



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
POINT PLEASANT HIGH SCHOOL
MASON COUNTY SCHOOL SYSTEM
JUNE 2008**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Point Pleasant High School in Mason County was conducted on January 24, 2007.

A Follow-up Education Performance Audit of Point Pleasant High School was conducted March 27, 2008. 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. Larry E. Parsons, Superintendent

502 POINT PLEASANT HIGH SCHOOL – Needs Improvement

Roger Keefer, Principal

Grades 09 - 12

Enrollment 763 (2005-2006 2nd month enrollment report)

WESTEST 2005-2006

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	172	180	175	97.22	57.98	Yes	Confidence Interval	✓
White	171	179	174	97.20	57.73	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	65	73	69	94.52	44.44	Yes	Confidence Interval	✓
Spec. Ed.	29	31	30	96.77	14.28	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	172	180	176	97.77	70.58	Yes	Yes	✓
White	171	179	175	97.76	70.41	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	65	73	70	95.89	54.68	Yes	No	✗
Spec. Ed.	29	31	31	100.00	24.13	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 79.5%**

49 MASON COUNTY
Dr. Larry E. Parsons, Superintendent
502 POINT PLEASANT HIGH SCHOOL – Needs Improvement
William Cottrill, Principal
Grades 09 - 12
Enrollment 775 (2006-2007 2nd month enrollment report)

WESTEST 2006-2007

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	194	203	194	95.56	59.89	Yes	Confidence Interval	✓
White	189	198	189	95.45	59.34	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	104	98	94.23	55.91	By Average	Confidence Interval	✓
Spec. Ed.	46	50	46	92.00	23.80	No	NA	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	194	203	192	94.58	71.89	Yes	Confidence Interval	✓
White	189	198	187	94.44	71.66	By Average	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	99	104	97	93.26	70.65	By Average	Confidence Interval	✓
Spec. Ed.	46	50	44	88.00	35.00	No	NA	✗
LEP	*	*	*	*	*	*	*	*

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

**Needs to Improve
Graduation Rate = 77.6%**

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Point Pleasant High School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the economically disadvantaged (SES) subgroup. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the October 2006 State Board meeting.

Point Pleasant High School achieved AYP in the all students (AS), racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and the racial/ethnicity white (W) 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 Plan 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 10 - 42.01 percent in mathematics and 29.41 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

FOLLOW-UP REVIEW

MET STANDARD. A comparison of the 2005-2006 and 2006-2007 WESTEST scores shows that subgroups scored higher in 2006-2007. Even though the gains were small in the all students (AS) and racial/ethnicity white (W) subgroups, the gains in the economically disadvantaged (SES) and special education (SE) subgroups showed significant improvement. The SES subgroup scored 44.44 percent proficient in 2005-2006 and 55.91 percent proficient in 2006-2007 in mathematics and 54.68 percent proficient in 2005-2006 and 70.65 percent proficient in 2006-2007 in reading/language arts. The SE subgroup scored 14.28 percent proficient in 2005-2006 and 23.80 percent proficient in 2006-2007 in mathematics and in 24.13 percent proficient in 2005-2006 and 35.00 percent proficient in 2006-2007 in reading/language arts.

Below Standard.

5.1.2. Participation rate.

Point Pleasant High School failed to achieve adequate yearly progress (AYP) in 5.1.2. Participation rate for the special education (SE) subgroup. Point Pleasant High School achieved AYP in the racial ethnicity/white (W) and economically disadvantaged (SES) subgroups in reading/language arts only by averaging.

Below Standard.

5.1.4. Graduation rate.

The graduation rate in 2007 was 77.6 percent which was lower than the 2005-2006 graduation rate at 79.5 percent.

The school has implemented programs designed to improve the graduation rate. These programs included Credit Recovery Program, the Freshmen Academy, an additional counselor, and the employment of an "At-Risk Coordinator". The number of dropouts to date during the 2007-2008 year was 28 compared with 32 at this time during the 2006-2007 year. The school was able to achieve adequate yearly progress (AYP) because of the 1st year of not meeting the 80 percent graduation rate requirement.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, That a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Point Pleasant High School performed within the point range (841-699) for full accreditation status.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. – SES).

