



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**HANNAN HIGH SCHOOL**

**MASON COUNTY SCHOOL SYSTEM**

**FEBRUARY 2012**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Hannan High School in Mason County was conducted October 26, 2010.

A Follow-up Education Performance Audit of Hannan High School was conducted December 7, 2011. The purpose of the follow-up review 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. William Capehart, Superintendent

### 501 HANNAN HIGH SCHOOL – Needs Improvement

Dr. Karen Bare-Oldham, Principal

Grades 07 - 12

Enrollment 244 (2<sup>nd</sup> month 2008-2009 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
<b>Mathematics</b>								
All	112	119	109	91.59	55.33	By Average	Yes	✓
White	112	119	109	91.59	55.33	By Average	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	29	30	20	66.66	10.00	NA	NA	NA
Low SES	68	72	65	90.27	44.26	No	Confidence Interval	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	112	119	109	91.59	66.01	No	Yes	✗
White	112	119	109	91.59	66.01	By Average	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	29	30	20	66.66	20.00	NA	NA	NA
Low SES	68	72	65	90.27	55.73	By Average	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed by Improvement  
Graduation Rate = 77.8%**

**49501 MASON COUNTY**  
Suzanne Dickens, Superintendent  
**HANNAN HIGH SCHOOL – Passed**

Dr. Karen Bare-Oldham, Principal  
Grades 07 - 12  
Enrollment 235 (2<sup>nd</sup> month 2009-2010 enrollment report)

**WESTEST 2009-2010**

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
<b>Mathematics</b>								
All	108	120	119	99.16	37.96	Yes	Yes	✓
White	108	120	119	99.16	37.96	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	16.66	NA	NA	NA
Low SES	63	70	69	98.57	20.63	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	108	120	119	99.16	44.44	Yes	Yes	✓
White	108	120	119	99.16	44.44	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	18	18	18	100.00	0.00	NA	NA	NA
Low SES	63	70	69	98.57	28.57	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

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

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

**49501 MASON COUNTY**  
Suzanne Dickens, Superintendent  
**HANNAN HIGH SCHOOL – Needs Improvement**  
Dr. Karen Bare-Oldham, Principal  
Grades 07 - 12  
Enrollment 245 (2<sup>nd</sup> month 2010-2011 enrollment report)  
**WESTEST 2010-2011**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	111	122	121	99.18	32.43	Yes	Confidence Interval - Averaging	✓
White	110	121	120	99.17	31.81	Yes	Confidence Interval - Averaging	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	21	21	100.00	0.00	NA	NA	NA
Low SES	74	84	83	98.80	24.32	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	111	122	121	99.18	33.33	Yes	Confidence Interval	✓
White	110	121	120	99.17	32.72	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	20	21	21	100.00	0.00	NA	NA	NA
Low SES	74	84	83	98.80	21.62	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Needs to Improve**  
**Graduation Rate = 70.7%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard.

#### 5.1.1. Achievement.

Hannan School achieved adequately yearly progress (AYP) in all subgroups in mathematics and reading/language arts; however, there was a marked decline in each of these areas, except for the special education (SE) subgroup in mathematics that demonstrated improvement. However, the SE percent was 0.0 percent in reading/language arts. Hannan High School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics only by application of the confidence interval.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 7 – 58.90 percent in mathematics and 58.90 percent in reading; Grade 8 – 73.33 percent in mathematics and 57.78 percent in reading; Grade 11 – 48.28 percent in mathematics and 48.28 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. Policies and Procedures.
2. Evaluation Procedures.
3. Reading Across the Curriculum.
4. TechSteps.
5. Writing Roadmap and West Virginia Reads.
6. Acuity.
7. Novanet.
8. Success Maker.
9. Apangea Math.
10. Depth of Knowledge.
11. Mathematics Across the Curriculum.
12. On-line Individualized Education Program (IEP) Training.
13. At-Risk Students.
14. Health and Safety Procedures.
15. Professional Learning Communities Action Meetings.
16. Section 504 and Individualized Education Program (IEP) Trainings.
17. Discipline/Search and Seizure.
18. Powerpoint/Microsoft/Excel.
19. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs).
20. Earn a Degree, Graduate Early (EDGE) Credits.
21. Classroom Management.

## **FOLLOW-UP REVIEW**

**MET STANDARD.** Hannan High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup for the first year and achievement had declined in all subgroups except for the SES subgroup in mathematics, which made a slight gain from the 2009-2010 school year to the 2010-2011 school year. The principal had implemented high quality staff development for the staff, and staff was striving to increase student achievement and was well-aware of the needs of the school based on the WESTEST2 data.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **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 guidance counselor was meeting with students only about 55 percent of the time. The counselor indicated that paperwork and other duties consumed the remaining time.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** A review of the counseling log and interview with the counselor revealed that the counselor was meeting with students at least 82 percent of the time.

## 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.**

This was the first full year for the principal and she had implemented high quality staff development and had actively implemented procedures to increase student achievement. The school's learning environment was a major area of concern for the principal and she had worked extensively to provide a safe and nurturing atmosphere for all students to learn. The Team observed implementation of the staff development and observed that curriculum and instruction were school priorities. Through interviews with staff and students, the Team determined that a high quality education was being provided to all students and that curriculum was being delivered effectively and efficiently. Advanced placement (AP) courses were being delivered effectively through distance learning.

### **FOLLOW-UP CONCLUSION**

**While student achievement had declined in all but one subgroup, the principal provided a roadmap of the initiatives and programs that were being implemented to increase student achievement. High quality instruction, implementation of 21<sup>st</sup> Century Technology, time on task, data analysis, and high expectations were the foundation of the initiatives and all staff were actively striving to educate all students.**



## **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 Hannan 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 administration possesses the capacity to correct the issues noted in this report and guide the school in a positive direction that will increase student and staff morale and student achievement.

### **FOLLOW-UP CONCLUSION**

The learning environment of the school continues to improve and this allows the staff to dedicate more attention to the education of students. The pride in the building continues to increase and the level of high quality instruction continues to rise. The 2012 WESTEST2 results will determine if the school demonstrates the capacity to improve student and school performance.

## **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.