



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNIVERSITY HIGH SCHOOL

MONONGALIA COUNTY SCHOOL SYSTEM

MAY 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of University High School in Monongalia County was conducted on March 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 – Sarah Lyons, Coordinator,
Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Ernest J. Jarvis	Middle School Principal	Summersville Junior High School Nicholas County
Todd H. Layhew	High School Principal	Ripley High School Jackson County
John L. Lyonett	Assistant Superintendent	Brooke County Schools
Kenneth L. Pack	Administrative Assistant	Berkeley County Schools
Steve F. Rodriguez	Middle School Principal	Fairview Middle School Marion County
Ronald E. Stephens	High School Principal	Musselman High School Berkeley County
George Mike Wells	Middle School Principal	Pleasants County Middle School Pleasants County
Thomas N. Wood	High School Principal	John Marshall High School Marshall County
James Kent Yoho	High School Principal	Tyler Consolidated High School Tyler County
Connie J. Young	High School Assistant Principal	John Marshall High School Marshall County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team's findings.

56 MONONGALIA COUNTY

Frank Devono, Superintendent

503 UNIVERSITY HIGH SCHOOL – Needs Improvement

James Forst, Principal

Grades 09 - 12

Enrollment 1,206 (2nd month 2006-2007 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	298	312	304	97.43	70.74	Yes	Yes	✓
White	285	297	289	97.30	70.81	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	88	93	89	95.69	55.81	Yes	Confidence Interval	✓
Spec. Ed.	36	37	36	97.29	16.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	298	312	305	97.75	75.17	Yes	Yes	✓
White	285	297	290	97.64	74.73	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	88	93	90	96.77	55.81	Yes	No	✗
Spec. Ed.	36	37	35	94.59	20.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 84.5%**

56 MONONGALIA COUNTY
Frank Devono, Superintendent

503 UNIVERSITY HIGH SCHOOL – Needs Improvement

James Forst, Principal
Grades 09 - 12

Enrollment 1,229 (2nd month 2007-2008 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	264	284	279	98.23	66.03	Yes	Yes	✓
White	245	263	258	98.09	66.66	Yes	Yes	✓
Black	13	14	14	100.00	38.46	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	78	88	87	98.86	48.05	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	47	52	50	96.15	12.76	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	264	284	279	98.23	73.28	Yes	Averaging	✓
White	245	263	258	98.09	73.66	Yes	Averaging	✓
Black	13	14	14	100.00	53.84	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	78	88	87	98.86	55.84	Yes	No	✗
Spec. Ed.	47	52	50	96.15	23.40	Yes	NA	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 84.3%**

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
10	284	264	279	262	98.24	12.21	21.76	38.17	15.65	12.21	66.03

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
10	284	264	279	262	98.24	4.96	21.76	33.21	26.72	13.36	73.28

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

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2008-2009			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
University High	9	11	2

University High School offered the following Advanced Placement (AP), honors, and college credit courses. The Team recommended that the school pursue offering more college credit courses because of the availability of West Virginia University and other institutions of higher education.

Advanced Placement (AP)

AP English Literature – 2 sections
 AP English Language – 2 sections
 AP American History – 2 sections
 AP Government – 1 section
 AP Human Geography – 2 sections

AP Biology – 1 section
 AP Physics (Mechanics) – 1 section
 AP Environmental Science – 1 section
 AP Calculus (AB) – 1 section

Honors Courses

Honors English 9 – 3 sections
 Honors English 10 – 3 sections
 Honors English 11 – 2 sections
 Honors History 9 – 5 sections
 Honors History 11 – 2 sections
 Honors Algebra I – 2 sections

Honors Geometry – 2 sections
 Honors Algebra II – 2 sections
 Honors PreCal – 2 sections
 Honors Physical Science – 4 sections
 Honors Biology – 3 sections

College Credit Courses

Web Algebra – 2 sections
 Web Trig – 2 sections

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)						
University High	2002-2003	2003-2004	2004-2005	2005-2006	*2006-2007	*2007-2008
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0	0.3	0.3
11 th Grade Test Takers (%)	9.6	6.0	14.2	0.0	9.2	5.8
12 th Grade Test Takers (%)	21.1	15.2	33.6	16.1	13.7	19.8
10 th Grade Test Takers (%) with a score of 3 or higher						
11 th Grade Test Takers (%) with a score of 3 or higher						
12 th Grade Test Takers (%) with a score of 3 or higher	56.7	95.3	75.8	91.3		
Total (%) with a score of 3 or higher					70.46	57.5

*Data provided by county (%) with a score of 3 or higher.

