



**Office of Education
Performance Audits**

SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAHAMA HIGH SCHOOL

MASON COUNTY SCHOOL SYSTEM

AUGUST 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Wahama High School in Mason County on January 21, 2010.

A Follow-up Education Performance Audit of Wahama High School in Mason County was conducted October 28, 2010. 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.” Three of the nine High Quality Standards cited during the January 21, 2010 audit had not been corrected and the State Board issued the school Temporary Accreditation status and a May 15, 2011 Date Certain to correct the remaining findings.

A Second Follow-up Education Performance Audit at Wahama High School occurred May 13, 2011 to check if the remaining deficiencies (7.1.2. High expectations, 7.2.1. County and School electronic strategic improvement plans, and 7.6.2. Licensure) had been corrected.

SCHOOL PERFORMANCE

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

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	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
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	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	211	219	217	99.08	48.09	Yes	Yes	✓
White	207	215	213	99.06	48.54	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
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	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 83.1%

49 MASON COUNTY
 Dr. William Capehart, Superintendent
503 WAHAMA HIGH SCHOOL – Passed
 Kenny Bond, Principal
 Grades 07 - 12
 Enrollment 429 (2nd month 2009-10 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	193	204	203	99.50	39.06	Yes	Yes	✓
White	189	200	199	99.50	39.89	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	30	31	30	96.77	3.44	NA	NA	NA
Low SES	97	104	103	99.03	21.87	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	193	204	203	99.50	29.68	Yes	Yes	✓
White	189	200	199	99.50	30.31	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	30	31	30	96.77	3.44	NA	NA	NA
Low SES	97	104	103	99.03	19.79	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

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

Passed
Graduation Rate = 84.7%

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.

FOLLOW-UP REVIEW

MET STANDARD. Although Wahama High School met the standard for adequately yearly progress (AYP), the school continued to decline in student achievement. The special education (SE) subgroup achievement data showed a dramatic decline in percent proficient with only 3.44 percent proficient in both mathematics and reading/language arts.

The school had continued to implement staff development in a Reading Across the Curriculum, Professional Learning Communities, Response to Intervention,

techSteps, Deconstructing the West Virginia 21st Century content standards and objectives (CSOs), Acuity, SAS in Schools, and Thinkfinity. The Team urged the principal and staff to continue to implement high quality, research-based programs and practices to increase student achievement.

SECOND FOLLOW-UP REVIEW

MET STANDARD. The following information was provided by the Wahama High School principal. Results of the 2011 WESTEST2 will be the evidence of effectiveness of the programs/strategies presented.

The principal and staff had implemented plans for test score improvement. The plans involved primarily the Professional Learning Communities (PLCs), which had been working to develop power standards and common formative assessments.

1. Power Standards. The school's core PLCs (each PLC had common planning time) had worked diligently to develop the "Wahama Power Standards". These standards were selected from the West Virginia 21st Century content standards and objectives (CSOs) and resembled curriculum maps. All core teachers were involved in the selection process so that what is taught at any given time is known to all core teachers. This improved communication and ownership among the core PLCs and the administration.

2. Common Formative Assessments. These assessments were being developed by the PLCs to ensure that a continuum of education was in place from Grades 7 to 12, and that what was being tested was agreed upon by all in the PLCs. These assessments will be given every three weeks by using customized Acuity tests and the data will be analyzed in order to closely target students who need remediation. Acuity benchmark tests (summative assessments) were being revamped to more closely fit students' knowledge base and will be given every nine weeks in all core classes.

3. Technology use. Each classroom at Wahama High School had Whiteboards or Intelliboards which were being used to deliver curriculum defined by the power standards. The school will also be integrating more technology into classroom instruction through the use of iPads and classroom clickers to actively involve students in the learning process.

4. Scheduling. The school will be separating as many classes as possible by gender for the 2011-2012 school year. The principal indicated that studies showed test scores improved as much as 20 percent when this was implemented. The Mason County Board of Education approved implementation of this program.

5. In-service Training. Teachers participated in training (2010-2011) in reading across the curriculum to improve reading/language arts scores. This was a two-day, six-hour workshop aimed at more integration of techniques proven to help raise reading/language arts scores. Teachers also participated in training in Differentiated Instruction, aimed at reaching students more effectively through teaching techniques developed for different learning styles and more active student involvement in the classroom.

6. Zeros Aren't Permitted (ZAP). This program was developed to assist students in keeping up in class. When a student failed to turn in an assignment they were placed in the ZAP room at lunch until the assignment was completed. Internal data study showed that incomplete assignments had decreased 73 percent from a year ago after the program was instituted.

These initiatives, along with classroom walkthroughs, classroom observations, and more effective communication by teachers through the PLCs regarding the four basic questions – "What do we want our students to know", "How will we know when they know it", "What do we do if they don't understand it" and "What do we do if they do understand it" were instituted to help students at Wahama High School reach their academic potential. The school staff felt confident that these initiatives will help reach an annual goal of two percent score growth per year across all subjects tested on the WESTEST2.

