



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
HANNAN HIGH SCHOOL
MASON COUNTY SCHOOL SYSTEM**

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Hannan High School in Mason County was conducted on January 23, 2007.

A Follow-up Education Performance Audit of Hannan High School was conducted March 7, 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."

SCHOOL PERFORMANCE

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

49 MASON COUNTY

Dr. Larry E. Parsons, Superintendent

501 HANNAN HIGH SCHOOL – Passed

Pam Abston, Interim Principal

Grades 07 - 12

Enrollment 274 (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	119	129	129	100.00	54.62	Yes	Confidence Interval	✓
White	118	128	128	100.00	54.23	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	67	73	73	100.00	49.25	Yes	Confidence Interval	✓
Spec. Ed.	30	30	30	100.00	26.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	119	129	129	100.00	61.34	Yes	Confidence Interval	✓
White	118	128	128	100.00	61.01	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	67	73	73	100.00	53.73	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	30	30	30	100.00	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 87.5%

49 MASON COUNTY
Dr. Larry E. Parsons, Superintendent
501 HANNAN HIGH SCHOOL – Passed
Pam Abston, Principal
Grades 07 - 12
Enrollment 281 (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	129	138	128	92.75	65.57	By Average	Yes	✓
White	128	137	128	93.43	65.57	By Average	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	77	81	75	92.59	60.27	By Average	Confidence Interval	✓
Spec. Ed.	30	31	28	90.32	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	129	138	127	92.02	75.20	By Average	Yes	✓
White	128	137	127	92.70	75.20	By Average	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	77	81	76	93.82	70.27	By Average	Confidence Interval	✓
Spec. Ed.	30	31	29	93.54	21.42	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 86.0%

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

Classroom observations and teacher interviews showed that all teachers were not using the West Virginia Board of Education Content Standards and Objectives (CSOs) to guide the curriculum. During interviews, many teachers could not discuss the procedure to incorporate the CSOs in their classroom instruction.

FOLLOW-UP REVIEW

COMPLIANCE. Teachers received staff development on current West Virginia Content Standards and Objectives (CSOs) and were being provided training on the new 2008-2009 CSOs. Some teachers were using CSOs from the Internet and others had copies of the CSOs in their classrooms which were used in lesson planning. The CSOs being taught were shown in teachers' lesson plans or the teachers kept a master list of CSOs with the CSOs marked off as they were taught. Teaching the CSOs was being monitored by the principal through weekly lesson plan reviews, classroom walkthroughs, discussions with teachers, and personnel evaluations.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

The Team observed high numbers of students not actively engaged in learning activities. Many students were observed schoolwide to be off task and not participating in the educational process. Teachers were not redirecting these students to keep them focused on the lesson being taught.

The school did not have a true collaborative model in place for the special education (SE) subgroup. Collaboration observed consisted of the general education teacher conducting the class while the special education teacher monitored classroom behavior and worked with only the special education students.

FOLLOW-UP REVIEW

COMPLIANCE. The principal and staff developed a Progressive Discipline program that had been implemented schoolwide and was being used by all teachers. Records were kept on the Disciplinary Progression Form which teachers completed any time a student would not focus on learning in the classroom. This process involved parents early in the process and as often as needed. The discipline began with counseling from the teacher to the student and proceeded through a series of more severe discipline until the problem was resolved. This program's purpose was to bring order to the school and keep students focused on instruction. All classrooms that the Team visited were orderly and students were focused on instruction.

The school had moved to a 99 percent inclusive instruction program model with only a few students identified as profoundly impaired students not included. Special education and core classroom teachers coordinated their planning so each teacher was teaching and working with students during the entire class period. Teachers interviewed were supportive of the inclusive model and the collaboration between teachers and reported that the program benefited students.

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

Several students interviewed stated they did not feel safe in the gymnasium or the cafeteria in the mornings due to a lack of adult supervision. The Team observed no adult supervision in these areas the morning of the Education Performance Audit. Students stated that an illegal drug problem existed at the school.

