



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSBURG ELEMENTARY SCHOOL

GRANT COUNTY SCHOOL SYSTEM

NOVEMBER 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Petersburg Elementary School in Grant County was conducted on October 7, 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 – D. Dewayne Duncan, Assistant Director, Office of Institutional Education Programs

TEAM MEMBERS

Name	Title	School/County
Paula J. Athey	Primary School Principal	Wiley Ford Primary School Mineral County
Brad A. Fittro	Elementary School Assistant Principal	Anna Jarvis Elementary School Taylor County
Jeff A. Pancione	Elementary School Principal	Augusta Elementary School Hampshire County
Lynda J. Sago	Administrative Liaison	Marion County Schools

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

Dr. Marsha Carr-Lambert, Superintendent

203 PETERSBURG ELEMENTARY SCHOOL – Needs Improvement

Mitchell Webster, Principal

Grades PK - 06

Enrollment 606 (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	330	346	344	99.42	74.77	Yes	Yes	✓
White	323	338	336	99.40	74.53	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	165	178	176	98.87	70.73	Yes	Confidence Interval	✓
Spec. Ed.	67	69	69	100.00	53.73	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	330	346	345	99.71	80.90	Yes	Yes	✓
White	323	338	337	99.70	80.49	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	165	178	177	99.43	75.75	Yes	Yes	✓
Spec. Ed.	67	69	69	100.00	52.23	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.1%**

24 GRANT COUNTY
Dr. Marsha Carr-Lambert, Superintendent
203 PETERSBURG ELEMENTARY SCHOOL – Needs Improvement
Mitchell Webster, Principal
Grades PK - 06
Enrollment 609 (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	339	358	356	99.44	59.94	Yes	Yes	✓
White	334	348	346	99.42	59.93	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	171	189	189	100.00	52.04	Yes	Confidence Interval	✓
Spec. Ed.	70	76	76	100.00	34.28	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	339	358	356	99.44	60.83	Yes	Yes	✓
White	334	348	346	99.42	60.84	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	171	189	189	100.00	50.87	Yes	Confidence Interval	✓
Spec. Ed.	70	76	76	100.00	30.00	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 98.2%**

PETERSBURG ELEMENTARY SCHOOL
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
03	96	92	95	91	98.96	1.10	32.97	27.47	34.07	4.40	65.93
04	86	82	86	82	100.00	1.22	26.83	31.71	34.15	6.10	71.95
05	90	84	89	83	98.89	4.82	48.19	32.53	9.64	4.82	46.99
06	86	81	86	81	100.00	16.05	29.63	29.63	19.75	4.94	54.32

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	96	92	95	91	98.96	3.30	34.07	50.55	8.79	3.30	62.64
04	86	82	86	82	100.00	3.66	32.93	35.37	26.83	1.22	63.41
05	90	84	89	83	98.89	7.23	27.71	40.96	21.69	2.41	65.06
06	86	81	86	81	100.00	6.17	41.98	24.69	20.99	6.17	51.85

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

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Petersburg Elementary School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in mathematics and reading/language arts. Petersburg Elementary School achieved AYP in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. 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 3 – 34.07 percent in mathematics and 37.36 percent in reading; Grade 4 – 28.05 percent in mathematics and 36.59 percent in reading; Grade 5 – 53.01 percent in mathematics and 34.94 percent in reading; Grade 6 – 45.68 percent in mathematics and 48.15 percent in reading.

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

1. Teacher Leadership Institute.
2. Response to Intervention (RTI).
3. West Virginia Reading Conference.
4. National Title I Reading Conference.
5. Five-Year Strategic Plan.
6. Individualized Education Plan (IEP) Training.

These class scores also declined from Grade 3 to Grade 6 in both mathematics and reading. Grant County curricular staff and the school staff must examine the systemic reasons for the decline in student achievement and actively pursue instruction and curriculum.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)**

Although the Team observed a variety of instructional strategies, instruction was not rigorous or relevant to the varying student academic levels. The students were on task, for the most part; however, the curriculum was not challenging to all students and did not encourage higher level skill development. The Team considered this the major reason for students' low achievement.

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 school's Five-Year Strategic Plan was weak and needed revision in some areas. It did not meet the school's need and did not specifically address the school's data.

- 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)**

Teacher lessons plans reviewed were vague and did not provide enough information for a substitute to follow. Lesson plans also needed to be available for review. Three or four teachers did not have lesson plans on the day of the Education Performance Audit.

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.

The administration must actively and aggressively pursue high quality professional development geared toward increasing the rigor and relevance of the classroom curriculum. All students must be challenged and encouraged to do their best and teachers must provide rigorous 21st Century instruction.

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.**

The Team recommended that the Grant County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, 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.

- 19.1.7. K classrooms.** All Kindergarten classes did not have adequate space.
- 19.1.10. Specialized instructional areas.** The art facility did not have black-out areas. The physical education facilities did not have a data projector or 50" screen monitor, network connections, or internet access.
- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have AC and DC current, compressed air, ventilation fume hood, demo table, laboratory workspace, fire extinguisher, blanket, emergency showers, first aid kit, and main gas shut-off.
- 19.1.14. Food service.** A locker/dressing room was not available.
- 19.1.15. Health service units.** A health services unit of adequate size was not available. The following equipment and furnishings were not available: Toilet, lavatory, scales, and refrigerator with locked storage.

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.

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 three high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.5. Instructional strategies.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.

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

Petersburg Elementary 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 initial report to guide Petersburg Elementary School in improvement efforts.

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 Petersburg Elementary School and Grant County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.