



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNIVERSITY HIGH SCHOOL

MONONGALIA COUNTY SCHOOL SYSTEM

OCTOBER 2010

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of University High School in Monongalia County was conducted on March 10, 2009.

A Follow-up Education Performance Audit of University High School in Monongalia County was conducted September 8-9, 2010. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

SCHOOL PERFORMANCE

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

56 MONONGALIA COUNTY
Frank Devono, Superintendent

503 UNIVERSITY HIGH SCHOOL – Passed

James Forst, Principal
Grades 09 - 12

Enrollment 1,296 (2nd month 2008-2009 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	253	270	256	94.81	65.85	Yes	Yes	✓
White	237	253	240	94.86	66.52	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	37	40	36	90.00	31.42	NA	NA	NA
Low SES	69	77	69	89.61	54.54	By Average	Yes	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	253	270	255	94.44	62.44	By Average	Yes	✓
White	237	253	239	94.46	62.00	By Average	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	37	40	35	87.50	11.76	NA	NA	NA
Low SES	69	77	69	89.61	51.51	By Average	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 81.8%

56 MONONGALIA COUNTY

Frank Devono, Superintendent

503 UNIVERSITY HIGH SCHOOL – Passed

Shari Bouis, Principal

Grades 09 - 12

Enrollment 1,252 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	281	296	291	98.31	46.40	Yes	Yes	✓
White	262	272	269	98.89	46.71	Yes	Yes	✓
Black	13	16	14	87.50	30.76	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	39	97.50	24.32	NA	NA	NA
Low SES	86	92	89	96.73	24.70	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	281	296	292	98.64	41.36	Yes	Yes	✓
White	262	272	269	98.89	42.08	Yes	Yes	✓
Black	13	16	15	93.75	30.76	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	38	40	39	97.50	13.51	NA	NA	NA
Low SES	86	92	90	97.82	18.82	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 80.3%

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.

FOLLOW-UP REVIEW

MET STANDARD. University High School had a new principal beginning the 2010-2011 school year. Students and staff reported that the new principal had created an atmosphere that will foster great improvements in the school. While student achievement had continued to decline through the 2009-2010 school year, the Team believed that the programs and practices that have been implemented will reverse this trend.

Best Practices

The Follow-up Education Performance Audit Team reported the following “Best Practices”.

1. University High School implemented several action steps to address improving student achievement. One of the major schoolwide initiatives was establishing Professional Learning Communities (PLC). The philosophy in this collaborative environment centered on ensuring that every child is learning. Dedicated time for PLC was allocated through trade time, early release time, and scheduled professional development. Team leaders facilitate instructional improvements that directly impact student learning. Professional Learning Community (PLC) teams focused on creating a positive learning environment, communicating collaboratively, and disaggregating relevant data to support instructional improvements. Evidence of progress within these groups included the development of curriculum/pacing guides in the core content areas as well as a focus on benchmark testing via Acuity.
2. The school refined its use of the Freshman Academy concept to support incoming Grade 9 students who were most at-risk. An administrator and counselor were assigned to provide support and leadership as the school staff closely monitors the academic progress of identified at-risk students. In addition, the Freshman Academy teachers meet daily to collaborate on best instructional practices to

meet the needs of these students. Monongalia County Schools recently contracted with an outside consultant to evaluate the effectiveness of this program.

3. A comprehensive program for credit recovery and tutoring was implemented to support students who struggle academically. Staff members were trained to provide meaningful instruction in the credit recovery model and tutoring was available with certified teachers after school. “Teacher Office Hours” were initiated before and after school to support student learning.
4. The school completed an audit of the school’s Advanced Placement (AP) programs, and, as a result, increased course offerings. A concerted effort was put in place to advise students and their parents via counseling, after-school programs, and written communication regarding available programs. Students were also provided additional academic opportunities through Virtual School, which allowed more options during the regular school year. The school also implemented research-based interventions for students struggling in mathematics and reading.
5. The school focused on creating a climate of high expectations for all students. To support a positive learning environment, the school formed the Positive School Climate team. This team meets regularly to ensure schoolwide consistency within the learning environment. An emphasis was also placed on student engagement in the classrooms. Various instructional strategies were used to actively engage all students. For example, use of technology was essential in supporting achievement of 21st century skills. The school was awarded funding from a competitive grant for a full-time Technology Integration Specialist (TIS) beginning in the 2010-2011 school year. The TIS works directly with teachers to expand and refine instructional uses of technology.
6. The faculty and staff of University High School were committed to ongoing staff development. Staff development plans were linked to school needs, the Five-Year Strategic Plan, and relevant data. The school provided ongoing embedded staff development in the implementation of technology through the certified TIS. In addition, certified mathematics teachers were provided staff development in the use of math manipulatives and problem solving.

