



**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**PETERSBURG HIGH SCHOOL**

**GRANT COUNTY SCHOOL SYSTEM**

**APRIL 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Petersburg High 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  
**501 PETERSBURG HIGH SCHOOL – SUCCESS**  
Randolph West, Principal  
Grades 07-12, Enrollment 728

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 High School a Success school. The majority of student subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts; and the school has reached its goals in attendance or graduations rates. Success schools have demonstrated the ability to implement continuous improvement practices. The school must continue to increase student achievement each year to keep this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

### Designation Status for Petersburg High School.

Designation:	SUCCESS	Next Year’s Target:	50.9989
Index Score:	55.566	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	47.5443	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

### Supporting Data

Proficiency (35% of the index score)	15.41
Achievement Gaps Closed (20% of the index score)	8.71
Observed Growth (5% of the index score)	2.03
Adequate Growth (10% of the index score)	3.00
<u>Graduation Rate (30% of the index score)</u>	<u>26.41</u>
Total Accountability Index (out of 100)	55.57

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 high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

Petersburg High School achieved the Accountability Index Target for 2012-2013.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

#### 7.1. Curriculum

- 7.1.9. Programs of study.** Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

It was unclear that the school was aware of the programs of study at the school. The principal produced a Programs of Study book that was written in 2005. Teachers stated that they needed to get a list of classes that need to be taught.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team verified comprehensive Programs of Study for Petersburg High School were created by the principal and staff. The Programs of Study were distributed to students, staff, and parents for scheduling classes for the 2013-2014 year. The document was reviewed and revised for the 2014-2015 year.

- 7.1.10. Approved elective offerings.** An elective offering must be based on approved West Virginia Board of Education content standards and objectives, if available, or have written content standards and objectives that are approved by the county board. (Policy 2510)

The school taught Financial Algebra as a class but there were no local board approved West Virginia 21st Century content standards and objectives (CSOs) for this class.

#### FOLLOW-UP REVIEW

**COMPLIANCE.** The Team verified that Content Standards and Objectives for Financial Algebra were developed and approved by the Grant County Board of Education on September 11, 2012, and June 17, 2013.

## 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.**

Less than ten teachers could discuss any of the school's goals and action steps in the Five-Year Strategic Plan. None of the teachers interviewed stated that they were on the planning committee and the principal stated that he had not initiated any work on the plan. The 2012-2013 plan is not required to be completed until October 15, 2012

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A new Five-Year Strategic Plan was developed through collaboration among the school administrators, instructional staff, and the Strategic Planning Committee. The Strategic Planning Committee consisted of instructional staff members, a student, business community representatives, school administrators, school service personnel, parents, and others. The plan was reviewed and approved by the Local School Improvement Council, County Superintendent of Schools, and the Grant County Board of Education, and was implemented in the school. All teachers interviewed were knowledgeable of the plan's development process, goals, and action steps.

- 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)**

WESTEST2 data analysis had not been completed for this current school year. Teachers could vaguely discuss the data from last year's test results. The principal had not met with the department chairs to discuss the data analysis.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** Instructional staff received the WESTEST2 results prior to the beginning of the 2013-2014 school year. Utilizing techniques learned from the West Virginia Department of Education, Office of School Improvement, the staff met in departmental groups, analyzed the WESTEST2 results, and indentified the academic strengths and weaknesses of students. Students scoring within 15 points of Mastery (above or below) were targeted for specific interventions and monitoring. Student strengths and weaknesses were used to set classroom goals and plan instructional strategies addressing the weaknesses. Progress toward meeting these goals was monitored through Acuity and teacher-made tests. Adjustments were made in instructional delivery and strategies, as needed. During interviews teachers discussed data analysis, WESTEST2 results, and how they used the results to identify weaknesses and adjust the instruction in their classrooms to address the student needs.

#### **7.4. Regulatory Agency Reviews**

- 7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

No regulatory agency reports were provided by the principal for Team review.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Reports prepared by all required regulatory agencies were provided to the Follow-up Education Performance Audit Team for review. All reports were in good order and current.



## 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)

The principal shows organizational skills and enthusiasm; however, lacks guidance from the central office as to the policies and laws of West Virginia. This is the first year for the principal, who had been an administrator in the State of Virginia. The Team believed the principal will become an excellent administrator, but only with assistance from the Grant County central office in familiarizing him with the procedures used in West Virginia.

### FOLLOW-UP REVIEW

**COMPLIANCE.** The principal showed tremendous growth in his knowledge of the West Virginia Board of Education (WVBOE) policies and laws. The principal received training in many policies and laws including: WVBOE Policy 5310 – *Personnel Evaluations*, WVBOE Policy 4350 – *Procedures for the Collection, Maintenance and Disclosure of Student Data*, WVBOE Policy 2510 – *Assuring the Quality of Education*, school finance policies, Textbook Adoption, Title 1 and Title 2 policies, discipline management system, various testing policies, special education policies, etc.

The principal reported that the superintendent of Grant County Schools, the central office staff, RESA 8 staff, and the West Virginia Center for Professional Development were excellent resources in learning the policies and laws of West Virginia. The principal, with the support of the school staff, demonstrated significant growth in leadership skills.

## **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 High 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.**

Through teacher interviews it was found that Petersburg High School had lacked proper leadership for the past several years. The new administrator was highly regarded by the staff and appeared to have great potential as the leader of the school. High quality instruction was observed throughout the building; however, the principal is strongly urged to monitor classroom instruction to ensure that all students are challenged and are provided the opportunity to learn. The issues found in the Education Performance Audit must be addressed immediately and must be corrected.

### **FOLLOW-UP REVIEW**

**The principal led the staff in successfully addressing the issues in the Initial Education Performance Audit Report. The staff at Petersburg High School understood that improving student achievement will be an on-going process and were constantly working to improve instructional delivery of content. The school administrators were monitoring classroom instruction for content rigor and student engagement with a system of classroom walkthroughs and teacher conferences. The principal was providing good leadership and the expectation is the school will continue to demonstrate improvement.**

### **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 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.**

The capacity of the school to correct the deficiencies found in the Education Performance Audit is yet unclear. The preparation of the principal by the Grant County central office is greatly needed and the principal will need intensive assistance to educate him in the needs of a West Virginia school. The success of Petersburg High School depends on the preparation of the principal.

### **FOLLOW-UP REVIEW**

**The staff of Petersburg High School worked with the principal to address the deficiencies identified in the Initial Education Performance Audit. All deficiencies were addressed. The Grant County Central Office staff provided the principal the necessary assistance in West Virginia laws and policies he needed to properly operate the high school.**

### **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 of students in all subgroups, Petersburg High School and Grant County must implement high yield instructional practices and instruction that will improve achievement. Grant County must actively pursue assistance from RESA 8, 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.

### **FOLLOW-UP REVIEW**

**Student achievement on the 2013 WESTEST2 demonstrated improvement. Teachers were provided professional development designed to improve and expand instructional strategies and student involvement. Valuable assistance was provided by RESA 8, the West Virginia Department of Education, and the West Virginia Center for Professional Development in analyzing and using test data, conducting the Instructional Practices Inventory (IPI), WVEIS on the Web (WOW) Evaluation Training, strategic planning, goal setting, etc. Data were utilized more frequently in lesson plan development.**

### **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.**