



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAHAMA HIGH SCHOOL

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Wahama High School in Mason County was conducted January 21, 2010. 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).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Vicki Allen, Assistant Director, Office of Instructional Technology

West Virginia Department of Education Team Leader – Charles Heinlein, Executive Director, Office of Organizational Effectiveness and Leadership

TEAM MEMBERS

Name	Title	School/County
George L. Aulenbacher	Middle School Principal	Stonewall Jackson Middle School Kanawha County
Ronald A. Branch, II	High School Assistant Principal	Musselman High School Berkeley County
Ryan K. Haught	Assistant Director	PRT Vocational Technical Center Pleasants County
Greg W. LeMaster	Middle School Principal	Hurricane Middle School Putnam County
Ronald A. Reedy	High School Assistant Principal	Sissonville High School Kanawha County

SCHOOL PERFORMANCE

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

49 MASON COUNTY

Dr. William Capehart, Superintendent

503 WAHAMA HIGH SCHOOL – Passed

Kenny Bond, Principal

Grades 07 - 12

Enrollment 435 (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	217	225	222	98.66	60.00	Yes	Confidence Interval	✓
White	214	222	219	98.64	59.43	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	129	135	132	97.77	54.33	Yes	Confidence Interval	✓
Spec. Ed.	42	42	40	95.23	20.00	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	217	225	221	98.22	76.16	Yes	Yes	✓
White	214	222	218	98.19	76.30	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	129	135	131	97.03	71.42	Yes	Confidence Interval	✓
Spec. Ed.	42	42	39	92.85	35.89	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 82.0%

49 MASON COUNTY
Dr. William Capehart, Superintendent
503 WAHAMA HIGH SCHOOL – Passed
Kenny Bond, Principal
Grades 07 - 12
Enrollment 425 (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	211	219	217	99.08	42.38	Yes	Confidence Interval	✓
White	207	215	213	99.06	41.74	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	107	112	110	98.21	32.07	Yes	No	✗
Spec. Ed.	37	37	36	97.29	8.33	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	211	219	217	99.08	48.09	Yes	Yes	✓
White	207	215	213	99.06	48.54	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	107	112	110	98.21	41.50	Yes	Confidence Interval	✓
Spec. Ed.	37	37	36	97.29	19.44	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

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

Passed
Graduation Rate = 83.1%

WAHAMA 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
07	82	80	81	79	98.78	10.13	41.77	34.18	11.39	2.53	48.10
08	68	65	68	65	100.00	16.92	43.08	35.38	4.62	0.00	40.00
11	69	66	68	66	98.55	22.73	39.39	30.30	7.58	0.00	37.88

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	82	80	81	79	98.78	2.53	39.24	43.04	15.19	0.00	58.23
08	68	65	68	65	100.00	0.00	47.69	47.69	4.62	0.00	52.31
11	69	66	68	66	98.55	9.09	59.09	25.76	4.55	1.52	31.82

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

This is the 1st year that Wahama High School did not attain adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. The subgroup designated in 5.1.1. Achievement was the economically disadvantaged (SES) subgroup in mathematics. Wahama High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and in the SES subgroup in 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 indicated scores below mastery in both mathematics and reading: Grade 7 – 51.90 percent in mathematics and 41.77 percent in reading; Grade 8 – 60.00 percent in mathematics and 47.69 percent in reading; Grade 11 – 62.12 percent in mathematics and 68.18 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Response to Intervention (RTI).
2. TechSteps.
3. Professional Learning Communities.
4. Deconstruction of the West Virginia 21st Century Content Standards and Objectives (CSOs).
5. Acuity.
6. Power Standards Training.
7. SAS in School.
8. Thinkfinity.

WAHAMA 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
Wahama High	4	12	22

AP Courses: AP Biology, AP Chemistry, AP Environmental Earth Science, AP Psychology.

Honors Courses: English 9, 10, 11, and 12; Science 9, 10, 11, and 12; Social Studies 9, 10, 11, and 12. (These classes were offered as Honors by way of a contract between the student and the teacher.) These courses were taught in combination with the regular courses, which was not a best practice given the low WESTEST 2 percent proficient.

College Credit Courses:

On Site: English 101, English 102, College 101, Psychology 201

Marshall University: College 101, Chemistry 203, History 103, Advanced Computer Application, 20th Century History, Political Science, Biology 105

Marshall Community and Technical College: College 101, Blueprint Reading, Desktop Publishing, Digital Imaging, Machine Tool Technology, Welding, Instructional Technology 101, Agriculture and Natural Resources, Industrial Maintenance, Graphic Design, ProStart

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Wahama High	2004-05	2005-06	2006-07	2007-08
10 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%
11 th Grade Test Takers (%)	7.0%	4.9%	1.3%	12.3%
12 th Grade Test Takers (%)	5.2%	16.9%	15.4%	14.8%
10 th Grade Test Takers (%) with a score of 3 or higher	0	0	0	0
11 th Grade Test Takers (%) with a score of 3 or higher	50%	33%	100%	25%
12 th Grade Test Takers (%) with a score of 3 or higher	40%	50%	42%	50%

The Team recommended that the school examine means and methods to increase the number of students taking the APT and undertake strategies to increase the percentage of students scoring 3 or higher on the AP exam.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Mason County	284	53.2%
Wahama High	72	54.2%

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

Wahama High School's Estimated College Going Rate Fall 2007 was slightly below that of the State and slightly higher than Mason County. The principal and staff must continue to investigate programs and practices to increase the college going rate.