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.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The practice of announcing student detentions continued over the intercom system. However, the principal told the Team a list of student names to report to the office was read without stating that the purpose was for detention. When the Team questioned teachers and students about how students in noon detention were notified, they stated that the list was read over the intercom just before lunch.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Student names for any disciplinary procedures were not announced over the intercom system. Students who were assigned to detention were informed in writing by the teacher assigning the detention and given to the student the day that the detention was to be served.

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.

FOLLOW-UP REVIEW

NONCOMPLIANCE. At least 25 percent of the teachers interviewed still could not discuss the goals and action steps in the school’s Five-Year Strategic Plan. Two teachers said that the plan had been given to the teachers the day of the follow-up Education Performance Audit.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. All teachers interviewed discussed in depth the school’s goals and the various class activities to meet the goals.

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.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Coding issues involving teacher certification continued to be prevalent.

SECOND FOLLOW-UP REVIEW

NONCOMPLIANCE. Coding issues involving teacher certification continued to be prevalent. The chart details specific coding issues.

**Wahama High School
May 2011**

County-School	Educator	Courses/Content Teaching	Certification/Status	Findings	Recommendations
049-503	Educator	1411 BUS CMPTR	Elem. K-6 Alt. Ed. Authorization First-Class/Full-Time Permit for Multi-Cat 5-Ad	Not assigned to special education, why on permit AND not certified to teach 1411	If a sub, verify waiver Or apply on Form 1. Not assigned to spec. ed.; may need to recall permit for multi-cat. May be an alt. ed. course, but no Z code in 6 th position.

	Educator	0901-LIFE CONNECT 1 Z-TEACHER OF ALTERNATIVE ED Grades: 10 6011-PHYSSCI9 1 Z-TEACHER OF ALTERNATIVE ED Grades: 10 6201-ENV EARTH SC 1 Z-TEACHER OF ALTERNATIVE ED Grades: 10	First-Class/Full-Time Permit for Multi-Cat 5-Ad & Long-term sub for PE and business	Not assigned to special education, why on permit AND not certified to teach Z-coded courses	May need to recall permit for multi-cat. Because not assigned/employed in special ed. Continues to be assigned to 601112 and 6909, may be an alt. ed. course, but no Z code in 6 th position.
	Educator	3045-GEOMETRY 1 Grades: 09 4009-ENG LA 9 1 Grades: 6011-PHYSSCI9 1 Grades: 09 6609-PHYS ED HS 1 Grades: 09 6733-LIFE FITNESS V Grades: 12 6909-HEALTH HS 1 Grades: 09 7010-WRLD 1900-10 1 Grades: 09 7181-TOP-GEOGRPHY 1 Grades: 09 7605-AL PRC/WRKPL 1 Grades: 11 12 7636-FUNCT ACAD 1 R-SPECIFIC LEARNING DISA Grades: 08 11 12 7636-FUNCT ACAD 2 R-SPECIFIC LEARNING DISA Grades: 07 08 11 7663-TRAVEL WV 1 Grades: 09 7676-LINKS 1 Grades: 09 7821-PLANNING 1 Grades:	-22 Professional Teaching Certificate 2205 -Health Education Grds: 05-12 Exp: Permanent -22 Professional Teaching Certificate 2210 -Physical Education Grds: 0K-12 Exp: Permanent -22 Professional Teaching Certificate 4105 -Specific Learning Disabilities Grds: 0K-12 Exp: Permanent -22 Professional Teaching Certificate 4112 -Behavioral Disorders excluding Autism Grds: 0K-06 Exp: Permanent -22 Professional Teaching Certificate 4112 -Behavioral Disorders excluding Autism Grds: 05-AD Exp: Permanent -22 Professional Teaching Certificate 4113 -Mentally Impaired-Mild-Moderate Grds: 0K-12 Exp: Permanent -22 Professional Teaching Certificate 4116 -Autism Grds: 0K-06 Exp: Permanent -22 Professional Teaching Certificate 4116 -Autism Grds: 05-AD Exp: Permanent -22 Professional Teaching Certificate 4203 -Visually Impaired Grds: 0K-12 Exp: Permanent -32 Professional Student Support Certificate 2212 - Athletic Training Grds: 07-12 Exp: Permanent -02 Professional Administrative Certificate	Not certified to teach 3045, 3021, 4009, 1411, 6011	Apply for permit in areas not certified, verify waiver OR correct course codes.

