



EDUCATION PERFORMANCE AUDIT REPORT

FOR

MOUNT 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 Mount View High School in McDowell County was conducted January 30, 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
Dr. Jack Kaufman	Professor of Education	Mercer County
Ronald A. Reedy	High School Principal	Sissonville High Kanawha County
Thomas 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
527 MOUNT VIEW HIGH SCHOOL – Needs Improvement
 Adam Grygiel, Principal
 Grades 06-12, Enrollment 795 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	442	475	445	93.68	26.73	By Average	No	X
White	340	365	341	93.42	28.66	By Average	No	X
Black	100	106	101	95.28	20.83	Yes	No	X
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	86	91	82	90.10	13.92	By Average	No	X
Low SES	345	369	347	94.03	24.15	By Average	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	442	475	446	93.89	23.57	By Average	No	X
White	340	365	341	93.42	27.10	By Average	No	X
Black	100	106	102	96.22	11.34	Yes	No	X
Hispanic	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	86	91	82	90.10	12.65	By Average	No	X
Low SES	345	369	347	94.03	21.40	By Average	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Passed
Graduation Rate = 70.1%

60 MCDOWELL COUNTY
 James Brown, Superintendent
527 MOUNT VIEW HIGH SCHOOL – Needs Improvement
 Adam Grygiel, Principal
 Grades 06-12, Enrollment 799 (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	426	449	439	97.77	31.49	Yes	No	X
White	317	333	324	97.29	31.16	Yes	No	X
Black	105	110	109	99.09	32.69	Yes	No	X
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	57	59	59	100.00	8.77	Yes	No	X
Low SES	322	340	332	97.64	28.34	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	426	449	442	98.44	23.15	Yes	No	X
White	317	333	327	98.19	23.15	Yes	No	X
Black	105	110	109	99.09	24.03	Yes	No	X
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	57	59	59	100.00	7.01	Yes	No	X
Low SES	322	340	335	98.52	20.82	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
 * -- 0 students in subgroup
 ** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 69.0%

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	119	113	118	112	99.16	41.96	23.21	17.86	16.07	0.89	34.82
07	120	114	118	112	98.33	58.04	10.71	20.54	10.71	0.00	31.25
08	112	106	112	106	100.00	48.11	21.70	11.32	14.15	4.72	30.19
11	98	93	91	86	92.86	53.49	17.44	18.60	8.14	2.33	29.07

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
06	119	113	118	112	99.16	44.64	28.57	17.86	7.14	1.79	26.79
07	120	114	119	113	99.17	42.48	31.86	17.70	7.08	0.88	25.66
08	112	106	112	106	100.00	45.28	36.79	7.55	10.38	0.00	17.92
11	98	93	93	88	94.90	34.09	44.32	14.77	5.68	1.14	21.59

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
Mount View High	4	6	0

AP® Courses Offered and Taught: AP® Language and Composition, AP® Biology, AP® US Civics, AP® Calculus (Virtual).

Honors Courses Offered and Taught: Honors English 9, Honors English 10, Honors Math I, Honors Biology, Honors World History to 1900, Honors US History to 1900.

Mount View High	2007-08	2008-09	2009-10	2010-11	2011-12
10 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%	
11 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%	
12 th Grade Test Takers (%)	11.7%	35.1%	36.2%	39.7%	
10 th Grade Test Takers (%) with a score of 3 or higher	0.0%	0.0%	0.0%	0.0%	0.0%
11 th Grade Test Takers (%) with a score of 3 or higher	0.0%	0.0%	0.0%	0.0%	0.0%
12 th Grade Test Takers (%) with a score of 3 or higher	1.0%	0.0%	0.0%	0.0%	0.0%

Mount View High School AP Summary by Student Demographics (2012) report showed that 13 students took a total of 20 AP® examinations in English, Language Compositions, U.S. Government Politics, and/or Biology. No student scored 3 or higher on the examinations.

Mount View High School needs to take steps to increase the number of students taking the AP® test, and ensure that classroom curriculum is delivered in a way that prepares students to be successful in achieving a 3 or higher on the AP® test.

**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%
Mount View High	76	31.6%

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

The overall college going rate of Mount View High School students was above that of McDowell County and dramatically below the State's college going rate. Programs and

practices must be implemented to increase the number of students prepared to attend college.

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%
Mount View High	22	2	9.10%	7	31.80%

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

The percentage of Mount View High School students (9.10 percent) enrolled in Developmental English was lower than McDowell County (18.40 percent) and lower than the State (16.70 percent). Mount View High School students were enrolled in Developmental Mathematics (31.80 percent) classes at a lower rate than McDowell County (36.70 percent) and at a higher rate than the State (28.20 percent).

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Mount View High School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Five subgroups designated in 5.1.1. Achievement, included: All students (AS), racial/ethnicity white (W), racial/ethnicity black (B), economically disadvantaged (SES), and special education (SE). In accordance with Section 9.4 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 February 10, 2013, State Board meeting.

Adequate Yearly Progress (AYP) Information by Class revealed that students in Grade 6 performed at the highest level in mathematics with 34.82 percent proficient. Students in Grade 7 performed at 31.25 percent proficient, Grade 8 at 30.19 percent proficient, and students in Grade 11 performed at 29.07 percent proficient. Students in Grade 6 performed at the highest level in reading with 26.79 percent proficient. Students in Grade 7 performed at 25.66 percent proficient, Grade 8 at 17.92 percent proficient, and students in Grade 11 performed at 21.59 percent proficient.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are depicted in the chart below.

