



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LOGAN ELEMENTARY SCHOOL**

**LOGAN COUNTY SCHOOL SYSTEM**

**JUNE 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An unannounced Education Performance Audit of Logan Elementary School in Logan County was conducted April 24, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate performance and progress as they relate to the standards outlined in Policy 2320. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters 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.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator

West Virginia Department of Education, Technology – Gloria Burdette eLearning Program Assistant, Office of Technology

West Virginia Department of Education, Professional Preparation - Lori Buchanan, Coordinator

West Virginia Department of Education, Assessment and Accountability – Dr. Beth Cipoletti, Assistant Director

## TEAM MEMBERS

<b>Name</b>	<b>Title/School</b>	<b>County</b>
Don Johnson	Retired Principal	Braxton County
Kelly Haynes	Principal – Lakewood Elementary School	Kanawha County
Bobbi Lewis	Principal - Alban Elementary School	Kanawha County

## SCHOOL PERFORMANCE

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

### 45 LOGAN COUNTY

Phyllis Doty, Superintendent

### 213 LOGAN ELEMENTARY SCHOOL – TRANSITION

Leah Perry, Principal

Grades PK-04, Enrollment 377

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 Logan Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. 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 Logan Elementary School.

Designation:	TRANSITION	Next Year's Target:	74.6679
Index Score:	65.1039	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	74.6679	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

### Supporting Data

Proficiency (40% of the index score)	19.46
Achievement Gaps Closed (20% of the index score)	9.69
Observed Growth (15% of the index score)	14.53
Adequate Growth (20% of the index score)	16.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.92</u>
Total Accountability Index (out of 100)	65.10

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools had 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 were set at 75 percent for all students in all subgroups by 2020.

Logan Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 74.67 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 65.10, Logan Elementary School has a steep trajectory to achieve both the short term and long term targets. A significant gap existed between current performance of each subgroup and the target of 75 percent.

- Logan Elementary School earned 65.10 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 74.67 for 2013 and is 74.67 for 2014.)
- At least 50 percent of the subgroups at Logan Elementary School met the targets in mathematics and reading.
- Logan Elementary School acquired 19.46 of the 40 possible points for proficiency in mathematics and reading/language arts.
- Logan Elementary School acquired 9.69 of the 20 possible points for closing the achievement gap as indicated by the 2013 WVAI.
- Logan Elementary School acquired 16.50 of 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Logan Elementary School acquired 4.92 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**LOGAN ELEMENTARY SCHOOL  
Grade-Level Proficiency Data  
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	65.08%	34.92%	> 95%	53.97%	46.03%
3	Black	75.00%	66.67%	33.33%	75.00%	> 95%	< 5%
3	Asian	> 95%	< 5%	> 95%	> 95%	> 95%	< 5%
3	Limited English Proficiency	> 95%	< 5%	> 95%	> 95%	> 95%	< 5%
3	Special Education	87.50%	71.43%	28.57%	87.50%	57.14%	42.86%
3	Total	> 95%	64.18%	35.82%	> 95%	56.72%	43.28%
4	White	94.44%	39.22%	60.78%	94.44%	37.25%	62.75%
4	Black	> 95%	50.00%	50.00%	> 95%	< 5%	> 95%
4	Asian	> 95%	> 95%	< 5%	> 95%	< 5%	> 95%
4	Limited English Proficiency	> 95%	> 95%	< 5%	> 95%	< 5%	> 95%
4	Special Education	> 95%	57.14%	42.86%	> 95%	71.43%	28.57%
4	Total	94.74%	40.74%	59.26%	94.74%	35.19%	64.81%

**Attendance Rate = 98.40%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

**Mathematics**

- Grade 3 students demonstrated more than 95 percent participation rate followed by Grade 4 with a 94.74 percent participation rate.
- Grade 4 students, with a proficiency rate of 59.26 percent outperformed Grade 3 students (35.82 percent proficient).
- Grade 4 black students with a proficiency rate of 50 percent outperformed Grade 3 black students (33.33 percent proficient).
- Grade 3 Asian students with a proficiency rate more than 95 percent proficient outperformed Grade 4 Asian students (less than 5 percent proficient).

- Grade 3 limited English proficiency students with a proficiency rate of 95 percent outperformed Grade 4 limited English proficiency (less than 5 percent proficient).
- Grade 4 special education students with a proficiency rate of 42.86 percent outperformed Grade 3 students (28.57 percent proficient).

