



**SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT
FOR**

RICHWOOD HIGH SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

JUNE 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Richwood High School in Nicholas County was conducted on March 13, 2007.

A Follow-up Education Performance Audit of Richwood High School was conducted April 14, 2008. 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.”

A Second Follow-up Education Performance Audit at Richwood High School occurred May 15, 2009 to check if the remaining noncompliances had been corrected.

SCHOOL PERFORMANCE

The Second Follow-up Education Performance Audit Team checked identified noncompliances and recommendations to determine if they had been corrected. This section presents the initial Education Performance Audit Team's findings of noncompliances and recommendations, and the second follow-up review team's comments and status of compliance with the original citations.

62 NICHOLAS COUNTY

Luther Baker, Superintendent

502 RICHWOOD HIGH SCHOOL – Passed

Bill Hutchinson, Principal

Grades 09 - 12

Enrollment 310 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

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	106	122	118	96.72	62.13	Yes	Yes	✓
White	106	122	118	96.72	62.13	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	62	74	71	95.94	51.66	Yes	Confidence Interval	✓
Spec. Ed.	19	21	20	95.23	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	106	122	119	97.54	76.92	Yes	Yes	✓
White	106	122	119	97.54	76.92	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	62	74	72	97.29	68.85	Yes	Confidence Interval	✓
Spec. Ed.	19	21	20	95.23	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 81.9%

62 NICHOLAS COUNTY
Luther Baker, Superintendent

502 RICHWOOD HIGH SCHOOL – Passed

Bill Hutchinson, Principal

Grades 09 - 12

Enrollment 467 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

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	108	116	115	99.13	60.18	Yes	Confidence Interval	✓
White	108	116	115	99.13	60.18	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	68	67	98.52	56.25	Yes	Confidence Interval	✓
Spec. Ed.	24	27	27	100.00	25.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	108	116	115	99.13	69.44	Yes	Confidence Interval	✓
White	108	116	115	99.13	69.44	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	64	68	67	98.52	68.75	Yes	Confidence Interval	✓
Spec. Ed.	24	27	27	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 86.5%

62 NICHOLAS COUNTY
Luther Baker, Superintendent

502 RICHWOOD HIGH SCHOOL – Passed

Bill Hutchinson, Principal

Grades 09 - 12

Enrollment 455 (2007-2008 2nd month 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	90	97	88	90.72	54.11	By Average	Confidence Interval	✓
White	90	97	88	90.72	54.11	By Average	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	66	59	89.39	43.85	By Average	Confidence Interval - Averaging	✓
Spec. Ed.	19	23	18	78.26	NA	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	90	97	88	90.72	74.11	By Average	Confidence Interval	✓
White	90	97	88	90.72	74.11	By Average	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	61	66	59	89.39	70.17	By Average	Confidence Interval	✓
Spec. Ed.	19	23	18	78.26	35.29	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 81.4%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Richwood High School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. 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 data indicated scores below mastery in both mathematics and reading: Grade 10 – 37.86 percent in mathematics and 23.08 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Richwood High School students scored below the State and county average on the Statewide Writing Assessment. The percentage of students scoring at or above mastery was 72 percent compared to West Virginia at 79 percent and Nicholas County at 83 percent.

The following professional development and/or training opportunities were provided.

1. Edline.
2. Grade Quick.
3. SAS in Schools.
4. Norton and Windows Updates.
5. Enhancing Education Through the Learning Environment.
6. Discovery Health Connection.
7. Differentiated Instruction.
8. Co-Teaching.
9. Basic Health Care Procedure Training.
10. Addressing Asthma and Diabetes in West Virginia's Schools.

FOLLOW-UP REVIEW

Overall student achievement declined at Richwood High School from the 2005-2006 school year to the 2006-2007 school year. The school achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white students (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. Student achievement increased in only one subgroup with a number (N) over 50 (SES in mathematics).

However, the Team noted that the special education subgroup with an N less than 50 showed a substantial increase in percent proficient in both mathematics and reading/language arts.

