



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

HANNAN HIGH SCHOOL

MASON COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Hannan High School in Mason County was conducted October 26, 2010. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to conduct a performance audit in each school as part of a systemwide education performance audit.

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 declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Karen Karr,
Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader and Technology – Brenda Morris,
Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Stephen Higgins	Closing the Achievement Gap Liaison (CAG)	Marion County Schools
William P. Hosaflook	High School Assistant Principal	Ripley High School Jackson County
Anthony M. Jones	Junior/Senior High School Principal	Van Junior/Senior High School Boone County
Thomas N. Wood	General Supervisor	Marshall County Schools

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 (2nd 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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 (2nd 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

HANNAN 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	39	34	39	34	100.00	41.18	17.65	14.71	20.59	5.88	41.18
08	50	45	50	45	100.00	48.89	24.44	20.00	4.44	2.22	26.67
11	31	29	30	29	96.77	37.93	10.34	31.03	17.24	3.45	51.72

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	39	34	39	34	100.00	35.29	23.53	23.53	14.71	2.94	41.18
08	50	45	50	45	100.00	17.78	40.00	33.33	6.67	2.22	42.22
11	31	29	30	29	96.77	13.79	34.48	34.48	10.34	6.90	51.72

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

**NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND
COLLEGE COURSES OFFERED
2010-2011**

High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Hannan High	4	0	3

AP Courses Offered: AP Chemistry; AP Biology; AP Calculus; AP US History.

Dual Credit Courses Offered: English 101; English 102; Music Appreciation

The administration will need to investigate implementation of Honors courses at the school to challenge students.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)

Hannan High	2004-05	2005-06	2006-07	2007-08	2008-09
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	19.2	0.0	0.0	7.8
12 th Grade Test Takers (%)	13.6	0.0	0.0	0.0	11.3

Source: (AP Test Takers) West Virginia 2008-2009 NCLB Report Card.

The 2008-2009 percentage of Grade 11 advanced placement (AP) test takers (7.8 percent) and Grade 12 test takers (11.3 percent) increased from 0.0 percent from the previous two years. The Team attributed this to the AP courses offered through Virtual School and the current school emphasis on rigor and achievement.

**ESTIMATED COLLEGE GOING RATE
FALL 2009**

	Number of High School Graduates 2008-09	Overall College Going Rate Percentage
State	18,418	61.5%
Mason County	269	55.4%
Hannan High	42	59.5%

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

The overall college going rate (59.5 percent) was slightly higher than that of Mason County and slightly lower than that of the State.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2009					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,311	1,291	15.53%	2,020	24.31%
Mason County	118	18	15.25%	27	22.88%
Hannan High	21	0	0%	1	4.76%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2009 (census).

Hannan High School's percent of students enrolled in developmental English at zero percent was excellent. The percent of students enrolled in developmental mathematics (4.76 percent) was lower than West Virginia (24.31 percent) and lower than Mason County (22.88 percent). The Team commended the students for their achievement and the principal and staff for preparing students to succeed in college.

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Hannan High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.2. High expectations.** High expectations were evident in all classrooms and all teachers were providing high quality instruction. No students were off task during the day of the Education Performance Audit and teacher and student interviews verified that this was the normal expectation. Students were challenged by instruction. The Team commended the principal and staff for recreating the school's environment and establishing a 21st century school. The Team also commended the students for rising to the high standards of behavior and academic attention.
- 7.8.1. Leadership.** The principal was extremely knowledgeable and provided clear and effective leadership. The Team believed that the principal has the ability to maintain the positive direction of the school. The staff also demonstrated exceptional focus and leadership.

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.

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.

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.

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*)

None identified.

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.

None identified.

Education Performance Audit Summary

The Team identified one high quality standard necessary to improve performance and progress (7.2.2. Counseling services).

The Team presented two commendations (7.1.2. High expectations, 7.8.1. Leadership), noted an indicator of efficiency, and offered capacity building resources.

Hannan High School's Education Performance Audit concentrated on 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 Hannan 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 Hannan High School and Mason County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.