



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSBURG ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Petersburg Elementary School in Grant County was conducted September 11, 2012.

A Follow-Up Audit was conducted February 25, 2014.

The purpose of the follow-up review 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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Bolton, Superintendent

203 PETERSBURG ELEMENTARY SCHOOL – SUPPORT

Mitchell Webster, Principal
Grades PK-06, Enrollment 695

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Petersburg Elementary School a Support school. The majority of student groups have not met the annual academic goals in mathematics and reading/language arts; and the school has not reached its goals in attendance or graduation rates, student academic growth, and learning gaps between student groups. The school must show progress in student achievement each year to maintain or improve this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Petersburg Elementary School.

Designation:	SUPPORT	Next Year’s Target:	61.3907
Index Score:	35.0425	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	59.1779	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	10.60
Achievement Gaps Closed (20% of the index score)	8.83
Observed Growth (15% of the index score)	4.69
Adequate Growth (20% of the index score)	6.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.92</u>
Total Accountability Index (out of 100)	35.04

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Petersburg Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 61.3907 for 2013-2014, and the proficiency target of 75 percent by 2020, with a current index score of 35.0425, Petersburg Elementary School has a steep trajectory to achieve both short and long term targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress

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)

An AIDS Education Policy was not in place at the school.

FOLLOW-UP REVIEW

COMPLIANCE. Petersburg Elementary School staff received copies of the Grant County Board of Education Policy 2070, *AIDS Prevention Education*, and received training on the policy and its implementation.

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 Petersburg Elementary School in providing a thorough and efficient system of education. Grant 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 Grant 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.

Gains in student achievement were made in all subgroups from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2. The principal and staff had implemented high quality staff development and all students were kept on task with high quality instruction.

FOLLOW-UP REVIEW

The principal reported the WESTEST2 results for 2012-2013 were not as high as in 2011-2012. The principal and staff received high quality staff development. High quality instruction was delivered and all students were on task. The school elected to use the Next Generation Standards for instruction which may have affected the 2012-2013 WESTEST2 results and may affect the 2013-2014 WESTEST2 results. These standards were aligned to the Smarter Balanced Assessment and not the WESTEST2.

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 Petersburg Elementary 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.**

Petersburg Elementary School has the capacity to correct the one deficiency found during the Education Performance Audit. Petersburg Elementary School also demonstrated the capacity to increase student achievement in the areas of mathematics and reading/language arts.

FOLLOW-UP REVIEW

The identified deficiency was quickly corrected by the Petersburg Elementary School administration and staff. The staff continued analyzing student test data and adjusting instructional strategies to increase student achievement in mathematics and reading/language arts.

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.

None identified.

Education Performance Audit Summary

Based upon the results of the Follow-up Education Performance Audit, it is recommended and a motion is requested to approve this report.