



EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNT VIEW HIGH SCHOOL

MCDOWELL COUNTY SCHOOL SYSTEM

JANUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Mount View High School in McDowell County was conducted November 18, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures 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. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

The Team also checked the partial compliance standard (5.1.15) from the March 2006 Follow-up Review Report.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader – Don E. Chapman, Assistant Director, Office of Healthy Schools

West Virginia Department of Education Team Leader – Kobie Coburn, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Randall L. Auvil	High School Principal	Greenbrier West High School Greenbrier County
Todd A. Browning	Middle School Principal	Bluefield Middle School Mercer County
Bobby W. Meadows	High School Principal	Independence High School Raleigh County
Rachel D. Pauley	Middle School Principal	Beckley-Stratton Middle School Raleigh County
Clyde P. Stepp	High School Assistant Principal	Liberty High School Raleigh County

SCHOOL PERFORMANCE

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

60 MCDOWELL COUNTY

Suzette Cook, Superintendent

527 MOUNT VIEW HIGH SCHOOL – Needs Improvement

Adam Grygiel, Principal

Grades 06 - 12

Enrollment 830 (2nd month 2007-08 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
Mathematics								
All	427	477	474	99.37	62.11	Yes	Confidence Interval	✓
White	324	374	371	99.19	65.21	Yes	Yes	✓
Black	102	102	102	100.00	51.96	Yes	No	✗
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	341	379	377	99.47	60.88	Yes	Confidence Interval	✓
Spec. Ed.	93	102	100	98.03	25.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	427	477	473	99.16	64.47	Yes	Safe Harbors	✓
White	324	374	370	98.93	65.83	Yes	No	✗
Black	102	102	102	100.00	59.80	Yes	Safe Harbors	✓
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	341	379	376	99.20	62.35	Yes	Safe Harbors	✓
Spec. Ed.	93	102	100	98.03	25.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 85.0%**

60 MCDOWELL COUNTY
Suzette Cook, Superintendent

527 MOUNT VIEW HIGH SCHOOL – Needs Improvement

Adam Grygiel, Principal

Grades 06 - 12

Enrollment 780 (2nd month 2008-09 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
Mathematics								
All	421	445	438	98.42	43.77	Yes	Confidence Interval	✓
White	323	344	339	98.54	44.06	Yes	Confidence Interval	✓
Black	97	100	98	98.00	42.26	Yes	Confidence Interval	✓
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	334	352	345	98.01	41.08	Yes	Confidence Interval	✓
Spec. Ed.	88	95	93	97.89	18.39	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	421	445	438	98.42	35.40	Yes	No	✗
White	323	344	339	98.54	36.56	Yes	Confidence Interval	✓
Black	97	100	98	98.00	31.95	Yes	Confidence Interval	✓
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	334	352	345	98.01	32.62	Yes	No	✗
Spec. Ed.	88	95	93	97.89	11.49	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 72.6%

MOUNT 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
06	116	109	114	108	98.28	8.33	39.81	36.11	12.96	2.78	51.85
07	118	112	116	112	98.31	12.50	44.64	33.93	6.25	2.68	42.86
08	118	111	117	110	99.15	22.73	33.64	34.55	8.18	0.91	43.64
11	93	89	91	88	97.85	31.82	32.95	32.95	2.27	0.00	35.23

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	116	109	114	108	98.28	12.04	43.52	32.41	11.11	0.93	44.44
07	118	112	116	112	98.31	1.79	55.36	34.82	8.04	0.00	42.86
08	118	111	117	110	99.15	7.27	63.64	27.27	1.82	0.00	29.09
11	93	89	91	88	97.85	27.27	50.00	21.59	1.14	0.00	22.73

Enr. - Enrollment

FAY - Full Academic Year

Part. - Participation

MOUNT VIEW HIGH SCHOOL

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Mount View High	4	1	0

AP Classes Offered: AP Biology, AP Calculus; AP Government; AP English Literature.
Honors Course Offered: Honors English Language Arts 10.

Note: McDowell County Central Office staff reported that 0 honors classes were offered.

No advanced placement (AP) courses were offered during the 2008-2009 school year; consequently, no students took the examination as shown in the chart below. Mount View High School offered AP courses during the 2009-2010 school year.

Mount View High School	2008-2009
10 th Grade Test Takers (%)	0
11 th Grade Test Takers (%)	0
12 th Grade Test Takers (%)	0
10 th Grade Test Takers (%) with a score of 3 or higher	0
11 th Grade Test Takers (%) with a score of 3 or higher	0
12 th Grade Test Takers (%) with a score of 3 or higher	0

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
McDowell County	270	38.5%
Mount View High	129	39.3%

While the overall college going rate percentage is higher than that of McDowell County, it lagged behind the State college going rate. Mount View High School must implement programs and practices to address this deficiency and increase the number of students attending post-secondary education. Guidance counselors must be attentive to encouraging students to attend college.

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
McDowell County	76	22	28.95%	31	40.79%
Mount View High	37	12	32.43%	19	51.35%

The percentage of students in developmental English and Mathematics was extremely high. Mount View High School and McDowell County must take appropriate steps to significantly lower this percentage.