University High School's percent of AP test takers with a score of 3 or higher declined measurably from the 2005-2006 assessment year.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate
State	17,914	57.5
University High	229	70.7

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

University High School's overall college going rate was significantly higher than the State's average.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSE FALL 2005			
	% in Developmental Mathematics	% in Developmental English	% in Any Developmental Course(s)
State	30.3%	15.6%	34.1%
University High	8.2%	4.8%	9.6%

Source: Performance of High School Graduates Enrolled in Public Colleges and
Universities, Fall 2005. (December 2006) West Virginia Higher Education Policy
Commission.

University High School had a significantly lower percentage of high school students enrolled in both developmental mathematics and Englishes than the state.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

University High School failed to achieve adequate yearly progress in the economically disadvantaged (SES) subgroup in reading/language arts for two consecutive years. University High School achieved AYP in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup in reading/language arts, and the SES subgroup in mathematics only by application of the confidence interval and/or averaging. It is further noted that the racial/ethnicity black (B) subgroup and 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 – 33.97 percent in mathematics and 26.72 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Five-Year Trend Data revealed an overall decline in student achievement from 2004 to 2008 in reading, mathematics, and science.

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 University High School performed within the point range (633-542) for full accreditation status.

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

1. Benchmark Testing Review.
2. Writing Roadmap 2.0.
3. Model Schools Follow-Up.
4. Tim Brown – Professional Learning Communities.

5. Team Building.
6. New Teacher Technology Training.
7. WESTEST Data Analysis/Teach 21.
8. Gold Seal Lessons.
9. Deconstructing CSOs/Depth of Knowledge/Rigor and Relevance.
10. Numonics Training.
11. Thinkfinity.
12. Training for Mathematics Teachers.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)**

Through teacher interviews and classroom observations the Team found that systematic implementation of the 21st Century content standards and objectives (CSOs) were lacking. Furthermore, no curriculum or pacing guides or other information existed to guide and ensure coverage of the CSOs. All staff must apply a methodical and deliberate method of using the CSOs as the foundation for the classroom 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)**

Students in four classes were permitted to sleep for extended amounts of time without teacher redirection.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

Discipline procedures throughout the school were inconsistent. School rules and procedures were not being followed by all teachers. The Team observed numerous students in classrooms with cell phones and one student was seen charging his phone during class. The Team also observed iPods out and in use in some cases during classroom instruction.

Students interviewed said rules were not enforced, especially for athletes. Through student and teacher interviews, the Team found that the inconsistency in discipline was causing issues with the learning environment and students were growing more and more negative in their perception of teachers and administrators.

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 instructional strategies. Lecture was the predominant instructional strategy in these classes. The Team also observed oral reading for 25 minutes or more in several classes. A co-teacher in one classroom was not involved in the instructional process. These methods of instruction failed to promote 21st Century learning and do not motivate students.

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)

No library skills were taught. The librarian did not cover the library 21st Century Content Standards and Objectives (CSOs). No lesson plans were available and the librarian did not participate in instructing students.

Though there were pockets of excellent 21st Century tools and resources being used, over half the teachers did not use technology or have technology indicated in lesson plans. The Team only observed one computer laboratory being used, although the online schedule showed more classes scheduled.

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)

While the school had a Multicultural Plan in place, the plan was not being implemented. Various activities were outlined in the plan; however, the Team could not verify multicultural activities in place at the school.

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 Five-Year Strategic Plan did not include any indication for the planning committee of a cycle to review, modify, or update progress of goals, objectives,

or action steps. Data analysis did not address specific subgroups through a description of data, but rather included a chart. The data analysis did not describe issues for subgroups. Prioritized issues had not been fully drawn from the data analysis; instead many action steps were listed.

