



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSBURG HIGH SCHOOL

GRANT COUNTY SCHOOL SYSTEM

NOVEMBER 2009

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	8
Education Performance Audit.....	9
Initiatives for Achieving Adequate Yearly Progress	9
High Quality Standards	10
Indicators of Efficiency	13
Building Capacity to Correct Deficiencies.....	14
Identification of Resource Needs	14
Early Detection and Intervention	15
Education Performance Audit Summary	16

INTRODUCTION

An announced Education Performance Audit of Petersburg High 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 – Monica Beane, Assistant Director, Office of Instruction

West Virginia Department of Education Team Leader – Steve Higgins, CAG, Office of Title II - School and School System Improvement

TEAM MEMBERS

Name	Title	School/County
Timothy S. Derico	High School Principal	Lewis County High School Lewis County
Ann M. Downs	Middle School Principal	Capon Bridge Middle School Hampshire County
Claude Steve Malnick	Middle School Principal	Monongah Middle School Marion County
Ronald E. Stephens	High School Principal	Musselman High School Berkeley County

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

501 PETERSBURG HIGH SCHOOL – Needs Improvement

Garry Moore, Principal

Grades 07 - 12

Enrollment 756 (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	381	392	389	99.23	75.98	Yes	Yes	✓
White	370	380	377	99.21	75.81	Yes	Yes	✓
Black	11	11	11	100.00	81.81	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	180	189	186	98.41	68.53	Yes	Yes	✓
Spec. Ed.	69	71	71	100.00	27.53	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	381	392	387	98.72	78.51	Yes	Yes	✓
White	370	380	375	98.68	78.96	Yes	Yes	✓
Black	11	11	11	100.00	63.63	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	180	189	184	97.35	70.45	Yes	Confidence Interval	✓
Spec. Ed.	69	71	70	98.59	26.47	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 83.1%**

24 GRANT COUNTY
Dr. Marsha Carr-Lambert, Superintendent
501 PETERSBURG HIGH SCHOOL – Needs Improvement
Garry Moore, Principal
Grades 07 - 12
Enrollment 748 (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	355	368	367	99.72	61.40	Yes	Yes	✓
White	345	358	357	99.72	62.02	Yes	Yes	✓
Black	10	10	10	100.00	40.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	170	180	180	100.00	58.82	Yes	Yes	✓
Spec. Ed.	60	64	64	100.00	16.66	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	355	368	367	99.72	56.61	Yes	Yes	✓
White	345	358	357	99.72	56.81	Yes	Yes	✓
Black	10	10	10	100.00	50.00	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	170	180	180	100.00	47.64	Yes	Yes	✓
Spec. Ed.	60	64	64	100.00	18.33	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 86.2 %

PETERSBURG HIGH 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
07	130	125	130	125	100.00	8.00	25.60	52.80	10.40	3.20	66.40
08	120	116	120	116	100.00	18.97	19.83	49.14	11.21	0.86	61.21
11	118	114	117	114	99.15	13.16	30.70	42.11	11.40	2.63	56.14

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	130	125	130	125	100.00	2.40	34.40	52.80	9.60	0.80	63.20
08	120	116	120	116	100.00	4.31	40.52	49.14	6.03	0.00	55.17
11	118	114	117	114	99.15	7.89	41.23	35.09	15.79	0.00	50.88

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

Note: Cells with less than 10 - are reported as *.

PETERSBURG HIGH SCHOOL

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Petersburg High	0	0	8 (6 taught)

A minimum of four advanced placement (AP) classes are to be offered as prescribed in West Virginia Board Policy 2510. Honors courses must be investigated and implemented to increase rigor and relevance and to increase student achievement. Petersburg High School did not offer or teach these courses. Eight college credit courses were offered for the 2009-10 school year and six were being taught on-site at Petersburg High School through Eastern West Virginia Community and Technical College and Potomac State College. The Team noted that students do not receive dual credit for these courses, although teachers in school refer to these classes as “dual credit”. This misunderstanding must be clarified so educators, parents, and the community have a clear understanding of advanced level courses.

College courses taught included:

- 1. College English**
- 2. College History**
- 3. College Algebra**
- 4. Psychology**
- 5. Special Topics Biology**
- 6. Chemistry II**

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Petersburg High	2004-05	2005-06	2006-07	2007-08
10 th Grade Test Takers (%)	1.6	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%)	0.0	0.0	0.9	0.0
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0

The absence of advanced placement (AP) test takers was indicative of the need for higher expectations for students. Students must be encouraged to excel in academics and pursue classes that will challenge them and promote greater student achievement.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Grant County	129	50.4%
Petersburg High	106	58.5%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

Petersburg High School had a slightly higher college going rate than the State average in the Fall of 2007 and a higher college going rate than Grant County.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Grant County	74	13	17.57%	88	31.84%
Petersburg High	66	11	16.67%	25	37.88%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

Petersburg High School had a slightly higher percentage of students enrolled in developmental English and a dramatically higher percentage of students enrolled in developmental mathematics than the State for the Fall of 2008. Some parents interviewed stated that their children in college were finding college courses challenging. The teachers and administration must use this information to increase the rigor and relevance of classroom curriculum to prepare students for the college curriculum. A greater emphasis on student achievement, enhanced instructional strategies, higher student expectations, and an increased knowledge of what is expected at the college level would benefit all students that enroll in post-secondary education.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Petersburg High School failed to achieve adequate yearly progress (AYP) in the special education (SE) subgroup in both mathematics and reading/language arts. Student achievement declined in both mathematics and reading/language arts in all individual subgroups. The county curriculum staff and school staff were 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 7 – 33.60 percent in mathematics and 36.80 percent in reading; Grade 8 – 38.79 percent in mathematics and 44.83 percent in reading; Grade 11 – 43.86 percent in mathematics and 49.12 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The student percent proficient for Grades 7, 8, and 11 declined in both mathematics and reading from the Grade 7 class to the Grade 11 class.