<u>Mathematics</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	26.73	31.49	+4.76
Racial/Ethnicity White (W)	28.66	31.16	+2.50
Racial/Ethnicity Black (B)	20.83	32.69	+11.86
Special Education (SE)	13.92	8.77	-5.15
Economically Disadvantaged (SES)	24.15	28.34	+4.19
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Gains/Losses</u>
All Students (AS)	23.57	23.15	-0.42
Racial/Ethnicity White (W)	27.10	23.15	-3.95
Racial/Ethnicity Black (B)	11.34	24.03	+12.69
Special Education (SE)	12.65	7.01	-5.64
Economically Disadvantaged (SES)	21.40	20.82	-0.58

5.1.4. Graduation rate.

Mount View High Schools graduation rate at 69.0 percent fell below the Federal minimum 90 percent and was also lower than the State's standard (80 percent). Steps must continue to be taken to increase the graduation rate.

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

1. Science, Arts, and Social Studies Institute.
2. Ruby Payne – Train the Trainer.
3. Carnegie Mathematics.
4. Advanced Placement Biology Training.
5. Globaloria.
6. Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs).
7. New Teacher Academy.
8. Data Analysis/Mapping.
9. Kagen Engagement.
10. Policy 4373 Administrator Workshop.
11. Safe and Supportive Schools.
12. Special Education Concerns Training.
13. Classroom Embedded Professional Development and Support by the Edwards Educational Services.
14. Innovation Zone on Dropout Prevention.
15. Working with Parents in Rural Areas.
16. Using Data Notebooks with Students.
17. 6+1 Writing.
18. Read Well/Language Training.
19. Five-Year Strategic Plan.
20. iPad Training.
21. Professional Learning Communities.
22. Instructional Practices Inventory.
23. Destiny Planning.
24. Literacy Leadership PLC.
25. Novice Teacher Training.
26. Special Education Facilitator's Meeting.
27. Leadership Team Conference.
28. E-Mentoring.
29. Special Education On-Site Monitoring.
30. School Improvement Grant Training.
31. Advanced Placement Biology Training.

HIGH QUALITY STANDARDS

The Education Performance findings of noncompliance (7.1.5 Instructional strategies; 7.1.9 Programs of study; 7.2.1 County and School electronic strategic plans; 7.2.2 Counseling services) presented in the January 2010 report had been corrected.

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 educational opportunities including enrichment and acceleration. (Policy 2510)

Students were permitted to be student office aides throughout the school day. During the time that students were assigned to be office aides, no instruction or West Virginia 21st Century content standards and objectives (CSOs) were being addressed. Students basically performed errands for office personnel. This activity did not exhibit high expectations for students and was wasted educational time for the students.

Students were not being challenged with high quality instruction in at least 40 percent of the classes the Team observed. Time on task did not appear to be a priority in these classes and instruction was at the Depth of Knowledge Level 1. All students must be challenged with high quality instruction and time on task must be a high priority.

One middle school physical education class observed had an excess of 60 students in the gymnasium with three teachers. The classes were not organized, educational activities were minimal, and students were not adequately supervised.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

The overall cleanliness of the building was lacking. Rest rooms were not supplied with soap and/or paper towels. Graffiti was evident buildingwide and every paper towel holder was ripped from the wall. These issues were cause for concern in the area of learning environment as they could negatively affect student pride and school culture.

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)**

Team members could not verify that all lesson plans had been checked by the administration at least one time per quarter. At least ten teachers' lesson plans did not reveal administrator reviews. One teacher (sociology) had lesson plans dated 2011.

This standard was also cited in the January 2010 Education Performance Audit report.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)**

School rules were not adhered to by the staff. Team members noted students wearing hats in the building, cellular telephones being used, students out-of-class, dress code issues, etc., throughout the day of the Education Performance Audit. These issues were prohibited in the school rules; however, teachers were not enforcing the rules and Team members observed teachers in the area of these violations and not addressing students.

- 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)**

Extensive tobacco use was evident in all rest rooms in the building. A great deal of work is needed to curb tobacco use in the school.

This standard was also cited in the January 2010 Education Performance Audit report.

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.

While the staff at Mount View High School has had an abundance of high quality staff development from the McDowell County Central Office, RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education, the underlying issue throughout the building was a lack of high expectations. Students were not challenged in a large number of classrooms, time on task did not appear to be a priority in all classes, and school rules were ignored by staff. These issues, coupled with the inexperience of the building's three new administrators, have the potential to foster lower student achievement. While the Team observed pockets of excellent teaching and learning, this effort was not pervasive on a significant scale. There did not appear to be a great deal of pride in the school as evidenced by the uncleanliness of the building, student behaviors, and the lack of a challenging curriculum.

In order to increase the graduation rate, the school had implemented a plan to identify at-risk students early through a check of attendance rates, failing classes, and discipline records. Credit recovery programs are available to students. At-risk students are paired with the administrative support team, with collaboration with outside groups (Upward Bound, Gear Up, Greater Appalachian, and College Summit) for added support. The administration stated that they believe that these steps will ultimately raise the graduation rate to the required levels and make students more successful academically.

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 questioned the school's capacity to correct the issues of high expectations. While the three new administrators appeared knowledgeable of the school's needs and were enthusiastic about guiding the school, Mount View High School has had a history of achievement issues. It is important that all staff utilize the professional development that is being provided and work vigorously to increase expectations of students and self and challenge students to do their best work.

Findings presented in this Education Performance Audit Report are similar to previous reports. Consequently, Mount View High School has not demonstrated the capacity to improve student 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*)

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.

Mount View High School has been below standard 5.1.1 Achievement for the four previous years. The school has a May 31, 2013, Date Certain to achieve adequate yearly progress (AYP) for Full Accreditation. If the school does not meet the achievement standard for Full Accreditation by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W.Va. Code §18-2E-5(n)(6).

It is further noted that the graduation rate at 69.0 percent is another early detection area and must also show improvement.