



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LOGAN MIDDLE SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

APRIL 2012

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	6
High Quality Standards	9
Indicators of Efficiency	14
Building Capacity to Correct Deficiencies.....	15
Identification of Resource Needs	17
Early Detection and Intervention	19
Education Performance Audit Summary	21

INTRODUCTION

An announced Education Performance Audit of Logan Middle School in Logan County was conducted March 3, 2011.

A Follow-up Education Performance Audit of Logan Middle School was conducted March 8, 2012. 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.

45 LOGAN COUNTY

Wilma Zigmond, Superintendent

301 LOGAN MIDDLE SCHOOL – Needs Improvement

Ernestine Sutherland, Principal

Grades 05 - 08

Enrollment 831 (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	759	807	803	99.50	50.46	Yes	Yes	✓
White	718	763	760	99.60	51.39	Yes	Yes	✓
Black	38	41	40	97.56	31.57	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	75	80	79	98.75	25.33	Yes	No	X
Low SES	410	443	440	99.32	40.44	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	759	807	803	99.50	56.14	Yes	Confidence Interval	✓
White	718	763	760	99.60	56.98	Yes	Yes	✓
Black	38	41	40	97.56	36.84	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	75	80	79	98.75	21.33	Yes	No	X
Low SES	410	443	440	99.32	46.81	Yes	No	X
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Attendance Rate = 96.8%**

45 LOGAN COUNTY
Wilma Zigmond, Superintendent
301 LOGAN MIDDLE SCHOOL – Needs Improvement
Ernestine Sutherland, Principal
Grades 05 - 08
Enrollment 829 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	791	830	829	99.87	35.44	Yes	Yes	✓
White	745	782	781	99.87	36.15	Yes	Yes	✓
Black	37	38	38	100.00	18.91	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	86	86	100.00	13.58	Yes	No	✗
Low SES	471	501	500	99.80	24.89	Yes	No	✗
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	791	830	828	99.75	38.02	Yes	Yes	✓
White	745	782	780	99.74	38.49	Yes	Yes	✓
Black	37	38	38	100.00	21.62	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	81	86	86	100.00	14.81	Yes	No	✗
Low SES	471	501	499	99.60	28.57	Yes	No	✗
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.6%

45 LOGAN COUNTY
Wilma Zigmond, Superintendent
301 LOGAN MIDDLE SCHOOL – Needs Improvement
Ernestine Sutherland, Principal
Grades 05 - 08
Enrollment 796 (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	751	789	785	99.49	37.81	Yes	No	X
White	705	740	737	99.59	38.01	Yes	No	X
Black	39	42	41	97.61	33.33	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	70	72	72	100.00	21.42	Yes	No	X
Low SES	420	447	445	99.55	30.23	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	751	789	784	99.36	47.20	Yes	Safe Harbors	✓
White	705	740	736	99.45	47.58	Yes	Confidence Interval	✓
Black	39	42	41	97.61	41.02	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	70	72	71	98.61	21.73	Yes	No	X
Low SES	420	447	444	99.32	38.66	Yes	Safe Harbors	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard.

5.1.1. Achievement.

Logan Middle School failed to achieve adequately yearly progress (AYP) in the economically disadvantaged (SES) and the special education (SE) subgroups in mathematics and reading/language arts for two consecutive years. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) subgroup needs attention and plans for improved performance. In accordance with Section 10.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the school revised the Five-Year Strategic Plan to address the subgroups that did not make AYP and the West Virginia Board of Education continued the school's Conditional Accreditation status at the December 2010 State Board meeting.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 5 – 61.62 percent in mathematics and 53.81 percent in reading; Grade 6 – 58.20 percent in mathematics and 65.61 percent in reading; Grade 7 – 60.51 percent in mathematics and 55.90 percent in reading; Grade 8 – 76.92 percent in mathematics and 72.12 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Technology Camp: Responders/Ipods/Smartboards.
2. Teachers' Academy.
3. Connected Math Training.
4. EdLine/GradeQuick Training.
5. Everyday Math Training.
6. Professional Learning Communities (PLCs).
7. Reading/LA Support.
8. Respect and Protect.
9. Typology.
10. Critical Variables in Capacity Building for Safe and Supportive Environment for Teaching and Learning.
11. New Teacher Training.
12. WESTEST2 Data Analysis.
13. Kansas Writing Project.
14. Mathematics Coaching/Every Two Weeks.
15. Instructional Best Practices.
16. Student Engagement/IPI.