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

1. Deconstructing the West Virginia 21st Century Content Standards and Objectives (CSOs) and Curriculum Mapping.
2. Global 21/Lexile and Quantile Training.
3. Exploring Teach 21.
4. Podcasting.
5. Test Item Analysis/Concept Emphasis.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Petersburg High School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.1. **Curriculum based on content standards and objectives.** The Team commended the 9-12 mathematics department for outstanding planning and delivery of instruction. The West Virginia 21st Century content standards and objectives (CSOs) were documented in the teachers' lesson plans and evident during teacher observations.
- 7.1.3. **Learning environment.** The Team commended the school for the implementation of the Positive Behavior Program (Behavior Intervention Form – BIF) schoolwide. Previously, bullying was a major issue at Petersburg High School. This year, there was evidence of a 50 percent decrease in behavior referrals.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

The Team found the special education teachers were not being utilized in a manner that supported identified weaknesses in student achievement. In addition, the special education teachers were not fully collaborating with general education teachers to provide support to special education students in re-teach classes.

The Team found through classroom teacher interviews that professional development to implement a block or modified block schedule was not conducted prior to the change to a block schedule format. Technical support for teachers on block scheduling should have occurred prior to its implementation to enhance and improve the instructional practices during the instructional block periods. Furthermore, the middle level grades also followed a block schedule. This organizational structure of the school was not producing positive performance results. Student and school declining achievement provided further evidence that instructional practices and the curriculum were not producing improved student performance.

- 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)**

The school's Technology Plan portion of the Five-Year Strategic Plan needed to be revised, as indicated by the West Virginia Department of Education, Office of Instructional Technology. The school was provided the items that needed to be revised.

- 7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)**

Students were required to wear red shirts and black shorts or pants in physical education courses. According to student, teacher, and the principal interviews, students were penalized a point in their grades if they did not have a red shirt and black pants/shorts. Staff indicated that students were provided these items if they were not available to them; however, many students interviewed stated that they were not aware that these were provided. Student grades cannot be lowered due to particular clothing items not being worn.

- 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)**

The Team found that social studies and science were not being offered to all students in Grades 7 and 8 daily as required by West Virginia Board of Education Policy 2510.

Four classes of Advanced Placement (AP) classes were not offered. Honors courses were not offered. The percentage of Petersburg High School's graduates enrolled in developmental level college courses in West Virginia show that these courses are needed to prepare students for college education courses.

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 Team found the majority of the teachers could not discuss any component of the school's Five-Year Strategic Plan. One teacher stated that she was on the revision team list; however the team had not met yet. With eight days left before the final plan is due, the plan had not been finalized.

- 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)**

The Team found that the staff had not completed adequate data analysis. When asked about how data analysis had impacted instructional strategies, teachers stated they did not receive their WESTEST data until well after the start of the instructional year. No significant improvement in WESTEST percent proficient, low American College Test (ACT) scores, and a high percentage of students enrolled in college developmental level courses indicated that intense data analysis followed by planning and action were imperative.

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 at Petersburg High School, the Team determined that curricular and instruction leadership needed to be developed at both the administrative and classroom levels. The decline in WESTEST percent proficient in mathematics and the severe decline in reading/language arts indicated this need. Additionally, the percentage of students enrolled in developmental courses in West Virginia institutions of higher education also indicated the need for instructional leadership.

RECOMMENDATIONS

7.1.12. Multicultural activities. The Team found that a written Multicultural Plan was not in place. The principal reported, "There is no written Multicultural Plan, but we use the Arts Council activities, Rachael's Challenge, and the Positive School Climate Program." The Team recommended the staff draft a Multicultural Plan or adopt the county plan.

7.6.3. Evaluation. The Team found that the principal did not have a plan for completing teachers' observations and evaluations. Due to the deadline for completion (November 1) and the number of staff requiring evaluations, the Team felt the principal should already have a schedule in place for the observations. The Team recommended that the principal collaborate with the assistant principal and devise a strategy and a plan of action for conducting the required observations/evaluations in a timely manner. In addition, the Team recommended the principal and assistant principal conduct informal observations of new teachers prior to October 1.

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.

Co-teaching at Petersburg High School was an area of great concern. With the high number of special education students, it is imperative that the special educators and the general education teachers collaborate effectively and the special educators take an active, participatory role in curriculum delivery.

The school's Five-Year Strategic Plan was not being implemented and data were not effectively analyzed and applied to improve student achievement. These two areas appeared to be extremely detrimental to student achievement.

Social studies not offered to all students in Grades 7 and 8 daily and the absence of advance placement (AP), honors, and dual credit courses demonstrated that the overall school curriculum was devoid of minimum school curriculum requirements of Policy 2510.

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 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.

- 19.1.5. Library/media and technology center.** Electronic card catalogs and automated circulation capacity were not available.
- 19.1.10. Specialized instructional areas.** The physical education facilities did not have instructional technology equipment, a data projector, or a 50" screen monitor; drinking fountain; provisions for two or more teaching stations; display case; network connection; or internet access. The music facilities did not have acoustical treatment.
- 19.1.12. Grades 7-12 auditorium/stage.** The auditorium was not of adequate size and not conveniently located for access to language arts and music instructional areas and close to seating. Speakers and projector, acoustical treatment, broadcast capabilities, controlled illumination, and outlets were not available.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided.

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 critical for school improvement.

Education Performance Audit Summary

The Team identified seven high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.4. Instruction.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.8. Instructional materials.
- 7.1.9. Programs of study.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.4. Data analysis.
- 7.8.1. Leadership.

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

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