FOLLOW-UP REVIEW

COMPLIANCE. The Follow-up Education Performance Audit Team reviewed teacher duty schedules which showed teachers supervising all school areas when students were outside the classrooms. (This was not the case when the original Education Performance Audit Team reviewed the school.) The building and grounds were well supervised. The school had a Prevention Resource Officer (PRO) who was on duty 7:20 a.m. each morning and provided additional student supervision. The gymnasium and cafeteria were supervised in the mornings. The students interviewed reported feeling much safer at school. The drug problem had been addressed, and even though there may still be some problem, it is perceived as being substantially reduced.

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)

The Team observed little variation in instructional strategies. Teacher directed instruction was the predominate strategy being used with very little other strategies in place.

Dodgeball was being taught in the physical education classes. This is an inappropriate classroom activity that may cause physical harm as well as emotional issues. Also, there is very little educational value of this activity as it is not included in the physical education CSOs.

FOLLOW-UP REVIEW

COMPLIANCE. The staff participated in numerous training sessions on varying their instructional strategies.

Teachers have been trained in how to vary instructional strategies during their lessons and this was being monitored by the principal in lesson plan reviews each week, during classroom walkthroughs, and in personnel evaluations. As the Team visited classrooms, it was noted that teachers had brief outlines of the plans for the period on the chalkboard which showed the various strategies being used and the amount of time to be spent on each strategy before switching to the next instructional strategy.

Dodgeball was eliminated from the curriculum the day the original Education Performance Audit Team left and was no longer a part of the physical education curriculum.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

There was little evidence that instruction in writing occurred across the curriculum on a weekly basis. Teachers stated that writing did not occur at least one time per week in most classes. Writing Assessment Data from 2005-2006 reinforced that writing was deficient at the school. Grade 7 results indicated 63 percent of students at or above mastery compared to 75 percent for West Virginia and 76 percent for Mason County. Grade 10 results indicated 53 percent of students at or above mastery compared to 79 percent for West Virginia and 75 percent for Mason County.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had been provided training in teaching writing and were expected to include a graded writing assignment in each class each week. The staff development sessions included: Writing Rubric; Lesson Plan Standard Format; Kansas Writing Strategies, Part 1; Kansas Writing Strategies, Part 2; and Wahama Writing Model – Writing Across the

Curriculum. Lesson plans were being reviewed weekly by the principal to ensure writing assignments were being included in all classes.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Grade 12 students did not receive 8100 instructional minutes in their second block class due to "senior privilege" which allowed them to leave five minutes early for lunch.

FOLLOW-UP REVIEW

COMPLIANCE. The bell (class) schedule was changed to add four minutes to the day that allowed each class to provide at least 8100 instructional minutes.

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.

The school's Five-Year Strategic Plan was incomplete and did not target the deficiencies of the school. Teachers who had not served on the development committee were not familiar with the plan.

FOLLOW-UP REVIEW

COMPLIANCE. The 2006-2007 Five-Year Strategic Plan was revised to address the Education Performance Audit noted deficiencies. The 2007-2008 Strategic Plan had been entirely rewritten with input and assistance from the Local School Improvement Council (LSIC) and staff to address high yield instructional strategies for student success. Teachers had a copy of the Five-Year Strategic Plan and were incorporating the strategies into daily lessons.

- 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)

Some teachers could not produce lesson plans for the Team's review. Most plans provided were vague, incomplete and would have been difficult, if not impossible, for a substitute teacher to follow. The previous administration failed to review all lesson plans a minimum of once per quarter.

FOLLOW-UP REVIEW

COMPLIANCE. Lesson planning had been the topic of discussion during at least four faculty training sessions. Some variance was allowed in lesson plan format, but all teachers were required to prepare complete lesson plans. Lesson plans were submitted to the principal every Friday and were maintained by the administration in a notebook and checked off on a check-off sheet to ensure they had been received. The principal reviewed lesson plans weekly and commented on them at least quarterly and provided verbal feedback more often. Lesson plans were detailed and contained required points that should make them adequate for a substitute teacher to continue instruction. Most teachers posted lesson plans on Edline.

- 7.2.4. 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)

Many teachers were unaware of individual student WESTEST results. Teacher interviews and student performance levels indicated that WESTEST results were not being used to target the areas of student deficiency.

FOLLOW-UP REVIEW

COMPLIANCE. From January 30, 2007 through December 14, 2007, the staff participated in five training sessions on analyzing and using WESTEST results to improve instruction. All teachers received copies of analyzed WESTEST data. The Team reviewed the analysis of the test results, interviewed teachers, and teachers knew the WESTEST results and were using them to guide curriculum and target instruction to student weaknesses.