17. Tolerance.
18. Building an Environment for Student Success: Empowering Students Through the Elimination of Stereotypes/Empowerment Strategies/Cultural Understanding and Its Impact on Student Achievement.
19. Focus on High Expectations.
20. Setting of Strategic Areas of Focus.
21. Areas of Focus for New Teachers: Communicating Best Practices in Empowering All Students.
22. Using Content Standards, "I CAN" Statements, and Learning Targets to Improve Subgroup Performance.
23. The Importance of Assessment and Real-Time Interventions.
24. Depth of Knowledge (DOK) and Its Ramifications for Instruction.
25. CPR for School Employees.
26. TechSteps.
27. Odyssey.
28. Acuity.
29. Thinkfinity.
30. Acuity UnWired.
31. Cultural Analysis/IPI.
32. LMS Technology Training: Smartboards/Data Projectors/Elmos.
33. ACT Explore.
34. Reading Strategies to Improve Student Achievement.
35. Small Group Effectiveness.
36. Teacher Studio/Online Collaboration.
37. Depth of Knowledge Applications.
38. Response to Intervention (RTI).
39. Learning Profiles/Differentiation.
40. Acuity and Creating High Quality Benchmarks.
41. Improving Tier 3 Intervention/Sunday Effectiveness.

FOLLOW-UP REVIEW

ACHIEVED STANDARD

Logan Middle School made gains in all subgroups in mathematics and reading/language arts. Significant gains were made in mathematics in the racial/ethnicity black (B) subgroup (+14.42 percent) and the special education (SE) subgroup (+7.84 percent). Significant gains in reading/language arts were made in the all students (AS) subgroup (+9.18 percent), the racial/ethnicity white (W) subgroup (+9.09 percent), the B subgroup (+19.40 percent), the SE subgroup (+6.92 percent), and the SES subgroup (+10.09 percent).

Even though the percent of students scoring proficient improved in both mathematics and reading/language arts in all subgroups, Logan Middle School did not meet adequate yearly progress (AYP) in the SE and SES subgroups in mathematics and the SE subgroup in reading/language arts.

West Virginia Board of Education Policy 2320, *A Process for Improving Education-Performance Based Accreditation System* in Section §126-13-6 provides:

- 6.1. A system of points on an index will be used to assess and weigh annual performance measures for state accreditation of schools and approval of school systems that gives credit or points on an index to prevent any one measure alone from causing a school to achieve less than full accreditation status or a school system from achieving less than full approval status: Provided, that a school or school system that achieves AYP is eligible for no less than full accreditation or full approval status, as applicable, and the system established pursuant to this subsection shall only apply to schools and school systems that do not achieve AYP.

The index showed that Logan Middle School performed within the point range (553.00-485.89) for full accreditation status.

Staff development continued in the following areas:

1. Depth of Knowledge (DOK).
2. Quadrant D Lesson Designs.
3. Kansas City Writing.
4. Book Study with Ron Clark's book, *The End of Molasses Classes*.
5. Six teachers attended the Ron Clark Academy.
6. Instructional Practices Inventory.
7. TechSteps.
8. Technology.
9. 21st Century Teaching/Learning Skills.
10. Analyzing and Using Student Data.
11. Project Based Learning.
12. Cultural Analysis.
13. Differentiated Instructional Strategies.
14. Teach 21.
15. Study Island.
16. Learn 21.
17. West Virginia Writes.
18. Respect & Protect.
19. Edline/Grade Quick.
20. Acuity and Acuity UnWired.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.2. High expectations. Through curricular offerings, instructional practices, and administrative practices, staff demonstrates high expectations for the learning and achieving of all students and all students have equal educational opportunities including enrichment and acceleration. (Policy 2510)

While the majority of teachers demonstrated high expectations for the teaching and achievement of all students, the Team observed the following classes in which expectations for self and students needed improvement.

Two students in one classroom slept during the entire 30 minute Team observation.

One physical education teacher was testing individual students for the FitnessGram and the other students were off task and not engaged in productive activities during this time.

One mathematics teacher did not keep all students on task during the 30 minute Team observation. One student at a time would come to the board and work a problem while the other students were off-task and held idle conversations.

One mathematics co-teaching class was working on an activity that was not mathematical in nature. The students were working on cell animation through computer graphics. Mathematical formulas were not being used to move the cells.

At the end of the day prior to dismissal the Team heard one teacher yelling at students and using a sarcastic tone with students; another teacher was screaming at students in the classroom.

FOLLOW-UP REVIEW

COMPLIANCE. The school implemented a policy that established prescribed procedures to follow if students were sleeping in class. This policy had been implemented and staff stated the policy has improved student behavior and attention in class. The Team visited classrooms, observed instruction, and interviewed teachers to determine that the additional problems identified regarding high expectations had been corrected. The Team observed that students were all actively engaged in the class activities and teacher and student interactions were appropriate.