7.1. Curriculum

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)

The Team did not observe varied instructional strategies in all classes. Instruction in many of the classes observed relied upon direct instruction with worksheets and whole group instruction.

The physical education classes had little to no instruction evident. Many students were observed playing basketball, sitting in the bleachers, sleeping, etc.

Several teachers the Team observed did not keep students on task the entire class period. Instruction ended 10-15 minutes before the end of the class period in several classes. Many students were observed who were not on task or engaged in the learning process.

FOLLOW-UP REVIEW

COMPLIANCE. The staff had been provided professional development on effective instructional strategies. These included: 1. Workshops on effectively using the 90 minute block, 2. Small group instruction in using Differentiated Instruction, and 3. 21st Century Schools.

The Team observed classes, reviewed lesson plans, and interviewed teachers and confirmed that teachers' use of varied instructional strategies had improved.

The Team observed instruction in the physical education class and noted that all students were actively involved in the activities being taught.

Visits to several classrooms at various times confirmed teachers were prepared to instruct, students were actively engaged, and instruction was being provided from bell to bell.

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)

The Team found that some teachers were requiring materials for students to provide for classes. This was inconsistent with a free and appropriate public education provided by West Virginia Code. The county is urged to check practices at all schools within the county to assure that students are not required to purchase required materials that should be provided by the county and/or school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal informed the faculty that students or parents were not to be asked to provide required materials for classes. Upon direction from the superintendent, all principals in the county provided similar instructions to teachers in all schools.

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.

The principal stated that all teachers were given a copy of the school's Five-Year Strategic Plan; however, most teachers were unaware of the components of the plan. Some of the teachers listed to have helped develop the plan told Team members that they were not involved in the process. It is imperative that all teachers know the goals and objectives of the plan and use the plan to guide the curriculum to ensure student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed meeting agendas that showed presentations and discussions by various faculty committees working on the Five-Year Strategic Plan. The goals and objectives and work plans were developed by the faculty committees and were being implemented in classrooms. All faculty members were involved in reviewing and revising the plan and all were provided a copy of the final plan.

- 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)**

Several lesson plans had not been checked by the administration at least two times as of the date of the audit. Some teachers did not have lesson plans for the class and others were teaching lessons not reflected in the plans. In consideration of the student achievement below standard, low graduation rate, students not actively engaged in academic classes, and lack of a variety of instructional strategies, the principal needed to review lesson plans and provide written feedback to improve instruction.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed several lesson plans which showed that the principal had regularly reviewed them and provided written feedback. Teacher interviews also confirmed that the principal reviewed and commented on lesson plans.

- 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)**

Through teacher interviews and classroom observations, the Team did not observe a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at mastery in achieving approved State and local Content Standards and Objectives (CSOs). According to the principal, ACT PLAN results were not being used. In view of the achievement levels in the various subgroups and the declining graduation rate, the analysis of performance data was particularly important so that curriculum and instruction could be adjusted to improve student achievement.

FOLLOW-UP REVIEW

COMPLIANCE. The Follow-up Team reviewed pages of graphs and test data analysis that had been completed and distributed to teachers. A consultant had been contracted to work with the staff on analyzing and using test data to improve instruction and student achievement. Student scores on the Grade 8 EXPLORE and Grade 10 PLAN were being analyzed to determine individual student deficiencies.

Individual student deficiencies as shown on the WESTEST were being addressed in an At Risk program to improve student achievement and the graduation rate.

7.5. Administrative Practices and School Community Relations

7.5.2. Codes of conduct. The county and schools implement, investigate, and monitor the code of conduct for students and the code of conduct for employees. (W.Va. Code §18-2E-5; Policy 4373; Policy 5902)

A proactive discipline plan was not in place to deal with student discipline issues. Many students reported that numerous fights were a frequent occurrence and that harassment occurred on a regular basis. It is essential that the administration develop and implement a plan to ensure student safety that is aligned with the West Virginia Student Code of Conduct.