7.6. Personnel

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The following educators did not hold the appropriate licensure.

1. One teacher of Pre-Algebra/Geometry/CATS-9, who held certification for long term substitute English/Spanish/Social Studies permit, needed a long term substitute permit for mathematics or a substitute waiver request.
2. One Applied Mathematics/Geometry/Integrated Mathematics teacher, who held certification for SLD/BD/MI/Health/Social Studies (5-9) permit, needed to re-code in WVEIS to add SPED code or have content certification for Mathematics, English, and Social Studies (Grade 10).
3. One Pre-Geometry/Algebra/CATS 8 teacher, who held certification for Special Education, needed to be coded in WVEIS as SPED or have Mathematics/Science certification.

FOLLOW-UP REVIEW

COMPLIANCE. The school complied with these three concerns: 1. This teacher no longer taught at the school; 2. and 3. These teachers now co-teach in a collaborative model in classrooms with teachers who have the subject area certification.

7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Evaluations for professionals, service personnel, and coaches were not available.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed current evaluations and found them in accordance with W.Va. Code and policy requirements.

- 7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

The new assistant principal did not have a mentor assigned. The position of mentor had been posted by the superintendent, but no one had applied.

FOLLOW-UP REVIEW

COMPLIANCE. The assistant principal's assigned mentor is the assistant principal of Point Pleasant High School.

7.8. Leadership

- 7.8.1. 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)

The number and degree of audit findings showed a void in leadership at Hannan High School. Hannan High School had undergone a change in administration five days before the Education Performance Audit. An interim principal was in place until a replacement could be hired. The assistant principal had only been in the position for three months.

Curriculum delivery, instruction, planning, a safe school environment, and school management were shown to be critical areas. The interim principal had only been assigned to the school two days before the Education Performance Audit was conducted. It will be challenging for the school to overcome the deficiencies that have been cited.

FOLLOW-UP REVIEW

COMPLIANCE. The new school administration's principal and assistant principal had provided the leadership to make remarkable improvement in the school in all areas during the past year and these improvements continued as this year progressed. The school administrators and faculty were working as a team to improve the school. It had been a hard year for both administration and faculty as they had spent many additional hours in training and revising how things were done at Hannan High School. The school administration with the support of the Mason County Board of Education and county administration had been able to get the school under control. The Team observed orderly student behavior and classes were being conducted in a manner that students were focused on learning. Parents had been involved with the school changes and were very supportive. Students were also very supportive of the changes that had been made at the school.

RECOMMENDATION

7.1.12. Multicultural activities. Although individual teachers conducted multicultural activities for their classes, a schoolwide or county Multicultural Plan was not in place. The Team recommended that a county plan for multicultural education be developed.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team reviewed the county Multicultural Plan and the school Multicultural Plan.

NEW ISSUE

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The school has nine long-term substitutes, one of whom has been substituting in the same classroom for three years. According to the principal, some of the long-term substitutes are some of the best teachers in the school; however, they do not hold certification for the areas in which they are substituting. These long-term substitute teachers do not have certification for the areas in which they are substituting and have not applied for a teaching permit in these areas which would require them to become involved in a continuing education program with an institution of higher education to get certified. Interviews with staff indicated that these substitute teachers had not been regularly employed by the school system and do not receive benefits. That may not be in accordance with requirements of law. (Reference W.Va. Code §18A-1-1 (I) for definition of "Long-term substitute" and W.Va. Code §5-16-2 for the definition of "Employee" as related to PEIA insurance for long-term substitutes.)

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 Hannan High School in providing a thorough and efficient system of education. Mason 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 Mason 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.

A more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies. Mason County curriculum staff and the principal are strongly urged to ensure that all classrooms are concentrated on curriculum delivery that is effective and efficient.

The effectiveness of collaboration between general education teachers and special education teachers must be improved. Assistance may be requested from the West Virginia Department of Education, Office of Instruction and Office of Special Programs, Extended & Early Learning.

Programs are needed to assist teachers in developing lesson plans and implementing instruction in writing. These issues would better serve the school and have a direct impact on student achievement.

