



EDUCATION PERFORMANCE AUDIT REPORT

FOR

PETERSBURG HIGH SCHOOL

GRANT COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Petersburg High School in Grant County was conducted September 11, 2012. The review was conducted at the specific direction of the West Virginia Board of Education.

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 due to the beginning of the 2012-2013 school term.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

TEAM MEMBERS

Name	Title	School/County
Terrence C. Beam	Director of Federal Programs	Pocahontas County Schools
Pamela Hewitt	Director of Instruction	Randolph County Schools
Kenneth L. Pack, III	Administrative Assistant	Berkeley County Schools

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Lundeen Bolton, Superintendent

501 PETERSBURG HIGH SCHOOL – Needs Improvement

Randy West, Principal

Grades 7 – 12; Enrollment 713 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	351	367	363	98.91	44.28	Yes	Confidence Interval	✓
White	347	363	359	98.89	44.21	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	53	55	54	98.18	11.32	Yes	No	✗
Low SES	159	170	168	98.82	37.97	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	351	367	363	98.91	39.42	Yes	Confidence Interval	✓
White	347	363	359	98.89	39.59	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	53	55	54	98.18	9.43	Yes	No	✗
Low SES	159	170	168	98.82	32.91	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve

Graduation Rate = 83.5%

24 GRANT COUNTY

DeEdra Lundeen Bolton, Superintendent

501 PETERSBURG HIGH SCHOOL – Needs Improvement

Randy West, Principal

Grades 7 – 12; Enrollment 739 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	340	353	352	99.71	42.77	Yes	Confidence Interval	✓
White	334	345	344	99.71	43.24	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	55	55	100.00	5.76	Yes	No	✗
Low SES	175	186	185	99.46	32.75	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	340	353	352	99.71	34.80	Yes	No	✗
White	334	345	344	99.71	34.83	Yes	No	✗
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	52	55	55	100.00	3.84	Yes	No	✗
Low SES	175	186	185	99.46	26.43	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Needs to Improve
Graduation Rate = 82.4%

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	123	118	123	118	100.00	31.36	18.64	24.58	21.19	4.24	50.00
08	123	119	123	119	100.00	41.18	24.37	12.61	17.65	4.20	34.45
11	107	103	106	102	99.07	40.20	15.69	23.53	15.69	4.90	44.12

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
07	123	118	123	118	100.00	26.27	32.20	23.73	13.56	4.24	41.53
08	123	119	123	119	100.00	31.93	31.93	23.53	12.61	0.00	36.13
11	107	103	106	102	99.07	27.45	47.06	17.65	5.88	1.96	25.49

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

**NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND
COLLEGE COURSES OFFERED
2012-2013**

High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Petersburg High	5	7	7

AP Classes: AP English 11, AP English 12, AP Chemistry, AP Economics, AP Statistics

Honors Classes: Honors English 9, Honors English 10, Honors US History, Honors World History, Honors Civics, Honors 20th/21st Century History, Honors Chemistry

College Credit Courses: English 101, English 102, History 152, History 153, Speech, Algebra I, Psychology

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)

Petersburg High	2006-07	2007-08	2008-09	2009-10	2010-11
10 th Grade Test Takers (%)	0.0%	NA	NA	NA	NA
11 th Grade Test Takers (%)	0.0%	NA	NA	NA	NA
12 th Grade Test Takers (%)	0.9%	NA	NA	NA	NA
10 th Grade Test Takers (%) with a score of 3 or higher	NA	NA	NA	NA	NA
11 th Grade Test Takers (%) with a score of 3 or higher	NA	NA	NA	NA	NA
12 th Grade Test Takers (%) with a score of 3 or higher	0.0%	NA	NA	NA	NA

*NA – Not Available.

The AP Test was only required at Petersburg High School starting this school year; therefore, the school does not have test result information.

**ESTIMATED COLLEGE GOING RATE
FALL 2011**

	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
Grant County	109	50.5%
Petersburg High	98	50.0%

Source: West Virginia College Going Rates By County and High School Fall 2011, West Virginia Higher Education Policy Commission.

Petersburg High School students attended college at a slightly lower percentage than that of the State.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2011					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,457	1,247	16.70%	2,104	28.20%
Grant County	46	12	26.10%	18	39.10%
Petersburg High	41	9	22.00%	14	34.10%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2011 (census).

Petersburg High School students were enrolled in developmental courses at a higher rate than the State average, but at a lesser rate than Grant County.

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. Four subgroups designated in 5.1.1. Achievement, included: All students (AS), racial/ethnicity white (W), special education (SE), and economically disadvantaged (SES). In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the January 2012 State Board meeting.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are shown below.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (-1.51 percent)	AS (-4.62 percent)
W (-0.97 percent)	W (-4.76 percent)
SE (-5.56 percent)	SE (-5.59 percent)
SES (-5.22 percent)	SES (-6.48 percent)

Fifty percent or more of all students scored below mastery on the 2011-2012 WESTEST2 in mathematics and reading. Grade 11 results revealed that nearly three-quarters of the students were below mastery in reading.

The following professional development and/or training opportunities were provided.

1. Project Wild.
2. TechSteps.
3. Acuity.
4. eInstruction.
5. Co-teaching.
6. Classroom Management.
7. Introduction to Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs).
8. Special Education Academy.
9. Differentiated Instruction Strategies.
10. Test Data Analysis.
11. Bullying Prevention.
12. Curriculum Pacing Guides.
13. Five-Year Strategic Plan Review.
14. Positive School Culture.

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.

- 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.

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

- 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.

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.

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.

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.

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.

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.