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)

It was evident that all guidance counselors were not meeting with students at least 75 percent of the time. Counseling logs were either incomplete or nonexistent. One counselor indicated that there was no contact with the middle schools to properly place students in high school classes.

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)

Approximately 75 percent of all teacher lesson plans were incomplete or nonexistent. The administration had not reviewed all teachers' lesson plans at least one time per quarter and provided written feedback to improve instruction. Declining WESTEST percent proficient and incomplete or nonexistent lesson plans indicated that the administrators must be deliberate about reviewing and responding to teachers' 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)

When asked about the procedures for conducting data analysis, the principal indicated that teachers do not wish to analyze data. Benchmarking was not evident. Declining WESTEST percent proficient and the achievement gap between the racial/ethnicity black (B) and economically disadvantaged (SES) and the all students (AS) and racial/ethnicity white (W) subgroups showed an urgency to analyze achievement data and provide interventions.

7.5. Administrative Practices and School-Community Relations

- 7.5.1. Parents and the community are provided information. Staff members provide parents and the community with understandable information and techniques for helping students learn.**

Communication with parents and the community was minimal, at best. Teachers and administrators could not explain a clear and concise method in which information was provided to parents and the community. Additionally, methods of receiving information from these two groups was not clear.

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)**

Current evaluations (2008-2009) for professional and service personnel were not produced for Team review. Observations and evaluations for the 2007-2008 school year were provided. The numerous curricular and instructional shortcomings presented in this report clearly indicated that administrators need to use the evaluation process to provide feedback to teachers about their practices.

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)**

Team observations and student interviews confirmed that the policies governing disciplinary procedures were not being uniformly applied. The Team noted that all teachers did not follow school rules and procedures and discipline procedures were inconsistent throughout the school. Students interviewed said rules were not enforced for some students. The Team observed students sleeping in four classes, students with cell phones, and iPods being used during class instruction.

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)**

Due to the number of deficiencies found at University High School, the Team presented the following leadership indicators that needed attention.

1. A culture of high expectations is evident for self, student, and staff performance.
2. Technology is effectively used in promoting student learning and staff professional development.
3. Student assessment establishes high performance standards.
4. Continuous improvement strategies are evident in all aspects of the school environment.
5. Strategic planning provides opportunities for longitudinal data collection and revision of programs.
6. Delegation of authority is used to the benefit of staff and administration.
7. Families are partners in the education of their children.
8. Laws, policies, and regulations are observed in maintaining a safe, supportive environment.

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 University High School in providing a thorough and efficient system of education. Monongalia 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 Monongalia 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.

Given the number and severity of deficiencies, the curriculum delivery was suffering. The administrators must work together to develop and implement a plan to correct the deficiencies and increase student achievement. If major steps are not taken to correct the issues, student achievement and school morale will continue to erode as indicated in the school's five year trend data.

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 University 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.**

Capacity building needed to be developed for educators at the school in strategically targeting resources to the teaching and learning process. The Five-Year Strategic Plan must be revised to improve student and school achievement and provide a guide for the school to correct the deficiencies. The plan was not well-developed or communicated to staff to fulfill this intent.

The Team recommended that the Monongalia County School System Superintendent and the school administrator contact Dr. Karen L. Huffman, Assistant to the State Superintendent, West Virginia Department of Education, 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.

- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have broadcast capabilities.

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.

University High School is likely to maintain the course of its performance levels if it does not receive continuous and sustained intervention to correct the deficiencies found during the Education Performance Audit. It is imperative that the declining student achievement be reversed and the administration provide high quality staff development to ensure success.

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 14 high quality standards necessary to improve performance and progress to meet 5.1.1 Achievement.

They include the following:

- 7.1.1. Curriculum based on content standards and objectives.
- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 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.
- 7.5.1. Parents and the community are provided information.
- 7.6.3. Evaluation.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

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

University 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 draft report to guide University High School in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct deficiencies noted in the report.

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 University High School and Monongalia County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.