SECOND FOLLOW-UP REVIEW

Richwood High School continued to achieve adequately yearly progress (AYP) in the all students (AS), the racial/ethnicity white students (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or averaging. Mathematics scores had decreased from the 2006-2007 school year to the 2007-2008 school year. The school had been in turmoil with the absence of the principal due to health issues; however, the principal had retired just after the second follow-up review. The acting principal had a view of the direction that the school needed to take and had provided leadership that the Team believed will result in increased student achievement.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

6.1. Curriculum

- 6.1.2. 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)**

The Team observed several students sleeping and others were not engaged in the educational process. These were observed schoolwide. Many students were not engaged through the entire block, several students had their books closed and were not engaged in instruction five to ten minutes before the block was completed, and teachers did not redirect these behaviors and inattentiveness. Students in the Drivers Education class were sitting without work to do. The Team asked why no instruction was occurring and the student teacher indicated that the students had completed their book work (March 13, 2007) and would sit in the classroom with no work unless they were out driving. Twenty-four students were in this classroom.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. No students were observed to be off task throughout the day of the Follow-up Education Performance Audit.

The Team observed at least 10 classes that ended instruction at least 10 minutes before the class ended.

Driver education students participated in driving three days per week. On the days that they were not driving, students were assigned to other classes and sat in the back of the room to work on other classroom assignments. The Team believed this to be an ineffective use of time and did not address the original finding.

SECOND FOLLOW-UP REVIEW CONCLUSION

COMPLIANCE. No classes were observed to begin late or end early.

The driver education students were on task and provided classroom curriculum and driving time.

6.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

Instruction was primarily teacher directed with a lack of varied instructional strategies. Several teachers had students reading aloud, completing worksheets, discussing worksheets, and copying from the board. Lesson plans in two different mathematics classrooms indicated a lack of variety in instructional strategies. One teacher had the exact same plans for two Applied Math II classes. Another teacher had the exact same plans for two geometry classes. This practice did not allow for flexibility between different classes.

Due to a lack of equipment and consumable materials, all science teachers could not provide 50 percent hands-on active inquiry, investigation, or experimentation.

Several students were excluded from the physical education class and allowed to sit on the bleachers. The physical education teacher indicated that students were given a zero and excluded from class with no make-up work provided.

The co-teaching method was not being effectively utilized for special education students. Special education teachers were being used more as an aide by monitoring or assisting.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. While many teachers the Team observed used a variety of instructional strategies, approximately eight teachers still relied heavily on teacher directed instruction.

At least two science classes remained under the 50 percent hands-on inquiry, investigation, or experimentation. Teachers said this was due partially to the lack of appropriate materials.

All students in the physical education classes were actively participating in the class. Student and teacher interviews indicated that students were not permitted to opt out of the educational activities.

Special education co-teaching remained a problem at Richwood High School. A special educator remained inactive and was not assisting in the educational delivery.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Students were kept on task through a variety of instructional strategies. Classroom lessons also showed a variety of instructional strategies being applied.

All science classes exceeded the required 50 percent active inquiry, investigation, and experimentation. New materials had been purchased and the school planned to purchase additional materials.

Special education co-teaching had improved from previous observations. The special educator was actively involved with the curriculum delivery in the co-teaching classes the Team observed. This was also verified through staff and administration interviews.

6.2. Student and School Performance

6.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

Teachers indicated that they only looked at WESTEST data in the spring and others indicated that they looked at it during one session before school began. Teachers indicated data analysis had not occurred since then. Several teachers were unable to discuss student data. All teachers and the principal must be deliberate about reviewing and responding to student data to identify gaps in learning, adjust instructional practices, and increase student achievement.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The Team interviewed teachers and principals and found that teachers had only examined student data one time at the beginning of the

school year. Of the teachers, only two special education teachers had requested to see the data during the second semester.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. An extensive amount of data disaggregation and dissemination had been conducted by the school's administrator. Teachers discussed how this data were being used to guide the classroom curriculum.

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

6.7.1. 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)

Tobacco use was evident in the first floor boys' rest room. The custodian's closet contained cleaning chemicals and was accessible to students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Tobacco use remained evident in the boys' rest room. The custodian's closet remained unlocked and accessible to students.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Tobacco use was not evident during the day of the follow-up Education Performance Audit. The acting principal indicated that the RAZE program was very active at the school.

6.8. Leadership

6.8.1. 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)

Given the number and degree of deficiencies the Team found at the school, the Team determined that the school's leadership needed assistance from the Nicholas County administration, RESA IV, and the West Virginia Department of Education. Nicholas County needs to take a greater responsibility and role in school improvement. It is imperative that the school's administration take a stronger lead in dealing with the various issues and take the necessary steps to correct these deficiencies to ensure student achievement.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. While the leadership qualities were improving and the principal was knowledgeable of the school's needs and was working toward correcting the deficiencies, the deficiencies that remained at the school were indicative of the continued need for assistance from the Nicholas County Board of Education. The Team believed that the principal had the school going in the

correct direction, but he will need continued assistance in assuring high quality instruction and curriculum delivery.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. The deficiencies had been corrected at the school. The official principal had been out of the building due to health problems and an acting principal was employed. The acting principal appeared knowledgeable and provided high quality leadership in the principal's absence.