			0006 -Supervisor General Instruction Grds: PK-AD Exp: Permanent -02 Professional Administrative Certificate 0015 -Principal Grds: PK-AD AD Exp: Permanent		
	Educator	7676-LINKS 2 Grades: 08 7821-PLANNING 1 Grades: 8017-COLTCH-SPED 1 R-SPECIFIC LEARNING DISA Grades:	-90 Long Term Substitute Permit 0600 -Business Education Grds: 05-AD Exp: 06/30/2013 -90 Long Term Substitute Permit 1900 - Mathematics Grds: 05-AD Exp: 06/30/2013 -90 Long Term Substitute Permit 3600 -Elementary Education Grds: 0K-06 Exp: 06/30/2013	Not certified for special education	Sub Waiver granted for 2010-11 school-year.
	Educator	1411-BUS CMPTR I 1 Grades: 09 3007-MATH 7 1 R-SPECIFIC LEARNING DISA Grades: 07 4009-ENG LA 9 1 Grades: 09 5661-SPANISH I 1 Grades: 09 6007-SCIENCE 7 1 R-SPECIFIC LEARNING DISA Grades: 07 6011-PHYSSCI9 1 Grades: 09 6909-HEALTH HS 1 Grades: 09 7007-WRLD GEO-7 1 R-SPECIFIC LEARNING DISA Grades: 07 7010-WRLD 1900-10 1 Grades: 09 7031-CIVIC/GOVT 1 R-SPECIFIC LEARNING DISA Grades: 12 7653-LRN SKILLS 1 R-SPECIFIC LEARNING DISA Grades: 08 11 12 7656-RETEACH/ENRCH 2 Grades: 07 7676-LINKS 2 Grades: 08 8017-COLTCH-SPED 1 B-BEHAVIOR DISORDERS Grades.	Long-term sub: Elem English Chemistry Biology Gen. Science	Not certified for Special education or courses coded 7010, 6909, 4009,1411, 5661	Sub Waiver Request on file for special education Assigned to non-special ed. courses for which not certified (no waiver) Or correct codes.

	<p>Educator</p>	<p>4007-ENG LA 7 1 T-MULTI-CATEGORICAL Grades: 07 4008-ENG LA 8 1 T-MULTI-CATEGORICAL Grades: 08 4009-ENG LA 9 1 T-MULTI-CATEGORICAL Grades: 09 10 4010-ENG LA 10 1 R-SPECIFIC LEARNING DISA Grades: 10 4010-ENG LA 10 1 T-MULTI-CATEGORICAL Grades: 10 4011-ENG LA 11 1 R-SPECIFIC LEARNING DISA Grades: 11 4011-ENG LA 11 1 T-MULTI-CATEGORICAL Grades: 11 4012-ENG LA 12 1 T-MULTI-CATEGORICAL Grades: 12 7676-LINKS 1 Grades: 7676-LINKS 2 Grades: 07 7821-PLANNING 1 Grades:</p>		<p>Assigned OHI students in Spec. Ed. roster, but they are not reflected in the master schedule</p>	<p>Assigned OHI students in Spec. Ed. roster, but they are not reflected in the master schedule.</p>
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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 WESTEST2 scores. The former principal was removed from the position one week before the WESTEST2 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.

FOLLOW-UP CONCLUSION

The principal continues to have the support of the staff and was implementing high quality staff development. The Team strongly urged the principal to continue research-based practices to increase student achievement. A thorough examination of the special education subgroup and the educational programs needed to be examined to determine the effectiveness and efficiency of the curriculum.

SECOND FOLLOW-UP CONCLUSION

The staff continued to work as a cohesive group to address the student needs. According to the principal, all subgroups were addressed and rigor continued to be increased in the special education subgroup. The 2011 WESTEST2 will be the measure of success of this statement.

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.

FOLLOW-UP CONCLUSION

The West Virginia Department of Education, Office of System of School Support, provided assistance to the school in revising the school's Five-Year Strategic Plan. The administration should consider more intense assistance to increase student achievement.

SECOND FOLLOW-UP CONCLUSION

The school presented a clear plan to address 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*)

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.

FOLLOW-UP CONCLUSION

The following equipment/materials had been provided following the original Education Performance Audit. The other facility resource needs remained as previously identified.

- 19.1.11. Fire blankets were provided to the school.

19.1.16. The business education facility now has a display and map rail.

SECOND FOLLOW-UP CONCLUSION

19.1.10. The music facility had music chairs with folding arms. A request had been sent to the Mason County Central Office for acoustical treatment.

19.1.11. All science facilities had darkening provisions.

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.

FOLLOW-UP TEAM SUMMARY

While several of the deficiencies had been corrected, three noncompliances had not been corrected. The principal must correct the outstanding deficiencies and immediately address the declining WESTEST2 scores.

SECOND FOLLOW-UP TEAM SUMMARY

All of the original deficiencies had been corrected except for the licensure issue. It is imperative that the Mason County Director of Personnel work with the principal to correct the certification issues.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-503 Wahama High	Low Performing	7.6.2.		

Education Performance Audit Summary

One finding (7.6.2. Licensure) from the original Education Performance Audit continued as an issue at the school.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Wahama High School Low Performing status.

The Code further indicates, “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. . . . If progress is not made within six months from the time the county board receives the recommendations, the state board shall place the county board on temporary approval status.”