDowell County (25.6 percent) and significantly lower than the State (57.9 percent).

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2011					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,457	1,247	16.70%	2,104	28.20%
McDowell County	49	9	18.40%	18	36.70%
River View High	27	7	25.90%	11	40.70%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2011 (census).

River View High School students were enrolled in Developmental English and Developmental Mathematics courses at moderately higher percentages than that of McDowell County and significantly higher percentages than the State.

Achieved Standard.

- 5.1.4. Graduation rate. The student graduation rate is 80 percent or the percentage of students meeting the student graduation rate shows improvement. The graduation rate is calculated according to the high school completer formula recommended by the NCES with the additional condition that graduates include only those students who receive a regular diploma in the standard number of years and does not include students receiving the GED. For the AYP determination, the graduation rate calculation will be used for accountability at the public school/LEA/SEA levels, but will not be calculated for each subgroup. However, for schools/LEAs that use the safe harbor provision to meet AYP for the achievement indicators, the graduation rate standard must be met by the subgroup/s not meeting AYP.**

River View High School's graduation rate at 86.6 percent fell below the Federal minimum of 90 percent; however, the school's graduation rate was higher than the State's minimum required 80 percent. Steps must continue to increase the graduation rate.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

None identified.

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 River View High School in providing a thorough and efficient system of education. McDowell 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 McDowell 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.

According to the current administration, River View High School has had five principals in its two year existence. This upheaval has had a detrimental effect on student achievement. Through interviews with the staff, it was found that teachers have a great deal of respect for the current administrators and are working hard to implement the high quality professional development that has been provided. Teachers were aware of a wide range of student data and were utilizing a wide range of instructional strategies to deliver curriculum.

Another factor that contributed to the low 2012 WESTEST2 test scores was that seven teaching vacancies existed at the school. All teaching positions are currently filled. The Team believed that student test scores will increase with the attention to time on task, high expectations from teachers and administrators, and the use of student data to show the weak areas in content mastery. Staff stability will also have a positive effect on student performance.

River View High School was implementing several initiatives to increase the graduation rate. Some included: Support by GEAR UP, S3 (Safe and Supportive Schools) Grant, and an Innovation Zone Grant for Dropout Prevention.

River View High School Curricular Interventions

- Virtual School and Online classes in a variety of areas, such as, psychology, science, advanced placement (AP®) offerings, and art education.
- Credit Recovery offered to students as early as Semester 2 of Grade 9. River View High School uses onTarget West Virginia to provide students timely credit recovery options and offers after-school sessions to support their time on task.

- Collaboration with career technical education course offerings on-site and at the Career Technical Center. Students are offered career and technical education courses as early as Grade 10.
- Grade 9 Academy, a year-long course for all entering freshmen. The curriculum used includes: LINKS guidance and advisement curriculum; study skills; College Summit and use of CFWV website; iLead curriculum; and extra support for reading, writing, and research skills.
- Parent and Community Involvement activities that focus on high expectations for students.

Gear Up Initiatives

- Student college trips to Concord University and Marshall University.
- Student trip to Lewisburg - School of Osteopathic Medicine.
- Tutoring services, ACT Prep after school.
- Free Application for Federal Student Aid (FAFSA) Completion events - Gear Up Parent Night; River View High School Parent Community Nights.
- Use of technology to sustain student engagement in real-world, rigorous, and challenging curriculum.

S3 Initiatives

- Raider of the Month.
- Monthly Behavior Rewards Activities.
- Behavior and attendance expectations explicitly stated in the student handbook and explicitly taught and reinforced by River View High School faculty.
- Natural Helpers training to build student ownership and pride in school.

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 River View 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.**

The Team believed that River View High School has the capacity to increase student achievement. It is imperative that the administration continue to monitor classroom instruction and ensure that classroom curricular decisions are based firmly on the student data. The professional development that has been provided must continue to be implemented where effective.

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*)

The Facility Team identified facility resource needs which are presented in the McDowell County School System Report under 7.4.1. Regulatory agency reviews.

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.

The administration and staff of River View High School had examined the student data and had identified the areas of school and student weaknesses. High quality professional development had been instituted to target the areas of weakness and staff was genuinely enthusiastic about the changes that had been made as a result of the professional development. Through interviews and classroom observations, the Team observed that teachers were aware of the students’ needs and were employing high quality instruction to improve student learning. It is critical for this school to have consistent leadership and certified teachers in place at the beginning of the school year. This, however, is a problem beyond the scope of the school’s and McDowell County’s efforts. The Team expressed hope that the Reconnect McDowell project will assist in establishing a community of certified educators.