**Reading/Language Arts.**

- Grade 3 and Grade 4 students demonstrated more than 95 percent participation rate.
- Grade 4 students with a proficiency rate of 64.81 percent outperformed Grade 3 students (43.28 percent proficient).
- Grade 4 black students with a proficiency rate more than 95 percent outperformed Grade 3 black students (less than 5 percent proficient).
- Grade 4 Asian students with a proficiency rate more than 95 percent proficient outperformed Grade 3 students (less than 5 percent proficient.)
- Grade 4 limited English proficiency students with a proficiency rate more than 95 outperformed Grade 3 limited English proficiency students (less than 5 percent proficient).
- Grade 3 special education students with proficiency rate of 42.86 percent outperformed Grade 4 special education students (28.57 percent proficient).

**LOGAN ELEMENTARY SCHOOL  
Growth Model School Level Summary  
Results by Sub-Group**

*\*Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

<b>Low</b>	between 1-34th percentile
<b>Typical</b>	between 35th-65th percentile
<b>High</b>	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	13 ( 25%)	15 ( 28%)	25 ( 47%)	64.0	45.2%	12 ( 22%)	15 ( 28%)	27 ( 50%)	62.0	52.4%
	County	1,330 ( 38%)	1,091 ( 31%)	1,051 ( 30%)	46.0	36.9%	1,312 ( 38%)	1,100 ( 32%)	1,052 ( 30%)	45.0	43.5%
	State	51,165 ( 35%)	45,256 ( 31%)	50,057 ( 34%)	50.0	45.1%	50,484 ( 35%)	45,076 ( 31%)	50,227 ( 34%)	50.0	48.7%
White Sub-Group	School	13 ( 26%)	13 ( 26%)	24 ( 48%)	64.0	44.9%	12 ( 24%)	15 ( 29%)	24 ( 47%)	56.0	52.5%
	County	1,279 ( 38%)	1,041 ( 31%)	1,013 ( 30%)	46.0	37.0%	1,263 ( 38%)	1,059 ( 32%)	1,004 ( 30%)	45.0	43.4%
	State	47,034 ( 35%)	41,704 ( 31%)	46,085 ( 34%)	50.0	45.7%	46,584 ( 35%)	41,462 ( 31%)	46,170 ( 34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	52.0	33.3%	*	*	*	36.0	33.3%
	County	136 ( 43%)	110 ( 34%)	73 ( 23%)	41.0	13.7%	131 ( 41%)	98 ( 31%)	90 ( 28%)	45.0	12.6%
	State	7,956 ( 43%)	5,628 ( 31%)	4,781 ( 26%)	41.0	18.3%	7,406 ( 41%)	5,488 ( 30%)	5,291 ( 29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	11 ( 23%)	12 ( 26%)	24 ( 51%)	66.0	46.8%	10 ( 21%)	12 ( 25%)	26 ( 54%)	73.0	55.0%
	County	1,194 ( 38%)	981 ( 31%)	978 ( 31%)	47.0	39.8%	1,181 ( 38%)	1,002 ( 32%)	962 ( 31%)	45.0	47.3%
	State	43,209 ( 34%)	39,628 ( 31%)	45,276 ( 35%)	51.0	49.6%	43,078 ( 34%)	39,588 ( 31%)	44,936 ( 35%)	51.0	54.2%
LSES Sub-Group	School	8 ( 36%)	6 ( 27%)	8 ( 36%)	52.0	45.2%	5 ( 23%)	8 ( 36%)	9 ( 41%)	51.0	52.4%
	County	534 ( 41%)	391 ( 30%)	384 ( 29%)	44.0	36.9%	535 ( 41%)	412 ( 32%)	356 ( 27%)	43.0	43.5%
	State	26,545 ( 38%)	21,619 ( 31%)	22,119 ( 31%)	47.0	37.5%	25,763 ( 37%)	21,435 ( 31%)	22,576 ( 32%)	47.0	40.7%
Non-LSES Sub-Group	School	5 ( 16%)	9 ( 29%)	17 ( 55%)	66.0	(NA)	7 ( 22%)	7 ( 22%)	18 ( 56%)	73.0	(NA)
	County	796 ( 37%)	700 ( 32%)	667 ( 31%)	48.0	(NA)	777 ( 36%)	688 ( 32%)	696 ( 32%)	47.0	(NA)
	State	24,620 ( 32%)	23,637 ( 31%)	27,938 ( 37%)	52.0	58.1%	24,721 ( 33%)	23,641 ( 31%)	27,651 ( 36%)	52.0	62.5%
Male Sub-Group	School	9 ( 38%)	5 ( 21%)	10 ( 42%)	52.0	37.7%	9 ( 36%)	7 ( 28%)	9 ( 36%)	50.0	37.7%
	County	707 ( 40%)	551 ( 31%)	502 ( 29%)	44.0	35.1%	702 ( 40%)	570 ( 32%)	485 ( 28%)	43.0	34.7%
	State	27,113 ( 37%)	22,439 ( 30%)	24,615 ( 33%)	48.0	44.3%	27,485 ( 37%)	22,259 ( 30%)	24,047 ( 33%)	47.0	41.0%
Female Sub-Group	School	4 ( 14%)	10 ( 34%)	15 ( 52%)	67.0	52.3%	3 ( 10%)	8 ( 28%)	18 ( 62%)	78.0	66.2%
	County	623 ( 36%)	540 ( 32%)	549 ( 32%)	48.0	38.8%	610 ( 36%)	530 ( 31%)	567 ( 33%)	48.0	52.8%
	State	24,052 ( 33%)	22,817 ( 32%)	25,442 ( 35%)	51.0	45.9%	22,999 ( 32%)	22,817 ( 32%)	26,180 ( 36%)	52.0	56.9%