FOLLOW-UP REVIEW

COMPLIANCE. A Student Code of Conduct handbook, outlining expected behavior, had been prepared and distributed to students and parents. Student behavior violations and the resulting consequences were included in the handbook. Student and parent meetings were held at the beginning of the school year and the behavior expectations outlined in the handbook and the consequences of misbehavior were explained. The students and parents supported the behavior expectations and consequences. The Team observed students in the hallways, cafeteria, and classrooms and found them well behaved and mannerly.

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)

Smokeless tobacco use was evident in the male rest rooms.

FOLLOW-UP REVIEW

COMPLIANCE. The school was active in the RAZE program. The Team observed the male rest rooms and saw no evidence of smokeless tobacco use.

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)**

Given the number and types of deficiencies found at the school, it was evident that the leadership of the school needed assistance from the Mason County administration and the West Virginia Department of Education. It is imperative that the school's administration take a strong lead in dealing with the various issues and take the necessary steps to correct these deficiencies. The principal had been in the position one semester at the time of the Education Performance Audit.

FOLLOW-UP REVIEW

COMPLIANCE. A new, experienced principal was employed this school year, who has provided the leadership to address the noncompliances in this report. The faculty had been included in the process to solve the problems and appeared to support the actions taken.

RECOMMENDATIONS

- 7.1.3. Learning environment.** The rest rooms were dirty. Toilet paper and paper towels were strewn on the floors and toilet paper had been soaked in water and thrown on the ceilings. The Team recommended that all rest rooms be thoroughly cleaned.

The Team observed several intercom interruptions during the fourth block. The Team recommended that daily announcements be limited to designated times at the beginning and end of the day.

There was no active student council at the school. Some students indicated that they did not have input regarding the school's plans as they pertain to curriculum or discipline. The Team recommended that students be given a voice in some of the areas of school and that an active student council be developed.

FOLLOW-UP REVIEW

RECOMMENDATIONS FOLLOWED. The rest rooms were regularly checked by the custodians and were clean when the Team observed them.

The principal instructed staff that the "all call" intercom was to be used for morning and afternoon announcements. The only other time anyone was authorized to use the "all call" intercom during the day was for an emergency.

A student council had been formed and had an active voice in the school.

7.1.7. Library/educational technology access and technology application. The school did not have an active technology committee to develop the Five-Year Technology Plan. One computer teacher was responsible for developing the plan, conducting staff development, and providing technology support. The Team recommended that the school develop a technology committee to assist the teacher in developing the school's Technology Plan and in technology support.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The school had a technology committee which was actively involved in plans for technology procurement and use.

7.1.12. Multicultural activities. While a Multicultural Plan and several multicultural activities were in place at the school, many teachers did not have a copy of a Multicultural Plan or were aware of the plan. The Team recommended that all teachers be provided a copy of the school's Multicultural Plan so that all components of multicultural activities are implemented as intended by Policy 2421.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The teachers had been provided copies of the school Multicultural Plan and were implementing the plan.

7.2.2. Counseling services. There was no organized plan in which the guidance counselors meet with senior students to provide information on testing and post-secondary education needs. Several senior students reported that they had not met with a counselor to determine the necessary steps for the future. This was an area of frustration for many of the students. The Team recommended that the guidance counselors develop a plan in which they can meet with senior students to discuss what they need for their future after graduation.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The counselors developed a plan which ensured all seniors receive individual counseling to discuss their needs.

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 Point Pleasant 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.

The Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance. All teachers needed to be aware of the major components of the plan and implement the action steps to work toward improved student achievement.

An effective means of analyzing the various forms of data needed to be developed. While many types of data were available for teacher use, it was evident that the available data were not being used to its fullest extent.

Instructional time was not being used in all classrooms for instructional purposes. Many teachers did not demonstrate the importance of time on task and student engagement throughout the entire class period. The administration must take steps to ensure that all teachers keep all students on task and engaged in the learning process.

The available resources, i.e., instructional time, data, the school's Five-Year Strategic Plan, curriculum, etc., were not being used efficiently or effectively for student performance.

