



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

FOR

MOUNT HOPE HIGH SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mount Hope High School in Fayette County was conducted October 24, 2007.

A Follow-up Education Performance Audit of Mount Hope High School in Fayette County was conducted January 20, 2009. The purpose of the follow-up was to check progress of the school and county in correcting the findings identified during the original Education Performance Audit. The Team found that three high quality standards had not been corrected.

A Second Follow-up Education Performance Audit at Mount Hope High School occurred December 16, 2009 to check if the remaining noncompliance's had been corrected.

SCHOOL PERFORMANCE

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

20 FAYETTE COUNTY

Chris Perkins, Superintendent

505 MOUNT HOPE HIGH SCHOOL – Needs Improvement

David Null, Principal

Grades 05 - 12

Enrollment 365 (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	201	216	214	99.07	47.26	Yes	No	✗
White	159	170	168	98.82	49.68	Yes	No	✗
Black	40	44	44	100.00	37.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	175	188	187	99.46	45.14	Yes	No	✗
Spec. Ed.	32	33	33	100.00	3.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	201	216	214	99.07	66.16	Yes	Confidence Interval - Averaging	✓
White	159	170	168	98.82	69.81	Yes	Confidence Interval	✓
Black	40	44	44	100.00	52.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	175	188	187	99.46	65.71	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	32	33	33	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed by Improvement
Graduation Rate = 78.1%**

20 FAYETTE COUNTY
Chris Perkins, Superintendent
505 MOUNT HOPE HIGH SCHOOL – Needs Improvement
Joseph R. Groom, Principal
Grades 05 - 12
Enrollment 343 (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	187	206	202	98.05	28.10	Yes	No	✗
White	147	163	160	98.15	28.76	Yes	No	✗
Black	38	41	40	97.56	27.02	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	142	157	154	98.08	24.82	Yes	No	✗
Spec. Ed.	29	32	31	96.87	7.14	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	187	206	202	98.05	51.89	Yes	Yes	✓
White	147	163	160	98.15	51.36	Yes	Yes	✓
Black	38	41	40	97.56	51.35	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	142	157	154	98.08	49.64	Yes	Yes	✓
Spec. Ed.	29	32	31	96.87	3.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 83.0%

MOUNT HOPE 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
05	35	30	35	30	100.00	6.67	66.67	20.00	3.33	3.33	26.67
06	39	35	37	34	94.87	29.41	50.00	20.59	0.00	0.00	20.59
07	42	36	42	36	100.00	16.67	66.67	13.89	0.00	2.78	16.67
08	48	45	47	45	97.92	26.67	42.22	26.67	4.44	0.00	31.11
11	42	41	41	40	97.62	25.00	32.50	42.50	0.00	0.00	42.50

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	35	30	35	30	100.00	6.67	43.33	33.33	10.00	6.67	50.00
06	39	35	37	34	94.87	2.94	29.41	44.12	23.53	0.00	67.65
07	42	36	42	36	100.00	0.00	44.44	50.00	2.78	2.78	55.56
08	48	45	47	45	97.92	2.22	53.33	42.22	2.22	0.00	44.44
11	42	41	41	40	97.62	10.00	45.00	35.00	10.00	0.00	45.00

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Mount Hope High School achieved adequate yearly progress (AYP) in the all students (AS) and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts and the racial/ethnicity white (W) subgroup in mathematics 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. Also, the racial/ethnicity black (B) subgroup, with the number enrolled for the full academic year (FAY) less than 50, scored below the State's percent proficient 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 Plan and apply interventions to improve achievement of all students.

Mount Hope High School made gains in student achievement in all cells, with the exception of the SE subgroup in reading/language arts, from the 2005-2006 school year to the 2006-2007 school year. Staff development had been effective in this endeavor as was the strong leadership by the principal. However, this progress must continue and all staff must implement high quality lessons to ensure student success.

Mount Hope High School achieved AYP for graduation rate by improvement. The school must actively pursue programs and practices that will increase the graduation rate and address this issue in the school's Five-Year Strategic Plan.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 5 – 36.6 percent in mathematics and 25.00 percent in reading; Grade 6 – 42.55 percent in mathematics and 36.17 percent in reading; Grade 7 – 33.33 percent in mathematics; Grade 8 – 52.00 percent in mathematics and 28.00 percent in reading; Grade 10 – 42.86 percent in mathematics and 25.71 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement. There were no students at the distinguished level in mathematics. The school's curriculum must immediately address these issues to close the achievement gap.

