



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

WAHAMA HIGH SCHOOL

MASON COUNTY SCHOOL SYSTEM

DECEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Wahama High School in Mason County was conducted 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.”

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	**	**	**	**	**	**	**	**
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.

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.

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.

FOLLOW-UP REVIEW

COMPLIANCE. All of the issues had been corrected.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The general and honors classes were being taught as separate courses.

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.

FOLLOW-UP REVIEW

COMPLIANCE. All students were actively engaged in physical education activities and the physical education teachers maintained separate and complete lesson plans.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Students were not being required to purchase any materials.

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.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The lesson plans the Team reviewed could be followed by a substitute teacher and were complete and thorough. A variety of instructional strategies were contained in these 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.

FOLLOW-UP REVIEW

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

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.

FOLLOW-UP REVIEW

COMPLIANCE. Tobacco use was not evident during the day of the follow-up Education Performance Audit.

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.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The West Virginia 21st Century content standards and objectives (CSOs) for the course had been approved by the local board within a week of the follow-up Education Performance Audit.

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).

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A thorough analysis of the data had been completed and the staff was aware of the needs of the students based on this data.

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.

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.

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.

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.

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.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-503 Wahama High	Temporary Accreditation	7.1.2; 7.2.1; 7.6.2		May 15, 2011

Education Performance Audit Summary

Three findings from the original Education Performance Audit continued as issues at the school: 7.1.2. High expectations, 7.2.1. Unified County and School Improvement Plans, and 7.6.2. Licensure.

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 Temporary Accreditation status with a May 15, 2011 Date Certain to correct the remaining findings. If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W. Va. Code §18-2E-5. (n) (6).

The OEPA will conduct another follow-up review after May 15, 2011 to determine that improvement efforts have been sustained and the remaining standards (7.1.2, 7.2.1, and 7.6.2) have been corrected.