

# OFFICE OF EDUCATION PERFORMANCE AUDITS



## SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

**PETERSBURG HIGH SCHOOL**

**GRANT COUNTY SCHOOL SYSTEM**

**DECEMBER 2005**

WEST VIRGINIA BOARD OF EDUCATION

## **INTRODUCTION**

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Petersburg High School in Grant County on May 26-27, 2004.

A Follow-up Education Performance Audit of Petersburg High School in Grant County was conducted May 5, 2005. 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."

A Second Follow-up Education Performance Audit Team returned to Petersburg High School November 8, 2005 to check if the remaining noncompliances had been corrected.

## SCHOOL PERFORMANCE 2003-2004

### 24 GRANT COUNTY

Dr. Marsha Carr-Lambert, Superintendent

### 501 PETERSBURG HIGH SCHOOL - Needs Improvement

Janice Mills, Principal

Grades 07 - 12

Enrollment 730

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	388	394	392	99.49	61.65	Yes	Yes	✓
White	384	390	388	99.49	61.51	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	189	192	190	98.96	55.08	Yes	Confidence Interval	✓
Spec. Ed.	67	68	66	97.06	20.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	388	394	392	99.49	71.50	Yes	Yes	✓
White	384	390	388	99.49	71.46	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	189	192	190	98.96	67.91	Yes	Confidence Interval	✓
Spec. Ed.	67	68	67	98.53	21.21	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Fewer than 10 students in subgroup

**Passed  
Graduation Rate = 83.5%**

## SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

### 24 GRANT COUNTY

Dr. Marsha Carr-Lambert

### 501 PETERSBURG HIGH SCHOOL - Needs Improvement

Scott Albright, Principal

Grades 07 - 12

Enrollment 790

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
<b>Mathematics</b>								
All	388	407	406	99.75	69.32	Yes	Yes	✓
White	379	398	397	99.74	69.39	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	175	190	189	99.47	57.71	Yes	Confidence Interval	✓
Spec. Ed.	60	61	61	100.00	21.66	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	388	407	406	99.75	76.28	Yes	Yes	✓
White	379	398	397	99.74	75.98	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	175	190	189	99.47	64.57	Yes	Confidence Interval	✓
Spec. Ed.	60	61	61	100.00	28.33	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Fewer than 10 students in subgroup

**Needs to Improve  
Graduation Rate = 79.1%**

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Petersburg High School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included special education students (SE). 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 September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Petersburg High School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Petersburg High School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts and mathematics and the racial/ethnicity white students (W) subgroup in reading/language arts by application of the confidence interval and may have an achievement deficiency if remediation and interventions have not been emphasized.

Adequate yearly progress (AYP) information by class data showed a high percent of students below mastery in mathematics (Grade 7 – 32.06 percent and Grade 10 – 35.09 percent). This provides an implication for the Unified School Improvement Plan (USIP) and school improvement programs.

### SECOND FOLLOW-UP REVIEW CONCLUSION

**NONCOMPLIANCE.** The school did not achieve AYP for the special education (SE) subgroup in mathematics for the 2004-05 school year. The school implemented full inclusion to increase student achievement in the SE subgroup. The principal, who is new at the school this year, planned to visit other schools of similar size in order to investigate methods used in successful schools to increase WESTEST scores.

#### 5.1.4. Graduation rate.

**Petersburg High School's graduation rate of 79.1 percent was below the required 80 percent and failed to show improvement over the previous year.**

**NONCOMPLIANCE.** The school was in the process of developing its strategic plan to address the graduation rate.

## EDUCATION PERFORMANCE AUDIT

### NONCOMPLIANCES

#### 7.2. Student and School Performance

- 7.2.4. 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. (Policy 2510; Policy 5310)**

The Team found no principal comments and feedback on lesson plans. Often plans had been initialed and dated, but written feedback had not been provided. Some teachers indicated that their plans had not been reviewed.

#### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** The Team interviewed the principal and teachers and found that all lesson plans had not been reviewed the required number of times during the 2004-2005 school year. Given the student achievement deficiencies, principal feedback to improve instruction is especially essential.

#### SECOND FOLLOW-UP REVIEW CONCLUSION

**COMPLIANCE.** The principal developed a checklist for reviewing teachers' lesson plans. All lesson plans were being checked on a regular basis.