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

1. Interactive Whiteboard Training.
2. Conceptual Mathematics.
3. Mathematics Leadership Conference.
4. Teacher Leadership Institute.
5. Five-Year Strategic Plan.
6. Differentiated Instruction.
7. WESTEST Data Analysis.

8. High Schools That Work (HSTW) Focus.
9. Computer Ethics.
10. 21st Century Learning.
11. Web 2.0
12. Test Mate Clarity.
13. Microsoft Power Point.
14. Earn A Degree, Graduate early (EDGE).
15. Google Tools for Educators.
16. Webquests.
17. Word Processing Skills.
18. Technology in the Classroom.
19. Testing Strategies.
20. Interactive Mathematics.
21. Interactive Reading.
22. Virtual Field Trips.

FOLLOW-UP REVIEW

MET STANDARD. While Mount Hope High School failed to achieve adequate yearly progress (AYP) for the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics for the 2007-2008 school year, this was the first year out for the school in these areas. Scores for the AS subgroup in mathematics fluctuated from 48.66 percent in the 2005-2006 school year to 58.01 percent in 2006-2007, and back to 47.26 percent in 2007-2008. Scores for the AS subgroup in reading/language arts did not show the spike in scores for the 2006-2007 school year. Scores for this subgroup were 70.22 percent proficient in 2005-2006, 72.16 percent in 2006-2007, and to 66.16 percent in 2007-2008. Achievement in the racial/ethnicity black (B) subgroup in mathematics declined from 53.48 percent proficient in 2006-2007 to 37.5 percent in 2007-2008, and reading/language arts from 58.13 percent to 52.5 percent over the same timeline. The administration and staff were strongly urged to identify the reason for the decline in student scores and investigate and implement high quality programs and practices to increase student achievement and close the achievement gap.

The graduation rate passed over the past three years by improvement. Graduation Rate for 2005-2006 (75%), 2006-2007 (77.4%), and 2007-2008 (78.1%). This area remained a high priority for the school and Fayette County administration.

SECOND FOLLOW-UP REVIEW (December 2009)

BELOW STANDARD. Mount Hope High School failed to achieve adequately yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics for two consecutive years. Student achievement continued to decline in both mathematics and reading/language arts.

The following programs and practices had been implemented with the assistance of the new principal.

- **Benchmark tests every grading period using Acuity.**
- **Curriculum Maps & Pacing Guides.**
- **Professional Learning Communities meet daily with either Administrator, Educational Specialist, Technology Integration Specialist, or Closing the Achievement Gap Specialist.**
- **Data Analysis every week.**
- **Writing RoadMap.**
- **Credit Recovery.**

For special education students (in addition to the above).

- **Tutoring utilizing peers, Upward Bound Program students, and teachers before school and during lunch.**
- **Training with specialists in differentiating instruction and tiered instruction.**

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

The co-teaching practice was weak in some of the classes. Special educators were not taking an active role in the educational process. Reteaching efforts were not in place and teachers could not articulate how they know if students have mastered a concept. These practices appeared to be detrimental to student achievement, as reflected in the WESTEST data from 2006-2007. This could also be a reason for the low graduation rate as student anxiety levels would be higher if students were not provided opportunities for reteaching and assistance in the classroom.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Interviews with two of the three special education co-teachers indicated that co-teaching was relatively ineffective. Both teachers stated that their teaching roles in the co-teaching classrooms were minimal and that they believed that pull out practices were more effective for their students. The third special education teacher was out due to injury. Special education WESTEST scores were extremely low at 3.12 percent proficient in mathematics and 18.75 percent proficient in reading/language arts for the 2007-2008 school year.

SECOND FOLLOW-UP REVIEW (December 2009)

PARTIAL COMPLIANCE. While special education percent proficient scores remained dismally low, the three special education teachers stated that the co-teaching was improving with supported staff development. The school had increased the number of pull-out students, which the special education teachers stated was a more effective practice than co-teaching. The principal must monitor and evaluate the effectiveness of the co-teaching and pull-out programs and request assistance from the West Virginia Department of Education in increasing the special education scores. The special education (SE) subgroup percent remained extremely low at 7.14 percent in mathematics and 3.57 percent in reading/language arts. While special education teacher and principal interviews reported progress with this standard, the Team remained concerned about the program's effectiveness.