The Five-Year Strategic Plan needed to be revised to address the needs of the school; effectively implemented; and applied to result in improved student, school, and school system performance.

Staff development on the implementation of the West Virginia Content Standards and Objectives (CSOs) needed to be a high priority for the staff. All staff must be aware of the CSOs and how to use them to guide the curriculum.

Data analysis must occur on a regular basis. This will give teachers an indication of student weaknesses and target the deficiencies.

FOLLOW-UP CONCLUSION

Classroom teachers had been provided training on the West Virginia Content Standards and Objectives (CSOs) and were using the CSOs, county

curriculum maps, a variety of instructional strategies, and a schoolwide progressive discipline plan to ensure student engagement in the learning process.

The school had moved to a full collaboration model and special education students were integrated into general education classes with special educator support in the classroom.

Teachers had been provided training on lesson planning, lesson plan formats, examples, and expectations. The lesson plans were being linked into Edline.

The Five-Year Strategic Plan had been revised to address student achievement and noncompliances reported in the Office of Education Performance Audits (OEPA) Audit report. Copies of the plan were provided to staff members and the plan was being implemented throughout the school.

The staff had been provided professional development on the West Virginia Content Standards and Objectives (CSOs), encouraged to serve on county curriculum committees, and chosen to serve on state committees. All staff members received assistance with locating and downloading the CSOs and were using them to guide lesson planning and instruction.

Data analysis was on-going and the results were used to address individual student skill needs. Writing across the curriculum was being implemented through the use of writing rubrics.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 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 Office of Education Performance Audits (OEPA) is uncertain of the school's ability to correct the deficiencies presented in the report and will remain so until a new and permanent principal is in place. The school is in dire need of a principal who has a strong curriculum background and the ability and vision to correct the deficiencies and implement staff development and programs to ensure student success.

- 18.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

Provided that the school fails to show progress in correcting the numerous curricular issues at the school, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Department of Education school improvement team provide assistance to this school.

FOLLOW-UP CONCLUSION

The school is fortunate to have acquired two energetic, well-educated school administrators to provide leadership. Through their hard work and leadership and the many hours of the Hannan High School staff's hard work, the deficiencies listed in this report have been effectively addressed. The improvements at the school were "works in progress" and must continue to get the school back on track for continued improvement in student achievement.

The school received support from numerous persons from the county administration and the West Virginia Department of Education as they have worked to improve.

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.

- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size and did not have two deep sinks, hot and cold water, counter space, and black-out areas. The physical education facility did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All science rooms did not have darkening provisions.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage did not have acoustical panels or film screens.

FOLLOW-UP CONCLUSION

The only changes noted were in the art facility where two deep sinks, hot and cold water, and counter space were available.

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.

Given the achievement levels of students in all subgroups and the nature of the deficiencies found at the school, Hannan High School and Mason County must implement high yield instructional practices and instruction that will improve students' achievement. Mason County must actively pursue assistance from RESA II, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

FOLLOW-UP TEAM SUMMARY

The Hannan High School staff had been trained on using varied high yield instructional strategies that were being implemented in the classrooms and were improving students' achievement. The curriculum was being driven by the West Virginia Content Standards and Objectives (CSOs) and instruction was being targeted to the student needs shown on the testing programs.

Many sources supported the school's improvement. Chief among these included: The West Virginia Department of Education, RESA II, Marshall University, Western WV Tech Prep Consortium, West Virginia Center for Professional Development, and Mason County Schools.

The following are some of the programs/assistance/trainings that were provided.

RESA II Math/Science Grant.

Marshall University Math/Science Grant.

High Schools That Work.

Tech Prep Associate Degrees (EDGE).

Data Analysis and writing assessment assistance.

Principals' Leadership Academy.

Teach 21 Website.

Workshop on increasing number of students in Advanced Placement (AP) courses.

Bloom's Taxonomy – Higher Order Thinking Skills.

Effective Instructional Strategies.

Kansas City Writing Model.

Maximizing the 90 minute block.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-501 Hannan High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Hannan High School with the stipulation that the Mason County Board of Education complies with the licensure requirements of W.Va. Code §18A-3-2 and West Virginia Board of Education Policy 5202 and the county be given a September 30, 2008 Date Certain to ensure that staff licensure is consistent with State Code and State Board policy.