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 Richwood High School in providing a thorough and efficient system of education. Nicholas 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 Nicholas County or the accreditation status of the schools.

7.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree to which managerial/administrative services provided to the schools establish and support high quality curriculum and instructional services.

Administrative practices must be enhanced at the county and school levels regarding the findings noted in this report. The following list provides a summary of administrative responsibilities that are necessary to strengthen the organizational links between Nicholas County, Richwood High School, and what teachers do in their classrooms.

1. Richwood High School must disaggregate and disseminate the various forms of student data and use this information to plan the classroom curriculum. WESTEST results provide a roadmap of the areas of deficiency by students and the areas that must be covered more thoroughly. This is a critical area that must be addressed immediately to maximize student success.
2. All staff must utilize the West Virginia Content Standards and Objectives (CSOs) to ensure that the required areas are adequately covered. This will greatly assist in increasing student achievement.
3. Time on task and student class participation must increase. All teachers must ensure that all students actively participate in classes and that the entire block is used for instruction. Teaching strategies must be varied on a regular basis to eliminate student inattentiveness and boredom.
4. The school's Five-Year Strategic Plan must address the areas of deficiency on the WESTEST. This plan must be given to all teachers and must drive the classroom curriculum.
5. Lesson plans must be completed in advance by all teachers and must be checked by the administration at least once per quarter. Plans must be

well defined and complete enough for a substitute teacher to maintain instructional continuity.

FOLLOW-UP CONCLUSION

While great strides had been made in correcting the issues reported during the original Education Performance Audit, data disaggregation and dissemination remained problematic at the school. The principal and teachers must utilize all data at their disposal and be familiar with all students' needs.

SECOND FOLLOW-UP CONCLUSION

Data analysis had been conducted and was being used throughout the school. The acting principal was extremely knowledgeable and appeared to be effectively guiding the school in the principal's absence.

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 Richwood High School in achieving capacity, the following resources are recommended.

- 16.1. 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.**

Capacity building needs to be developed at Richwood High School to target deficiencies on the WESTEST, to ensure utilization of the Content Standards and Objectives (CSOs), to provide action steps for varying instructional strategies, and to maximize student and teacher time on task. Capacity must also be developed through the school's Five-Year Strategic Plan to address the needs of the students and teachers must use this plan to guide school improvement.

FOLLOW-UP CONCLUSION

The principal and staff exhibited that they have the capacity to address the issues at the school; however, it is imperative that work continue to correct all deficiencies found on the original Education Performance Audit to improve student achievement.

SECOND FOLLOW-UP CONCLUSION

The staff continued to show that they have the capacity to improve student achievement.

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.

- 17.1. 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. The principal checked and the Team confirmed the following school facility resource needs.

- 17.1.1. School location.** The site was not 15 acres plus one acre for each 100 students over 800.
- 17.1.8. Grades 1-12 classrooms.** The computer laboratory and distance learning laboratory did not have a whiteboard or bulletin board.
- 17.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation or a ceramic kiln.
- 17.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have broadcast capabilities.

FOLLOW-UP CONCLUSION

All facility needs remained the same as reported in the original Education Performance Audit report.

SECOND FOLLOW-UP CONCLUSION

All facility issues remained the same except the computer laboratory was equipped with a whiteboard.

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 recommended that Richwood High School pursue assistance from the Nicholas County central office, RESA IV, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the number of deficiencies and the nature of the deficiencies found, it is imperative that programs and practices be implemented immediately in order to address these issues.

FOLLOW-UP TEAM SUMMARY

Richwood High School had received ample assistance from the Nicholas County Central Office, RESA IV, and the West Virginia Department of Education. The Team recommended that this assistance continue to be provided by these agencies to improve school achievement.

SECOND FOLLOW-UP TEAM SUMMARY

Richwood High School appeared to be postured to improve student achievement. With the impending employment of a new principal, the school will continue to seek stability in that position. The incoming principal must be proactive and aggressive in dealing with issues that impact student and school performance.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-502 Richwood High	Full Accreditation			

Education Performance Audit Summary

All findings from the original Education Performance Audit had been corrected and the Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade the accreditation status of Richwood High School from Conditional Accreditation status to Full Accreditation status.