Principal e-walks and lesson plan reviews were used regularly to monitor lessons and classroom activities.

All staff participated in a book study, *The End of Molasses Classes*, by Ron Clark, and discussed ideas and ways of providing more effective instruction.

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)

Students in two science classrooms stated that minimum science experimental activities took place. Worksheets and graphic organizers were the predominant instructional strategies in the classrooms. Lesson plans indicated well below 50 percent active inquiry, investigation, experimentation, and hands on activities.

FOLLOW-UP REVIEW

COMPLIANCE. Classroom observations of instruction, a review of lesson plans, and an interview with the science teacher verified that instruction this school year consisted of approximately 60 percent active inquiry, investigation, experimentation, and hands-on-activities.

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)

One teacher kept different classes in reading/language arts at the same pace and did not allow for individual class differences.

One mathematics teacher did not vary instructional strategies during the Team 30 minute observation. Teacher directed instruction was the one instructional strategy used.

One science teacher was teaching five CATS 6 classes without any differentiation for classes that may have needed to move either at a faster or a slower pace than the other classes.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed teachers and reviewed lesson plans and found evidence the planning for class instruction included provisions for individual class differences. All staff members participated in training on differentiating instruction and effective instructional strategies.

7.2. Student and School Performance

- 7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

Neither of the two counselors was meeting with students at least 75 percent of the time. According to the counseling logs, one counselor was meeting with students 50.41 percent of the time and the other counselor was meeting with students 59.61 percent of the time.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed logs maintained by the counselors showing a summary of the counselors' tasks as recorded on the West Virginia Department of Education Counselor Log Form. This form provided year to date data showing one counselor had spent 81.69 percent of the work day in direct counseling with students and the other counselor had spent 82.97 percent of the work day in direct counseling with students.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

7.7.1. School rules, procedures, and expectations. School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

Students in two different classrooms (one Grade 5 and one Grade 8) reported to not feel safe and said that there was a lot of bullying at the school. These students said that discipline was inconsistent and depended on the teacher. The Team observed that activities, classes, and student movement throughout the day were orderly and structured.

FOLLOW-UP REVIEW

COMPLIANCE. The school implemented the Respect and Protect student behavior program. Interviews with teachers provided evidence that all teachers were using the program. The principal reported that the school has an exercise dealing with bullying each week to keep everyone aware of the school's zero tolerance for bullying. The staff had training on the requirements of House Bill 3225 regarding bullying outside school and the school's responsibility. West Virginia State Police officers made a presentation to the student body on bullying. The school participated in Rachel's Challenge as a way to make students aware of the effects of bullying.

The school used the Educator's Handbook computer software to communicate discipline issues among teachers, the principal, and parents.

RECOMMENDATIONS

7.2.1. County and School electronic strategic improvement plans. Some teachers in two of the six groups interviewed during their planning periods did not discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were addressing them in their classrooms. The Team reviewed agendas of faculty meetings throughout the school year that listed the strategic plan as an item discussed. The Team also reviewed a summary sheet that included the school's mission, goals and objectives, and action steps. Teachers in the other four interview groups conveyed the plan's components and reported that it had been discussed several times during the school year. The Team recommended that all teachers be able to communicate the essence of the strategic plan.

RECOMMENDATION FOLLOWED. Interviews with several staff members found them knowledgeable of the goals and action steps in the school's strategic plan.

7.6.4. Teacher and principal internship. New teachers and their mentors were meeting on a regular basis. These teachers indicated that the principal was not involved in these meetings. The principal had met once with them at the beginning of the school year and once during the year. The Team recommended that the principal meet with the new teachers and mentors once monthly. It is noted that the new teacher mentorship was being effectively applied and RESA 2 was also providing staff development to new teachers.

RECOMMENDATION FOLLOWED. The Team reviewed information showing that monthly School Support Team meetings had taken place this school year.

7.7.2. Policy implementation. Eleven teachers could not discuss a schoolwide discipline plan. These teachers could talk about how discipline was being handled in their individual classrooms; however, they could not talk about a schoolwide discipline plan. A clear school discipline policy was in place and the majority of teachers explained the discipline in specific actions for behaviors. Teachers in four groups of teachers interviewed during their planning periods clearly explained the schoolwide discipline and identified the behaviors and accompanying actions for each step of the plan. The plan needed to be clarified with the teachers who could not discuss the plan.

RECOMMENDATION FOLLOWED. The school implemented the Respect & Protect student behavior plan and the plan had been reviewed and discussed with staff.

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 Logan Middle School in providing a thorough and efficient system of education. Logan 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 Logan 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 principal was organized and was knowledgeable of the school and the needs of the students and staff. The principal and school district orchestrated high quality staff development. The principal provided exceptional and relevant feedback on teacher observations and evaluations. High quality instruction was evident in a majority of the classes and teachers overall were motivated and nurturing pertaining to student needs.