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

During student interviews, students, especially Grade 7, indicated bullying was a problem. Older students said they felt safe; however, they stated there was a drug problem at the school. The Team observed unsupervised areas throughout the school. Staff reported that a character education program was in place; however, it must be a stronger program to give students a feeling of safety at school.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Students were interviewed and asked if bullying was an issue at the school. While students indicated that the administration was effective in dealing with the bullying instances that were reported, a great deal of bullying and harassment was reported to still be occurring. A high percentage of students interviewed stated that there were fights on a daily basis at the school and that issues were not being reported to the administration. The principal was articulate about the steps taken to address bullying and harassment, including counseling and discipline. The counselors must actively address these issues in an effort to create a learning environment more conducive to learning. Hallways were not adequately monitored by teachers during the Follow-up Education Performance Audit.

SECOND FOLLOW-UP REVIEW (December 2009)

NONCOMPLIANCE. Students and staff reported that bullying remained a problem at the school; however, they stated that the problem was “getting better.” Student awareness of what bullying is and how it was to be handled had increased as did the penalties for harassment.

7.2. Student and School Performance

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

The counselor reported that she does not spend 75 percent of her time with students. She stated that administrative duties assigned to her prohibited achieving the 75 percent direct student contact requirement. A review of the counseling log documented insufficient time with students.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The high school counselor was on leave a week prior to the Team’s follow-up review. The school did not have the services of a guidance counselor for at least two weeks. With the absence of the guidance counselor, the Team could not verify that the counselor was meeting with students at least 75 percent of the time. The principal reported that all testing obligations had

been removed from the counselor, thus increasing the time to meet with students.

SECOND FOLLOW-UP REVIEW (December 2009)

COMPLIANCE. Interviews with the counselor and a check of the counseling log revealed student contact time exceeded the 75 percent direct student counseling relationship. Teachers and students indicated that the guidance counselor was available when needed.

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

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

The implementation of a strong co-teaching component is imperative. Special educators must take an active role in general education classrooms to ensure student success. Reteaching must also be taking place. Students must be given opportunities to master the concepts covered in class.

A developmental guidance program must be put into place. This program would help to address problem areas such as the bullying issue, drug issue, and lower graduation rate.

FOLLOW-UP CONCLUSION

Co-teaching remained a problem at the school. Teacher interviews and classroom observations indicated that the special educators did not believe in the co-teaching model, which leads to a more ineffective process.

A developmental guidance program was in place and appeared to be effective in its delivery.

SECOND FOLLOW-UP CONCLUSION (December 2009)

While teachers indicated that co-teaching had improved, the WESTEST 2 special education (SE) subgroup percent proficient remained extremely low. Special education teachers stated that the pull-out program was more effective than co-teaching, which the Team was concerned that the pullout program may prove to be detrimental to student success. Current practice and research support that special education students benefit academically and socially from general education classes with the subject area

professional with support from the special educator. This is provided the co-teaching model is applied effectively.

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 Hope 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 determined that Mount Hope High School and Fayette County have not demonstrated the capacity to correct the identified deficiencies. A strong emphasis must be given to mathematics, reading/language arts, and the graduation rate. The Team recommended that the Fayette County School System Director of Instruction and the school administrator engage the Director of Instruction and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of all students.

FOLLOW-UP CONCLUSION

While the new principal was articulate about the programs and practices and was actively pursuing remedies to the school's needs, the Team believed that the co-teaching was in dire need of assistance as was the bullying/harassment issue.

SECOND FOLLOW-UP CONCLUSION (December 2009)

Another new principal was at the school this year. Increased vigilance of bullying and harassment issues must be undertaken in addition to further student education on the aspects of bullying, along with enforcement of the zero tolerance policy.

The Team questioned the school's capacity to increase student achievement. Mount Hope High School has struggled with student achievement over the past several years and several teachers continue to leave for other teaching positions. Additionally, principals have not remained at the school for a substantial amount of time to establish improvement and continuity. The instability of staff adds to the school's potential 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*)

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.

- 19.1.1. School location.** The school site was not 11 acres + one acre for each 100 students over 600, was not large enough for future expansion, was not removed from undesirable noise and traffic, and did not have adequate sidewalks with designated crosswalks, curbcuts, and correct slope.
- 19.1.5. Library/media and technology center.** Pamphlets, recordings, and tapes were not available for student use.
- 19.1.8. Grades 1-12 classrooms.** Room 302 (Technical Education) was not located near the related educational area away from disruptive noises, storage was not adequate, and chalkboard and bulletin boards were not available.
- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size, did not have adequate storage, mechanical ventilation, or black-out areas. The physical education facility did not have a display case.