*\*Note: Schools are those schools that have at least a 4th grade.*

\*Denotes cell size <20.



The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) based on previous performance.

### **Mathematics.**

- The non-special education, non-low socioeconomic, and female subgroups demonstrated high growth, while the all, white, low-socioeconomic, special education, and male subgroups demonstrated typical growth.
- 45.2 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 33.3 percent of the special education subgroup was proficient in mathematics compared to the non-special education subgroup (46.8 percent proficient), which indicated 13.5 percent gap.
- The low socioeconomic subgroup demonstrated a 45.2 percent proficiency rate which mirrored the all subgroup.
- 52.3 percent of the female subgroup was proficient in mathematics compared to the male subgroup (37.7 percent proficient), which indicated a gap of 14.6 percent.

### **Reading/Language Arts.**

- The non-special education, non-low socioeconomic, and female subgroups demonstrated high growth, while the all, white, special education, low-socioeconomic, and male subgroups demonstrated typical growth.
- 52.4 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 33.3 percent of the special education subgroup was proficient in reading/language arts compared to the non-special education subgroup (55 percent proficient), which indicated a 21.7 percent gap.
- The low socioeconomic subgroup demonstrated a proficiency rate of 52.4 percent proficiency which mirrored the all subgroup.
- 66.2 percent of the female subgroup was proficient in reading/language arts compared to the male subgroup (37.7 percent proficient), which indicated a 28.5 percent gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that Logan Elementary demonstrated typical growth in most areas and pockets of high growth in some areas. Overall, the scores for mathematics were slightly lower than the reading/language arts scores. The data indicated a need to provide additional support to the mathematics and reading/language arts special education subgroups. The data indicated a need to provide support to the staff in overall mathematics instruction and in closing the achievement gap for special education students and male students in both mathematics and reading/language arts.

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

1. School Culture, School Improvement Teams, Process and Instructional Strategies.
2. Closing the Achievement Gap/Moving Your Numbers.
3. One Step at a Time Professional Learning Community Development.
4. Research Based Strategies for Common Core Instruction in English Class.
5. Supporting the Common Core through Literacy.
6. Social Studies Textbook Training.
7. Support for Personalized Learning.
8. Leader in Me.
9. Science Training.
10. Logan Elementary Policies and Procedures.
11. Logan Elementary Test Data Analysis.
12. Logan Elementary Teacher Evaluation.
13. Counselor Training on Growth Model Reports.
14. Special Education Best Practices for School Year 2013-2014.
15. Student Assistance Team Process (SAT) at the School Level.
16. Logan Elementary WESTEST2 Examiner Training.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

The Education Performance Audit Team reported that Logan Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

**7.1.3. Learning Environment.** The Team verified the school staff provided a safe and nurturing environment conducive to learning. Students reported, “Our teachers say good job, way to go and we write a lot.” The support for a positive learning environment extended beyond the classroom. Teacher and administrative interviews revealed teachers make four positive phone calls to parents each week. Teachers also collaborated with outside agencies to provide items for back packs for students which included food, snacks, and supplies.

Interviews with administrative staff indicated teachers were dedicated to the school as evidenced by “Hallway Huddles”. Teachers met in the hallway every morning to greet students and discuss activities for the day. Music with “Spin the Wheel” gross motor activities was also provided to students during this time.

The staff also received professional development entitled, Leader in Me, which provided a schoolwide framework that supported classroom management, positive behavior incentives, and protected instructional time. This indicated a positive culture existed at the school which supported an environment conducive to learning for students.

**7.1.4. Instruction.** The Team commended the staff on the implementation of the Burst Reading Literacy Intervention Program. Teachers provided the foundational skills students needed to read independently and become successful learners. The staff received on-going professional development and support in implementing the program.