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%
Mason County	115	26	22.61%	40	34.78%
Wahama High	27	5	18.52%	4	14.81%

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

Wahama High School graduates were enrolled in Developmental English classes at a slightly higher rate than the State average and at a lower rate than Mason County. Wahama High School students fared much better in the area of mathematics, with a considerably lower percentage of students enrolled in Developmental Mathematics than the county and State.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

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)**

Student detentions were announced over the intercom system before the lunch period. This compromised the confidentiality of student discipline and did not exhibit high expectations for these students.

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

At least two custodian closets were unlocked and cleaning chemicals were accessible to students.

A breaker box in the gymnasium had missing breakers and the space was covered by electrical tape. This had the potential to cause injury or death to students. The Team completed an "Imminent Safety Hazard form" and mailed forms to the West Virginia State Fire Marshal, the county superintendent, and the principal.

Some of the rest rooms were not labeled as male or female. The original placards had fallen off the walls. The Team recommended that labeling be placed on the rest rooms to distinguish them.

The water fountain outside the gymnasium sticks in the open position and wastes water. The county maintenance team needed to correct this issue.

- 7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Students in English 9-12, Social Studies 9-12, and Science 9-12 were given the option to take the classes as honors courses, and the teacher was to vary the instruction in the class to give more rigor only to those particular students. The dramatic decline in student achievement indicated, in part, that this practice was not effective in the English classes, in particular. With both courses being embedded together, one section is either accelerated or held back to allow for this practice.

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)

No instruction was being delivered in the physical education classes the entire day of the Education Performance Audit. The teachers sat at a table on the stage and watched the students on the floor as they played basketball and football. Several students did not participate in any activities at all. One physical education teacher stated that they had only one set of lesson plans because they “didn’t want to differentiate instruction”. The principal must aggressively address this issue through classroom observations, walkthroughs, and evaluations.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

According to the principal, students in Grades 7-8 were required to purchase materials for classes.

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.

Half of the teachers interviewed could not discuss the goals of the school’s Five-Year Strategic Plan. Teachers on first and second block planning could not discuss the goals, while teachers on third and fourth block planning were very knowledgeable of the goals. The school’s prioritized strategic issues were not based on a thorough data analysis. Not all the goals were measurable.

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)

Many lesson plans could not be followed by a substitute teacher. The information contained in several lesson plans did not have enough information to instruct a 90 minute block. Two teachers (one physical education teacher and a special education teacher) did not have lesson plans.

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)

Several coding issues existed with teacher certification. The principal and the county personnel director were urged to contact the West Virginia Department of Education, Office of Professional Preparation, to correct these issues.

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 the boys' rest room located across from the gymnasium.

RECOMMENDATIONS

- 7.1.10. Approved elective offerings.** The creative writing course, which did not have approved West Virginia 21st Century content standards and objectives (CSOs), had county developed CSOs, but they had not yet been approved by the local board of education. The course was starting the day of the Education Performance Audit, but the CSOs were to go to the county board meeting to be approved at a future date. The Team recommended that all county approved CSOs be approved before the class is taught.
- 7.2.4. Data analysis.** While the school had examined the WESTEST 2 data, the Team recommended that the school unpack the West Virginia 21st Century content standards and objectives (CSOs) and further analyze the data and gear this toward higher level thinking skills and a greater Depth of Knowledge (DOK).

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 Wahama 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.

Wahama High School had a high rate of principal turn-over. The current principal was the eighth principal in the past seven years, which the Team saw as a major reason for the low WESTEST 2 scores. The former principal was removed from the position one week before the WESTEST 2 was taken which caused a disruption to the testing process. Teachers overwhelmingly indicated that they had a great deal of respect for the current principal and assistant principal and appeared relieved that there would be consistency in the position. The Team felt that the current administration has the ability to correct the issues in this report and provide the school high quality leadership and direction.

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 Wahama 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 Mason 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.

- 19.1.10. Specialized instructional areas.** The music facility did not have music chairs with folding arms or acoustical treatment.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have darkening provisions or fire blankets.
- 19.1.16. Grades 7-12 vocational.** The business education facility did not have a display and map rail.

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 principal must aggressively address the deficiencies found by the Team. It is of utmost importance that consistency be provided in the position of principal and school leadership.

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 nine high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.8. Instructional materials.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.6.2. Licensure.
- 7.7.2. Policy implementation.

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

Wahama 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 Wahama 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 Wahama High School and Mason County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.