- 19.1.11. Grades 6-12 science facilities.** All of the science rooms did not have AC/DC Current, air vacuum, ventilation fume hood, demo table, darkening provisions, adequate size, fire extinguisher, blanket, or emergency showers. Teachers were required to share materials in order to reach the 50 percent hands-on component of the curriculum.
- 19.1.12. Grades 7-12 auditorium/stage.** Fire resistant curtains were not available.
- 19.1.14. Food service.** The food service seating area could not seat 3/8ths of the student body. A teachers' dining area of adequate size was not provided.

FOLLOW-UP CONCLUSION

The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.

- 19.1.1. Sidewalks had been improved to adequate levels.
- 19.1.5. Recordings were available in the library/media and technology center.
- 19.1.8. The Technical Education room had been relocated to alleviate the issues found in the original Education Performance Audit.
- 19.1.10. The art class had been moved to a different location and the items listed above had been corrected. The physical education facilities had display cases.
- 19.1.11. The Grades 6-12 science facilities had AC/DC current and fire extinguishers. Teachers no longer had to share materials to achieve the 50 percent hands-on component of the curriculum.

SECOND FOLLOW-UP CONCLUSION (December 2009)

- 19.1.11. Grades 6-12 were provided a demo table, darkening provisions, and a blanket.**

An in-depth facility report is included in the Fayette County School District Education Performance Audit Report.

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 Mount Hope High School pursue assistance from the Fayette County Central Office, RESA IV, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in these cells, it is imperative that programs and practices be implemented immediately in order to address these issues.

The developmental guidance counseling services need to be revised to address the issues of concern stated by the students and the graduation rate. This will not only improve the safety concerns at school, but it will help to give students a stronger personal feeling of safety while at school.

FOLLOW-UP TEAM SUMMARY

The low performance on the WESTEST remained an issue at Mount Hope High School. The Team was concerned that scores had not increased and believed that the learning environment was compromised due to the reported bullying/harassment and the poor execution of the co-teaching program.

SECOND FOLLOW-UP TEAM SUMMARY (December 2009)

Low student performance on the WESTEST 2 (Mount Hope High School is the lowest performing high school in West Virginia in mathematics), bullying and harassment, and the instability of the principal's and teaching positions continued to compromise the learning environment. Mount Hope High School has continued to perform well below standard. Contributing factors include the school's environment and aging facility, a culture of low expectations for student performance, and a lack of curricular offerings. Due to historical low achievement, the condition of the facilities and limited/lack of curricular offerings; conditions are unlikely to change that support effective improvement unless countywide actions are undertaken.

The data revealed continuing problems and an inability of improvement even with assistance from the State. This indicates that Mount Hope High School is a candidate for serious intervention and will not improve without such.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-505 Mount Hope High	Low Performing	7.1.3; (7.1.2 Partial Compliance)	5.1.1	

Education Performance Audit Summary

FOLLOW-UP REVIEW

Three high quality standards (7.1.2. High expectations, 7.1.3. Learning environment, and 7.2.2. Counseling services) had not been corrected from the original Education Performance Audit.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Mount Hope High School Temporary Accreditation status with a September 1, 2009 Date Certain to correct the remaining findings.

The OEPA conducted another follow-up review to determine that improvement efforts have been sustained.

SECOND FOLLOW-UP TEAM SUMMARY (December 2009)

After three OEPA reviews of the school, one high quality standard (7.1.3.) remained a problem, one standard (7.1.2) was partially corrected), and the school failed to achieve adequate yearly progress (AYP) (5.1.1. student achievement) in mathematics in the all students (AS), special education (SE), and economically disadvantaged (SES) subgroups.

Pursuant to W.Va. Code §18-2E-5 (n) (6) “Low performing accreditation status shall be given to a school whenever extraordinary circumstances exist as defined by the state board.” The Code further states, “Whenever the state board determines that the quality of education in a school is low performing, the state board shall appoint a team of improvement consultants to make recommendations within sixty days of appointment for correction of the low performance.”

OEPA RECOMMENDATIONS

As a result of the conditions presented in this report, the Office of Education Performance Audits recommends that the West Virginia Board of Education declare that extraordinary circumstances exist at Mount Hope High School and issue the school low performing accreditation status followed by the appointment of an improvement consultant team to make recommendations for improvement.