

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LOGAN MIDDLE SCHOOL**

**LOGAN COUNTY SCHOOL SYSTEM**

**JULY 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

# Table of Contents

	Page
<b>Introduction.....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Annual Performance Measures for Accountability .....</b>	<b>6</b>
<b>Education Performance Audit.....</b>	<b>6</b>
<b>Initiatives for Achieving Adequate Yearly Progress .....</b>	<b>6</b>
<b>High Quality Standards.....</b>	<b>7</b>
<b>Indicators of Efficiency.....</b>	<b>9</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>10</b>
<b>Identification of Resource Needs .....</b>	<b>12</b>
<b>Early Detection and Intervention .....</b>	<b>13</b>
<b>School Accreditation Status .....</b>	<b>14</b>

## INTRODUCTION

An announced Education Performance Audit of Logan Middle School in Logan County was conducted on May 10, 2005. 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 Unified School 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 – Michael W. Kessinger

West Virginia Department of Education Team Leader – Jim Parker, Coordinator, Office of Special Education

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Richard Adkins	Assistant Superintendent	Boone County
Suzette Cook	Assistant Superintendent	McDowell County
Randy Keathley	Assistant Superintendent	Mingo County
Yvonne Santin	Director of Special Education	Wood County
William Wilson	Retired Principal	Monongalia County

### SCHOOL PERFORMANCE

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

**45 LOGAN COUNTY**  
David Godby, Superintendent  
**301 LOGAN MIDDLE SCHOOL – Needs Improvement**  
Ernestine Sutherland, Principal  
Grades 05 – 08  
Enrollment 846

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	823	851	840	98.71	58.33	Yes	Confidence Interval	✓
White	769	794	784	98.74	59.18	Yes	Confidence Interval	✓
Black	45	48	47	97.92	40.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	530	551	542	98.37	49.14	Yes	No	✗
Spec. Ed.	116	125	120	96.00	15.04	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	823	851	840	98.71	70.09	Yes	Confidence Interval	✓
White	769	794	784	98.74	70.20	Yes	Confidence Interval	✓
Black	45	48	47	97.92	64.44	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	530	551	542	98.37	63.80	Yes	No	✗
Spec. Ed.	116	125	119	95.20	16.07	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

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

**Passed**  
**Attendance Rate = 98.5%**

## 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
05	209	204	208	203	99.52	7.88	35.96	46.80	7.88	1.48	56.16
06	213	206	211	205	99.06	13.17	33.17	40.98	11.22	1.46	53.66
07	229	220	227	219	99.13	8.68	31.51	46.12	12.79	0.91	59.82
08	200	193	194	189	97.00	9.52	26.46	46.03	16.93	1.06	64.02

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	209	204	208	203	99.52	6.40	30.05	44.83	16.75	1.97	63.55
06	213	206	210	204	98.59	8.33	20.10	42.65	23.04	5.88	71.57
07	229	220	227	219	99.13	4.57	23.29	46.12	19.63	6.39	72.15
08	200	193	195	190	97.50	6.32	20.53	43.16	20.53	9.47	73.16

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

## Other Relevant Performance Data

### Statewide Writing Assessment Student Frequency and Percentage by Score

#### Grade 7

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
3	1%	4	2%	13	6%	37	17%	116	52%	27	12%	13	6%	10	4%	223

**Note: Seventy-six percent (76%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Freq. - Frequency - Number of students

% - Percentage of students

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
46.28%	2003-04
46.15%	2002-03
44.83%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Below Standard

#### 5.1.1. Achievement.

Logan Middle School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: Economically disadvantaged students (SES) and special education students (SE). In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

In accordance with Section 9.4 of the policy, the Unified School Improvement Plan (USIP) had been revised to address 5.1.1. Achievement, the plan was approved by the West Virginia Board of Education and the State Board upgraded the school to Conditional Accreditation status at the February 10, 2005 meeting.

Logan Middle School achieved AYP in the all students (AS) and racial/ethnicity white students (W) subgroups in mathematics and reading/language arts only by application of the confidence interval and may have an achievement deficiency if remediation and interventions have not been emphasized. Additionally, students in the racial/ethnicity black (B) subgroup were not considered in AYP because of the number (N) less than 50. Achievement of students in the B subgroup in mathematics and reading/language arts was substantially below the State's proficiency level. Logan County curriculum staff and school staff must monitor the achievement of these students and promote curriculum and instructional strategies that are designed to close the achievement gap.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.3. **Learning environment.** The Team commended the administration, staff, and students for maintaining an environment conducive to teaching and learning. A caring and nurturing environment was evident and students indicated during interviews that they felt safe and secure. Students were complimentary of the teachers and enjoyed attending the school. Students were recognized for their accomplishments with a variety of incentives. Students from the high school served as mentors for the middle school students through the Eagles Nest program.