- 7.2.5. 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)**

Data analysis had not been completed or disseminated before the beginning of the school year. Individual student data were not available for teachers as of the date of the Education Performance Audit, May 26-27, 2004. Therefore, teachers could not have analyzed, interpreted, and used student performance data to assist students who were not on grade level. In consideration of the achievement of the economically disadvantaged students (SES) and special education students (SE) subgroups, this is critical to adjusting curriculum and instruction to meet student needs.

#### FOLLOW-UP REVIEW

**NONCOMPLIANCE.** Through interviews with teachers, the Team found that analysis of student performance data had not been conducted and that this data were not used to identify and assist students who were not achieving mastery or to guide instruction.

**SECOND FOLLOW-UP REVIEW CONCLUSION**

**COMPLIANCE.** A method of data analysis has been implemented in which each student takes a copy of their WESTEST results to each of their teachers, and the teachers gear the instruction more toward the students' weak areas.

**RECOMMENDATION**

**7.1.4. Learning environment.**

The school's walls were dingy and dull with visible writing and scuff marks. The Team recommended that the walls be painted and maintained in order to promote a better learning environment.

**FOLLOW-UP REVIEW**

**RECOMMENDATION NOT FOLLOWED.** The visual appearance of the building had not improved.

**SECOND FOLLOW-UP REVIEW CONCLUSION**

**IN PROCESS.** Some of the rest rooms had been painted and a plan had been submitted to the Parent Teacher Association (PTA) for further painting projects as the finances become available.

## **BUILDING CAPACITY TO CORRECT DEFICIENCIES**

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified Improvement Plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.**

The Team determined that Petersburg High School and Grant County, with assistance from the West Virginia Department of Education and RESA VIII, have the capacity to correct the identified deficiencies.

### **FOLLOW-UP CONCLUSION**

The Team determined that Petersburg High School had utilized various forms of assistance to make improvements in the many areas cited in the Draft Education Performance Audit Report. However, the school made superficial corrections of most identified High Quality Standards and neglected those standards that establish the foundation for actual school improvement. Furthermore, a recommendation on basic facility maintenance had been ignored. It is imperative that a real effort be internalized and undertaken to improve student achievement. Two significant High Quality Standards (7.2.4 – Lessons plans and 7.2.5 – Data analysis) directly related to student achievement had not been corrected. Furthermore, the frequent turn-over of the principal was a great detriment to school improvement. Continuity in leadership is critical to school improvement efforts to bring corrective action and initiatives to fruition. At present, student achievement is low in the economically disadvantaged (SES) and special education (SE) subgroups in mathematics and reading/language arts and the racial/ethnicity white (W) subgroup in reading/language arts. Furthermore, the Adequate Yearly Progress (AYP) Information by Class data showed a high percent of students below mastery in mathematics (Grade 7 – 32.06 percent and Grade 10 – 35.09 percent).

The low assessment results and failure to correct two High Quality Standards indicate that Petersburg High School and Grant County have not demonstrated the capacity to correct the identified deficiencies. The Office of Education Performance Audits recommends that RESA VIII and the West Virginia Department of Education provide targeted and sustained assistance to help the school and county develop the capacity to improve the teaching and learning process and improve student achievement.

### **SECOND FOLLOW-UP REVIEW CONCLUSION**

**Under the leadership of the new principal, it was evident to the Team that clear focus existed on the needs of the school and the students.**



## **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.

Given the achievement levels in the economically disadvantaged students (SES) and special education students (SE) subgroups, Petersburg High School and Grant County must implement curriculum and instruction that will improve achievement. Grant County must actively pursue assistance from RESA VIII, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **TEAM SUMMARY**

Petersburg High School corrected all but two (2) of the noncompliances found by the original Education Performance Audit Team. The Team recommended the Grant County central office, RESA VIII, and the West Virginia Department of Education continue support to ensure that student achievement improves.

### **DECEMBER 2005 TEAM SUMMARY**

**The two areas of deficiency had been corrected by the school. Petersburg High School needs continued support from Grant County, RESA VIII, and the West Virginia Department of Education.**

## SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Grant County School System and the Temporary Accreditation status of Petersburg High School with a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).

### School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
24-501 Petersburg High	Temporary Accreditation		5.1.1 (SE)	May 31, 2007
			5.1.4	