FOLLOW-UP CONCLUSION

The Five-Year Strategic Plan had been reviewed and revised by the staff and all staff members were involved with various staff committees. After revising the plan, all staff members received copies which they were implementing in their areas to improve student achievement.

Student testing data were available to all teachers. The data were used by the staff to identify areas of individual students' skill weaknesses. These

students received targeted skill instruction from the “At Risk” teacher and in tutoring sessions. Approaches to using test data to improve student achievement were ongoing activities and led by a contracted specialist.

The Team visited classrooms and verified that teachers were teaching from “bell to bell” and that students were on task and actively engaged in learning.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 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 Five-Year Strategic Plan was not used for building capacity of the school for improved performance as it was not developed collaboratively and was not known by teachers. Capacity needs to be developed to improve student and school performance through a strong Five-Year Strategic Plan that is comprehensive, targets low performing subgroups, contains specific research-based activities, is implemented schoolwide, and is monitored periodically to assess effectiveness.

- 18.3.11. Ensuring that the needed capacity is available from the state and local level to assist the school or school system in achieving the standards and alleviating the deficiencies.**

Provided that the school fails to achieve AYP or show progress in the subgroups on the 2007 WESTEST, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Department of Education school improvement team provide assistance to this school.

FOLLOW-UP CONCLUSION

The entire faculty had been involved in revising the Five-Year Strategic Plan. The plan contained several action steps which had been written, for the most part, by teacher committees and were being implemented by the appropriate staff members.

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 school location was not well landscaped.
- 19.1.2. Administrative and service facilities.** The administrative office area did not include an adequate reception/waiting area.
- 19.1.3. Teachers' workroom.** The teachers' workroom was not of adequate size and communications technology was not available.
- 19.1.8. Grades 1-12 classrooms.** All classrooms did not have communication technology, adequate storage, and were not located near related educational areas and away from disruptive noises.

- 19.1.10. Specialized instructional areas.** The art facility was not of adequate size, did not have access to natural or artificial light, and did not have adequate storage. The following equipment and materials were not provided for the art facility: Two deep sinks, hot and cold water, counter space, chalkboards and bulletin boards, display facilities, outlets, mechanical ventilation, and black-out areas. The music facility was not of adequate size. The physical education facilities did not have a display case.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not of an adequate size or located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment and materials were not available in all science facilities: Sink, hot and cold water, gas, AC and DC current, air vacuum, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, and darkening provisions.
- 19.1.14. Food service.** The food service area was not convenient to a service drive for delivery and removal of wastes. A chalkboard and bulletin board were not available. A teachers' dining area of adequate size was not provided.

FOLLOW-UP CONCLUSION

The school building was undergoing extensive renovation with a large building addition which should resolve all the identified facility resource needs. The renovation/addition was scheduled to be completed before the beginning of the 2008-2009 school year.

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.

It is recommended that Point Pleasant High School pursue assistance from the Mason County central office, RESA II, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in all of the subgroups and the declining graduation rate, it is imperative that programs and practices be implemented immediately in order to address these issues.

FOLLOW-UP TEAM SUMMARY

Point Pleasant High School received technical assistance from Mason County Schools, RESA II, and the West Virginia Department of Education to increase student achievement.

New programs being implemented included: Credit Recovery, Tutoring Services, At- Risk Student Services, and the Freshman Transition Academy.

The following professional development/training were provided.

- 1. Co-Teaching Strategies.**
- 2. Writing Across the Curriculum.**
- 3. Instructional Strategies (Differentiated Instruction).**
- 4. Skills Tutor.**
- 5. 21st Century Schools.**
- 6. Teach 21 Website.**
- 7. ACT Preparation.**
- 8. Writing Assessment and How to Improve.**
- 9. Google Earth.**
- 10. Freshman Transition.**
- 11. Using Content Standards and Objectives (CSOs) to Improve Instruction.**
- 12. Use of Interactive Smart Boards.**

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-502 Point Pleasant High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Point Pleasant High School.