



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

ST. MARYS HIGH SCHOOL

PLEASANTS COUNTY SCHOOL SYSTEM

FEBRUARY 2010

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of St. Marys High School in Pleasants County was conducted December 10, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

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 subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Sterling Beane, Jr., Coordinator, Office of Instructional Technology

West Virginia Department of Education Team Leader – Susan Rice, Coordinator, Office of Career and Technical Instruction

TEAM MEMBERS

Name	Title	School/County
Vicki L. Bombard	Middle School Assistant Principal	West Fairmont Middle School Marion County
Chad A. Norman	High School Principal	Fairmont Senior High School Marion 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.

67 PLEASANTS COUNTY

Dr. F. Joseph Super, Superintendent

501 ST. MARYS HIGH SCHOOL – Passed

David Gaul, Principal

Grades 09 - 12

Enrollment 415 (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	99	103	100	97.08	60.20	Yes	Confidence Interval	✓
White	98	102	99	97.05	59.79	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	36	37	36	97.29	57.14	NA	NA	NA
Spec. Ed.	18	18	17	94.44	11.76	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	99	103	99	96.11	74.22	Yes	Confidence Interval	✓
White	98	102	98	96.07	73.95	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	36	37	36	97.29	62.85	NA	NA	NA
Spec. Ed.	18	18	17	94.44	29.41	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 90.9%

67 PLEASANTS COUNTY
Dr. F. Joseph Super, Superintendent
501 ST. MARYS HIGH SCHOOL – Passed
David Gaul, Principal
Grades 09 - 12
Enrollment 421 (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	93	94	93	98.93	42.39	Yes	Confidence Interval	✓
White	92	93	92	98.92	41.75	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	35.29	NA	NA	NA
Spec. Ed.	16	16	16	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	93	94	93	98.93	40.21	Yes	Confidence Interval	✓
White	92	93	92	98.92	39.56	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	34	34	34	100.00	20.58	NA	NA	NA
Spec. Ed.	16	16	16	100.00	18.75	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 89.2%

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
11	94	93	93	92	98.94	18.48	39.13	40.22	1.09	1.09	42.39

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
11	94	93	93	92	98.94	10.87	48.91	29.35	10.87	0.00	40.22

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

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
St. Marys High	5	10	2

AP Courses: AP Chemistry, AP Calculus, AP Government, AP Literature, AP Language

Honors Courses: English Honors 9, English Honors 10, English Honors 11, English Honors 12, Honors Geometry, Honors Algebra II, Honors Trigonometry, Honors Biology, Honors Advanced Physics, Honors Advanced Chemistry.

College Credit Courses: History 101 & Psychology 101, both through West Virginia University at Parkersburg (WVU-P) with an instructor from WVU-P.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
St. Marys High	2004-05	2005-06	2006-07	2007-08
10 th Grade Test Takers (%)	0.0	2.2	0.0	0.0
11 th Grade Test Takers (%)	8.5	27.9	9.2	13.0
12 th Grade Test Takers (%)	15.7	27.7	17.9	10.5
10 th Grade Test Takers (%) with a score of 3 or higher	0	0	0	0
11 th Grade Test Takers (%) with a score of 3 or higher	50	54.5	25	46.2
12 th Grade Test Takers (%) with a score of 3 or higher	15.4	27.3	7.7	10

A more concentrated effort must be made to increase the number of students taking the AP tests, and increasing the percentage of students scoring 3 or higher. The percentage of test taken declined from 2005-2006 to 2007-2008 at all grades. The percentage of students scoring 3 or higher on the ACT also declined during the same time period.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Pleasants County	80	56.3%
St. Marys High	79	55.7%

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

St. Marys High School's Overall College Going Rate was near that of the State. The principal needed to continue to investigate and implement programs and practices that will increase the number of students attending college.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Pleasants County	35	7	20%	16	45.71%
St. Marys High	34	7	20.59%	15	44.12%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

The percentage of students enrolled in Developmental English was higher than the State and the percentage of students enrolled in Developmental Mathematics was dramatically higher than the State. The delivery of curriculum must be examined to determine the reason for these rates. The Team also advised the counselors and staff to analyze the ACT PLAN given in Grade 10 which is a predictor of students' success in higher education. This analysis will assist counselors and teachers in examining the school's curriculum content, curricular instruction, and student mastery and direct staff in the specific students' curricular and course needs for preparing students for college level courses.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

St. Marys High School achieved adequate yearly progress (AYP) in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval for two consecutive years. It is further noted that the economically disadvantaged (SES) and the special education (SE) subgroups 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 data indicated scores severely below mastery in both mathematics and reading: Grade 11 – 57.61 percent in mathematics and 59.78 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Although the WESTEST 2 administered in 2009 was more rigorous than the 2008 WESTEST, the substantial decline of student achievement in mathematics and reading/language arts caused serious concern about the educational program at St. Marys High School.