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Mount View High School failed to achieve adequately yearly progress (AYP) in the all students (AS) and the economically disadvantaged (SES) subgroups in reading/language arts, and the special education (SE) subgroup in mathematics and reading/language arts. In accordance with Section 9.5. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the December 2009 State Board meeting. Mount View High School achieved AYP in the AS, racial/ethnicity white (W), racial/ethnicity black (B), and the SES subgroups in mathematics, and the W and B subgroups in reading/language arts only by application of the confidence interval.

The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans 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 6 – 48.15 percent in mathematics and 55.56 percent in reading; Grade 7 – 57.14 percent in mathematics and 57.14 percent in reading; Grade 8 – 56.36 percent in mathematics and 70.91 percent in reading; Grade 11 – 64.77 percent in mathematics and 77.27 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Below Standard.

5.1.4. Graduation rate.

Mount View High School failed to achieve adequately yearly progress (AYP) in 5.1.4. Graduation rate. In accordance with Section 9.5. of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the December 2009 State Board meeting.

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

1. Evaluation Training.
2. Framing Your Success.
3. Policy 2421 and Policy 5902.
4. Technology Updates.
5. Using Excelsior and Acuity in the Classroom.
6. Data-Driven Decision Making.
7. Discipline with Dignity.
8. Middle School Concepts.
9. Strategies for Teaching in the Block.

The Team noted significant progress of Mount View High School since the May 2009 audit. The principal and an assistant principal were making tremendous strides in turning around the school and improving the school's culture of low performance and low educator morale.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Mount View High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.3. Learning environment.** The Team commended the Tug River Mount View Health Clinic Business Manager, Nurse, and Nurse Practitioner operating at the clinic. The clinic was highly efficient and met the students' needs regarding mental, emotional, and physical health issues. The clinic included a dentist who periodically served in the office and accepted referrals. Tug River partnered with Marshall University to provide telecommunicated mental health counseling. This clinic was an asset to the school and the students.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

March 2006

- 5.1.15. Enrichment and acceleration. School personnel provide students enrichment and acceleration opportunities. (Policy 2510)

Students were not provided advanced, honors, or advanced placement level courses to prepare them to enter a quality post secondary program. Most instruction observed was comprehension and recall. The Team did not detect students receiving enrichment activities nor opportunities for acceleration. Students who served as aides or assistants should have been provided opportunities for enrichment and/or acceleration.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. Advanced Placement (AP) Literature and Honors English 9, 10, and 11 were available; however, the school did not have AP or Honors mathematics. The practices of using students as aides or assistants had been discontinued.

November 18, 2009

COMPLIANCE. Four advanced placement courses were being taught.

November 2009

7.1. Curriculum

- 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)

While some classes varied instruction on a regular basis, an inordinate amount of lecture was evident in many of the classrooms buildingwide.

- 7.1.9. **Programs of study.** Programs of study are provided in grades K-12 as listed in 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)

Earth Science was not available, as required by West Virginia Board of Education Policy 2510.

7.2. Student and School Performance

- 7.2.1. **County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school

system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan. The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

The Team could not verify that the guidance counselors were meeting with students at least 75 percent of the time.

- 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 one-third of the lesson plans at the high school level were incomplete and did not contain the steps to implement the plan of the day.

Buildingwide, teachers were using the lesson plan format that was required by the central office; however, the template was being used as a weekly template and not as a daily template as it was designed. Therefore, insufficient information was being included in the designated areas and a substitute teacher could not effectively use the lesson plans.

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 one girls' rest room in the high school area. This was a substantial improvement in the incidents of tobacco use from the May 2009 Education Performance Audit.

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 Mount 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.

The school's Five-Year Strategic Plan must be revised and strengthened to adequately address the students' needs. All teachers must be aware of the goals of the plan and implement these goals to increase student achievement.

Lesson planning and differentiated instruction must continue to be a high priority of the staff and administration. These areas directly influence student achievement and with the extremely low student percent proficient in mathematics and reading/language arts, efforts must be made to increase the rigor and relevance in all classes.

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 Mount 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 recommended that the McDowell County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

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 available.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have a ventilation fume hood or a demo table.

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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

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

They include the following:

- 7.1.5. Instructional strategies.
- 7.1.9. Programs of study.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.7.2. Policy implementation.

The Team presented one commendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Mount View High School's Education Performance Audit was limited in scope to the 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 Mount View High School in improvement efforts.

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 Mount View High School and McDowell County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.

Accreditation status

Based on the Mount View High School not meeting the Annual Performance Measures for Accountability: 5.1.1. Achievement and 5.1.4. Graduation rate, the West Virginia Board of Education issued the school Temporary Accreditation status at the November 2009 State Board meeting. Pursuant to W.Va. Code §18-2E-5 (n), "Whenever a school is given temporary accreditation status, the county board shall ensure that the school's electronic strategic improvement plan is revised . . . to increase the performance and progress of the school to a full accreditation status level. The plan shall be submitted to the state board for approval."