7. The school year opened with all faculty and staff members participating in a Professional Development Carousel. Topics included: High expectations for all, communications with all stakeholders, positive school climate, Thinkfinity, SAS in Schools, safe and orderly schools, and focus on academic excellence. In addition, professional development was provided on multiple topics related to IDEA and special education that included: Collaborative teaching model, accommodations in the regular classroom, modifications, confidentiality, and professional obligations/legal requirements.
8. University High School's collaborative teachers were provided staff development based on Dr. Wendy Murawski's book, *Collaborative Teaching in Secondary Schools*. The teams were also provided paid training in summer 2009 to plan together. A master schedule was developed for the school to provide common planning time for each co-teaching team. Dr. Murawski also spent time working with all interested Monongalia County Schools collaborative teams.
9. The Positive School Climate Team received extensive training through the West Virginia Center for Professional Development. The team consisted of eight faculty members that included a counselor and an administrator. The first training was a week-long session in July 2009. The team was assigned a facilitator who worked with them monthly. The team attended an additional two-day training in July 2010. The team meets weekly to review data and to discuss individual student issues.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a strong focus on the West Virginia 21st Century content standards and objectives (CSOs). Lesson plans addressed the CSOs and teachers readily discussed how the CSOs were used and how they correlated to the lesson plans. The West Virginia Department of Education, Office of Instruction, provided training and support on implementing the CSOs.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed that all students were on task during the two day follow-up Education Performance Audit. The administrators discussed the procedure of monitoring students off task, the causes of the problem, and methods of dealing with this issue.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team did not observe any violations of the student code of conduct or school rules and procedures during the two days of the follow-up Education Performance Audit. The administrators were monitoring the student code of conduct and school rules and procedures. A discipline policy reference sheet showed the behaviors and the related consequences and students were aware of the discipline policy and its implementation.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed a variety of instructional strategies in all classes. Teachers employed technology, small group and large group instruction, and individual skill strategies. The administrators conducted walkthroughs, engaged teacher discussions on instructional strategies, and provided co-teacher training for staff.

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.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. A Technology Integration Specialist (TIS) was employed this current year (2010-2011). The Team observed numerous examples of high quality technology lessons. The school's technology laboratories and classroom technologies were well utilized.

Library skills were not being taught and the West Virginia 21st Century content standards and objectives (CSOs) for library skills were not being addressed. Lesson plans were not prepared.

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.

FOLLOW-UP REVIEW

COMPLIANCE. A variety of multicultural activities were in place and ongoing in 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.

FOLLOW-UP REVIEW

COMPLIANCE. Extensive work had been conducted on the school's Five-Year Strategic Plan. The local school improvement council (LSIC) was instrumental in developing the plan and subcommittees worked on the various parts of the plan. Parent groups and faculty, as well as students were involved in completing the needs assessment. Communication,

Culture, and Curriculum were the three areas identified by the needs assessment and included in the plan. The strategic plan's data analysis was extensive.

- 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.

FOLLOW-UP REVIEW

COMPLIANCE. All four guidance counselors maintained counseling logs and all showed 75 percent direct student counseling.

- 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.

FOLLOW-UP REVIEW

COMPLIANCE. A schoolwide lesson plan format had been developed and was being used in all classrooms. All lesson plans the Team reviewed were complete and could be followed by a substitute teacher. A system was in place designating which administrator would check teachers' lesson plans. The Team observed corrective feedback written on several lesson plan review sheets and the teachers had taken the corrective actions.

- 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.

FOLLOW-UP REVIEW

COMPLIANCE. The school staff had completed extensive data disaggregation and all curricular decisions were based on data. Teachers were instrumental in the data analysis and a data team, through the team leaders, disaggregated the data and communicated the results to the teachers. Team leaders meet regularly to ensure that the school's focus continues in the planned direction and teachers are notified of any changes indicated through data analysis.

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.

FOLLOW-UP REVIEW

COMPLIANCE. Goal #3 in the school's Five-Year Strategic Plan was dedicated to communication. The Team found that excellent communication avenues were in place that included: Teachers contacted all parents/guardians at the beginning of the year; the school website was updated; the administrators contacted parents by phone and mail as soon as a discipline instance occurred; local media (newspaper, radio) were used to communicate information; ParentLink was used (mass phone calls to parents and students); EdLine was in place; emails to parents had greatly increased (both individual and mass emails); and additional office times were implemented for educators to meet with parents.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The 2009-2010 evaluations had been completed according to the requirements of the W.Va. Code and State Board policies. While the November 1 evaluation deadline had not yet arrived, a comprehensive plan was in place that described how the administrators were going to conduct the observation and evaluation process for professional and service personnel.

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.

FOLLOW-UP REVIEW

COMPLIANCE. A comprehensive student conduct policy was in place and students and staff were aware of the policy and the consequences. Staff and students reported that the administrators were fair and consistent and uniformly applied school policies.

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.

FOLLOW-UP REVIEW

COMPLIANCE. The new principal was organized and knowledgeable about curriculum and the educational process. She possessed professionalism and integrity and was leading the school in a positive direction. The assistant principals were high quality and instrumental in the daily school operations.

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.

FOLLOW-UP CONCLUSION

The principal and staff had developed and were implementing a plan to increase student achievement. The Team found the principal, assistant principals, and the teachers to be instructional leaders.

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.

FOLLOW-UP CONCLUSION

University High School and Monongalia County demonstrated the capacity to correct the deficiencies identified in the original Education Performance Audit report. Under the leadership of the principal, the teaching and learning process was high quality and the Team believed that student achievement will improve.

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.

FOLLOW-UP CONCLUSION

19.1.12. Broadcast capabilities were in place.

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

FOLLOW-UP TEAM SUMMARY

Support and assistance provided by the Monongalia County Central Office staff, RESA 7, and the West Virginia Department of Education proved to be extremely effective in correcting the deficiencies found at University High School. The Team believed that student achievement will increase. Student and staff demonstrated pride in University High.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
56-503 University High	Distinction Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Distinction Accreditation status of University High School until the 2010 data are reviewed and the December 2010 Report of Ratings is released.