The AS subgroup mathematics percent proficient declined from 60.2- in 2007-2008 to 42.39 in 2008-2009 and from 74.22 in reading/language arts to 40.21.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Pearson Leadership.
2. Application of Technology.
3. Bullying, Harassment, and Intimidation Policy.
4. Exam Exemption Policy.
5. Student Data and Grading Policy.
6. Reporting Child Abuse.
7. Five-Year Strategic Plan.
8. WESTEST 2 Analysis.
9. Curriculum Mapping.
10. Curriculum Alignment.
11. Pacing Guides.
12. West Virginia 21st Century Content Standards and Objectives (CSOs).
13. Standards Based Instruction.

14. Collaboration.
15. Curriculum Management.
16. Instructional Practices.
17. School Effectiveness.
18. Benchmark Testing.
19. Teacher Leadership Institution.
20. Pleasants County Schools Reading Academy.

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)**

One science teacher openly stated to a Team member in front of the class, "These are all LD students" during introduction of the Team member to the class. This comment served no purpose and did not reflect high expectations for all students.

- 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)**

All teachers were not varying instruction in all classes. At least half the teachers implemented only one instructional strategy during the 30 minute Team classroom observations. A variety of instructional strategies must be implemented to maintain student interest and engagement and ensure students attain mastery of the content standards and objectives. The student low percent proficient on the WESTEST 2 in addition to the lack of varied instructional strategies were indicative that current instructional strategies were not being effective.

Teachers reported that training had not been provided in implementing the block schedule. This was the second year of block scheduling and teachers expressed a great deal of anxiety in determining how to implement the block. The Team recommended that teachers be provided and participate in staff development on teaching on the block schedule.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Although technology was available (schoolwide wireless access, mobile and stationary computer laboratories, whiteboard and data projector for all teachers), the Team found no evidence of extensive technology use by student logs, student interviews, and observations. The school technology plan was incomplete as the plan lacked a data analysis and Technology Compliances #3, #6, #7, and #8 were incomplete. The school did not have a technology planning committee.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

The Team could not verify that multicultural activities were included at the 9-12 programmatic level to expose students to other cultures across the state, country, and world. According to teachers and administrators, neither a written county nor a school Multicultural Plan was in place to meet the requirements of Policy 2421.

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.

A review of the school's Five-Year Strategic Plan by the West Virginia Department of Education, Office of Organizational Effectiveness and Leadership, revealed weaknesses in the school's plan.

Plan Committee

- No discussion of the process of the construction of the plan nor revision of the plan or how the constituents were involved was present.

Data Analysis

- No data analysis was present.
- A prioritized list of strategic issues was included from the frameworks for literacy only.
- No analysis from the Office of Education Performance Audit checklist was present.
- No student achievement data were analyzed.

Goals and Objectives

- Goals and objectives were derived from data; however, a data analysis did not exist.

Action Steps

- No evaluation of action steps from the previous year or the current status of action steps existed in the data analysis or the prioritized issues.

Professional Development

- Professional Development was the same for three of the four goals. Goals one and two could easily have the same professional development, but goal three should dictate different professional development.

Parental Involvement

- The plan did not embed parental involvement throughout.
- The aspect of high expectations for parents, families, and community members to become partners in education clearly communicated throughout the plan was not present.

The school must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

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)

While teachers reported that the two guidance counselors were available and accessible, the counselors indicated that they were not meeting with students at least 75 percent of the time. The counseling logs also showed that counselors were not spending at least 75 percent of the work day in a direct counseling relationship with students. The reason given by the counselors was that they were required to perform administrative duties such as test coordination.

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)

At least one half of the lesson plans were incomplete and could not be followed by a substitute teacher. Three teachers did not have lesson plans for the Team to review. The principal did not review all lesson plans at least once each quarter. Low WESTEST 2 percent proficient of all subgroups in both mathematics and reading/language arts and the numerous classroom deficient high quality standards enumerated in this report signified that the principal and

assistant principal must review lesson plans; provide relevant, written feedback to teachers; and observe classrooms frequently.