**7.8.1. Leadership.** The Team commended the principal for initiating distributed leadership at Logan Elementary School. The Team determined the principal was involved with the leadership team meetings, although they were self-running with lead teachers who represented each grade level, Title I and special education on the Lighthouse Team. They met bi-weekly to address previously prepared agendas and a time keeper assured they stayed on task. Students participated in school elections in November, and the successful candidates served on a leadership team who met with the principal regularly.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress.

#### 7.2. STUDENT AND SCHOOL PERFORMANCE.

**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)

The Team reported observing lessons where all students were engaged that included activities such as a video of the water cycle followed by a singing activity, graphic organizers and student journaling. This was not the case for all observations. Ten of 19 lesson plans reviewed were vague or simply copies of pages from teaching manuals. The Team concluded that several of the plans did not include directions; instead they included phrases such as continue questions, patterns, blocks, review skills, and daily fix it. One teacher's plans consisted of copies of pages from a teachers' manual attached to a clipboard, while another teacher's plan consisted of copies of manual pages with detailed notes from the teacher. The latter teacher was utilizing varied instructional strategies such as summarizing, visualizing, formative assessment and anchor charts, while the teacher without notes led a very traditional lesson and took 20 minutes to conduct a spelling test. It would be difficult for a substitute to follow the plans. The Team concluded over-reliance on teaching manuals for planning indicated manuals could be driving the curriculum and instruction instead of the approved content standards.

#### 7.6. PERSONNEL.

**7.6.2. Licensure.** Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The West Virginia Department of Education Office of Professional Preparation reviewed professional educators' licensure. The results involved 7 different teachers. The following issues were identified:

1. Five teachers did not have an elementary content exam electronically on file at the West Virginia Department of Education.
2. Two teachers did not hold certification for the subjects they were teaching and were on permit.

## RECOMMENDATION

**7.1.1. Curriculum based on content standards and objectives.** The Team reported observing very good lessons being provided on the day of the review. Team reviews of lesson plans revealed a heavy reliance on teaching manuals for lesson plan development and interviews with teachers indicated that teachers desired more support and training in delivery of the West Virginia Next Generation Standards. While training was provided at the beginning of the year, the Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in the delivery of the West Virginia Next Generation Mathematics and English/Language Arts Content Standards and Objectives.

## **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.

**None Identified.**

## **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 Logan 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.**

### **Building Capacity - Transition School**

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

Due to low achievement in mathematics, the Team recommended this area become a prioritized focus for professional development offerings personalized to Logan Elementary. While the West Virginia Next Generation Content Standards and Objectives for mathematics and reading/language arts were being utilized, a large number of teachers exhibited a heavy reliance on teacher manuals for lesson plan development; therefore, the Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in strengthening the delivery of the new standards.

The Team verified Logan Elementary was in the process of developing a true Professional Learning Community (PLC) process in which teachers worked collaboratively to impact classroom instruction and student achievement. The Team recommended the county continue to support and strengthen the PLC process at Logan Elementary to address the combination of low achievement and achievement gaps for the male and special education subgroups demonstrated in the performance data.

The Team determined Logan Elementary School had the capacity to correct the identified deficiencies. The school had a positive climate and culture and currently had several effective initiatives in place. With support from the central office and RESA 2, the principal and teachers are capable of continuing to develop the data analysis skills needed to improve instruction. The Team believed Logan Elementary will experience proficiency growth in both mathematics and reading/language arts. Evidence will be in the 2014 WESTEST2 results.

## 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.**

**19.1.1. School location.** The site did not have five usable acres plus one acre for every 100 students over 240 and the site was not large enough for future expansion. The site was not suitable for special instruction needs, i.e. outdoor learning. The site did not provide solid surface parking for staff, visitors and individuals with disabilities. (May adversely affect program delivery and student performance.)

**19.1.5. Library/media and technology center.** The facility did not provide space for a library/resource/media center with computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, copying equipment, or space for technology, including computer laboratories. (May adversely affect program delivery and student performance.)

**19.1.10. Specialized instructional areas.** The facility did not include a specialized music room. (May adversely affect program delivery and student performance.)



**19.1.14. Food service.** The food service area did provide the recommended seating area of 8-14 square feet per student, or a teachers' dining area of adequate size. The kitchen was not adequate in size to meet food production needs and meal service type. The food and non-food storage was not adequate. A locker/dressing room was not provided with chairs and a toilet. (May adversely affect food service delivery.)

### **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**

Logan Elementary School's Education Performance Audit examined 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 Logan Elementary School in improvement efforts.

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

7.2.3. Lesson plans and principal feedback.

7.6.2. Licensure.

The Team presented three commendations, (7.1.3. Learning environment; 7.1.4 Instruction; 7.8.1 Leadership) and one recommendation (7.1.1. Curriculum based on content standards and objectives), and offered capacity building resources.

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 Logan Elementary School and Logan County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.