The Team noted instances of teachers not exhibiting high expectations for all students and instructional strategies in a few classes were not challenging for all students. The principal is urged to continue to encourage all teachers to have the highest expectations for all students and that all teachers employ a variety of high quality instructional strategies to ensure that all students are kept on task and motivated.

FOLLOW-UP REVIEW CONCLUSION

The principal continued to provide excellent leadership. The Team observed high quality instruction in all classrooms visited. The principal continued to review lesson plans, provide feedback, and conference with teachers on ways to improve instruction.

Staff training had been provided to improve teachers' knowledge and use of various instructional techniques. Team visits to classrooms provided evidence that classroom instruction and student expectations had improved and all students observed were actively engaged in the 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 Logan Middle 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 determined that Logan Middle School and Logan County have the capacity through principal leadership, professional development, assistance from RESA 2 and the Logan County Central Office, and the commitment of the teachers to correct the identified deficiencies. However, the school is limited because of the high percent of classes not taught by highly qualified teachers. This will continue to be problematic for Logan Middle School in building capacity.

The Team recommended that the Logan County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP REVIEW CONCLUSION

The Logan Middle School staff, with excellent leadership from the principal, corrected all findings identified in the original Education Performance Audit report. Support to improve the cited areas was provided by the Logan County Superintendent and Central Office staff and RESA 2 staff through relevant staff development, training, and financial support.

The school increased the number of highly qualified teachers this school year (2011-2012). Nine of the 10 language/arts teachers were highly qualified and four of the five mathematics teachers were highly qualified. All science teachers and all social studies teachers were highly qualified. Three teachers were in the Transition to Teaching program. The school had six full-time substitutes: Four in special education, one in Grade 5 math, and one in Grade 7 language arts. The situation of staff stability and educators licensed for the assignment had improved, but continued to be a factor for the school and county.

The principal consulted with the West Virginia Department of Education, Office of School Support and received advice and suggestions for preparing the plan of

improvement to address the deficiencies identified in the Education Performance Audit report and to improve 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.

- 19.1.1. School location.** The school site was not 11 usable acres, plus one acre for each 100 students over 600 and was not large enough for future expansion.
- 19.1.8. Grades 1-12 classrooms.** Storage was not adequate in all classrooms.
- 19.1.10. Specialized instructional areas.** The art facility did not have mechanical ventilation and a ceramic kiln.
- 19.1.11. Grades 6-12 science facilities.** The science facilities were not adequate in size and did not have the following equipment and materials: Compressed air, ventilation fume hood, sufficient laboratory workspace, emergency showers, fire extinguisher, blanket, darkening provisions, and adequate storage.

19.1.14. Food service. A teachers' dining area of adequate size was not available.

FOLLOW-UP REVIEW CONCLUSION

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following:

An outside storage building was 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 percent of classes not taught by highly qualified teachers presents an obstacle in bringing about school improvement.

A high turnover of teachers exacerbates the issue of student achievement as well as the high number of first year teachers and the number of long term substitutes with a permit. The following shows specific classes affected by the critical teacher shortages.

Mathematics

- Mathematics (Grades 7 and 8) started the school year with 1 certified math teacher.
- 1 math class has had 3 teachers this year – none has been certified.
- 1 math class has had 2 teachers this year. The present teacher is certified and the other teacher was not.

English/Language Arts

- 3 of the 10 language arts teachers are Transition to Teaching.
- 3 are long term substitutes on a permit and 1 of the 3 has a permit pending.

Special Education

- 3 of the 6 special education teachers are on a permit or waiver.
- 1 special education language arts class has had 2 teachers this school year.

Through the high quality staff development, the guidance of the principal, and support provided by the Logan County School District and RESA 2, the Team concluded that student and student performance will improve. The principal was proactive and was providing a high quality example of leadership buildingwide.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY

The Team found the number of highly qualified teachers had increased. The number of certified mathematics teachers increased from one to four. The teachers of the mathematics classes had been teaching at the school since the beginning of the school year. Three of the language arts teachers remained a part of the Transition to Teaching program and one classroom continued to be taught by a fulltime substitute. Four of the school's special education teachers held permits.

Student achievement as shown by the WESTEST2 showed a higher percentage of students scoring at the proficient level or above on the 2011 WESTEST2 than on the 2010 WESTEST2. The school staff used the improvement plan constructed to address the deficiencies found in the Education Performance Audit report to address weaknesses and guide school improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Logan Middle	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the **Full Accreditation** status of **Logan Middle School**.