- 7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)**

WESTEST 2 data analysis had not been completed as of the day of the Education Performance Audit. The principal had not disseminated the data to teachers. All teachers must have access to student data as soon as the data are available to the school to identify and assist students who are not achieving proficiency on the WESTEST 2 and mastering the West Virginia 21st Century content standards and objectives (CSOs).

7.6. Personnel

- 7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)**

The following evaluations did not meet the requirements of W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310.

- Two teachers did not receive an official observation before November 1, 2009.
- Football and cross country coaching observations/evaluations had not been completed.
- The counselors had not been observed and goal setting had not been completed.

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 student rest rooms. Students reported that tobacco use was an issue at the school.

7.8. Leadership

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The Team found the leadership at all levels of the school to be severely lacking. Teachers overwhelmingly voiced dissatisfaction with the principal and stated that the school was extremely disorganized and chaotic. The general consensus of the staff was that the principal “handed off” tasks and duties to the assistant principal, counselors, and teachers. Students stated that the school was disorganized and indicated that if a problem arose they would not go to the principal; however, they would go to the assistant principal and the guidance counselor. Teachers stated that morale was extremely low and that communication was deficient.

Leadership issues were not isolated to the school’s administrators. The Team noted that a number of the deficiencies reflected poorly on teachers and counselors. Teachers and counselors must take an active role in increasing student achievement and correcting the issues identified in this report. It was evident that a unified approach to the educational process was absent between teachers and the school’s administration.

RECOMMENDATION

7.1.1. Curriculum based on content standards and objectives. There was no staff development on implementing the West Virginia 21st Century content standards and objectives (CSOs). The Team recommended that training be implemented and frequent school level and county office level support occur to assist teachers in properly implementing the CSOs.

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 St. Marys High School in providing a thorough and efficient system of education. Pleasants 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 Pleasants 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.

With 11 deficiencies found at the school, the principal and teachers have a daunting task to correct the issues and minimize the negative impact on student achievement. The staff must work on bridging the gap between the principal and the teachers for cohesion in working toward the goal of educating students. A unified approach to correcting the issues must be taken and assistance from the Pleasants County Central Office, RESA 5, the West Virginia Department of Education, and the West Virginia Center for Professional Development must be sought in achieving this goal.

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 St. Marys 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.**

St. Marys High School has not demonstrated the capacity to correct the issues found at the school. High quality staff development and oversight from the Pleasants County Central Office will be essential in correcting the school's problems.

The Team recommended that the Pleasants 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.

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 site was not 15 usable acres plus one acre for each 100 students over 800, was not large enough for future expansion, and was not removed from hazards and undesirable noise and traffic. The site was not suitable for special instructional needs and the sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. On-site, solid surface parking for staff, visitors, and individuals with disabilities was insufficient. The recreational areas were not well equipped and appropriate for the age level.
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting area and sufficient work space and privacy were not available.

- 19.1.3. Teachers' workroom.** Communication technology was not available.
- 19.1.4. Counselor's office.** Adequate privacy was not provided.
- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.8. Grades 1-12 classrooms.** All classrooms were not of adequate space, did not have various communication technologies, sufficient storage, and did not have instructional technology equipment, controllable lights, and outlets.
- 19.1.10. Specialized instructional areas.** The art facility did not have access to natural and artificial light, adequate storage, and two deep sinks. The music facility did not have music chairs with folding arms. The physical education facility did not have a display case, instructional technology equipment, and a data projector or 50 inch screen monitor.
- 19.1.11. Grades 6-12 science facilities.** The science facility did not have adequate space, darkening provisions, and was not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building.
- 19.1.12. Grades 7-12 auditorium/stage.** Speakers and projectors and broadcast capabilities were not available.
- 19.1.14. Food service.** The food service area did not provide for receiving, storage, cooking, serving, dining, and dishwashing and was not convenient to service drive for deliveries and removal of wastes. The seating area was not of adequate size and did not have an instructional board and bulletin board. The kitchen was not of adequate size to meet food production needs and meal service type. The food and non-food storage was not adequate in size and a locker/dressing room and toilet were not available.

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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

The Team identified 11 high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.2. High expectations.
- 7.1.5. Instructional strategies.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.12. Multicultural activities.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.6.3. Evaluation.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

St. Marys High School's Education Performance Audit was limited in scope to 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 St. Marys 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 St. Marys High School and Pleasants County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.