- 6.1.6. Instruction in writing.** The Team commended the staff for instruction in writing in all curricular areas. The students were able to articulate the writing process. The Team saw evidence of instruction in student writing in lesson plans and student written work displayed throughout the school. Teachers included essay questions on all classroom assessments.
- 6.1.7. Library/educational technology access and technology application.** The Technology Education program offered students four major technology areas through a variety of activities. Students produced their own audio broadcast each morning and produced a weekly television program that is aired by the local community college. In addition, students updated the parent corner website with daily announcements.
- 6.1.12. Multicultural activities.** The school and county school system developed and implemented a well-organized and comprehensive multicultural curriculum. The Team saw evidence of multicultural activities throughout the school.
- 6.2.4. Data analysis.** The Team commended the school and county school system for an in-depth analysis of all student data. Data were used to make instructional decisions at both the school and county level.
- 6.5.1. Parents and the community are provided information.** The Team commended the school for providing information to the parents and community. The school website, teacher web pages, and the student-operated television program were effective methods of communicating to the community. Teachers regularly contacted parents by telephone to discuss students' needs. Parent conferences were scheduled during and after school.
- 6.8.1. Leadership.** The Team commended the administration for exhibiting a positive attitude, recognizing student and staff achievement, and fostering an environment that was conducive to teaching and learning. The building was clean, orderly, and student work was displayed prominently in the classrooms and throughout the school.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard.**

**None Identified.**

## RECOMMENDATION

- 6.1.4. Instruction.** The Team did not see evidence that the Academic Advisory (AA) class was the best utilization of instructional time. The AA period lacked sufficient structure to be effective. The only available tutoring program was a learning skills class and did not meet the needs of the students with academic difficulties and the Team could not determine that individual students' skill deficiencies were being addressed. Whole group instruction was typical without regard to individual differences. The Team concept was not in place for Grades 7 and 8. The Team observed that special education students were being served by the traditional resource program.



The Team recommended that the AA program be reviewed and revised to ensure the effective use of instructional time to utilize best practices to target low SES/SE students to decrease the achievement gap for students not performing at mastery. The school may consider changing the program from a daily class to once every two weeks, which would allow that time to be used in other academic areas. The Team also recommended that extra time/extra help be provided through a required tutoring program. The Team further recommended that the school consider alternative methods of meeting the learning needs of special needs students such as an inclusion model and/or regular collaboration of general educators and special educators.

### **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 Middle School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
None Identified	

**16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Schools have the capacity to increase student achievement to meet adequate yearly progress (AYP).

Logan Middle School and Logan County Central Office staff have been intent on improving student achievement and have initiated a well-planned and continuous improvement program.

Professional development has been the guiding force in teaching and learning. Teachers, the principal, and assistant principals participated in several professional development sessions as a staff; by specific department areas, i.e., English and mathematics; and by groups. Many staff members have been active in providing professional development for the county. A few examples of professional development programs that Logan County Middle staff participated are given to illustrate the extent of the school's and county's efforts to achieve adequate yearly progress (AYP).

#### County Level

- A cadre of Logan Middle School teachers participated in countywide programs. Examples included: Mapping and prioritization of reading/language arts, mathematics, science, and social studies; and acceleration, and graphic organizers. The participating teachers then trained the entire school staff in these areas.
- The Middle School Cadre conducted "Powerful Practices" workshops throughout the year and Logan Middle School was an active participant in the core areas and the leadership sessions.

#### School Level

- Teachers and administration participated in a process for increasing student achievement through "Onward to Excellence II." This is a process in which teachers and staff complete a self-assessment and a school assessment and write

goals to improve themselves and the school. The goal was to work toward closing the achievement gap.

- Teachers and administrators participated in Ruby Paine training to study the needs of economically disadvantaged students (SES) and how to help them achieve.
- Staff conducted book studies on Sagor's book, Motivating Students and Teachers and Marzano's book, Classroom Instruction that Works.
- All Logan Middle School mathematics teachers completed training in Project Merit.
- Logan Middle School staff wrote a strategic 5-year plan based upon several trainings on Larry Lazotte's book, Assembly Required. This has been an ongoing project and has been chaired by the principal and the Onward to Excellence Coordinator. A faculty member represented the faculty in the workshops addressing the technology part and recorded the Strategic Plan.

Based upon the Education Performance Audits Team's assessment, the Office of Education Performance Audits believes that the infrastructure and mechanisms are in place and the internal capacity of Logan Middle exists for substantial 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.

**17.1. 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 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.**

- 17.1.1. School location.** The school site did not have adequate acreage and was not large enough for future expansion. The school did not have a well-equipped playground area.
- 17.1.8. Grades 1-12 classrooms.** Classroom storage was inadequate.
- 17.1.10. Specialized instructional areas.** The art facility did not have a kiln or blackout areas.
- 17.1.11. Grades 6-12 science facilities.** The science laboratories did not have emergency showers.
- 17.1.12. Grades 7-12 auditorium/stage.** The stage did not have a film screen.
- 17.1.14. Food service.** A teachers' dining area was not available.

### **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.**

### School Accreditation Status

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
45-301 Logan Middle	Conditional Accreditation		5.1.1 (SES/SE)	May 31, 2007

### Education Performance Audit Summary

The Team presented one (1) recommendation.

Logan Middle School's Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES/SE). The Team also conducted a resource evaluation to assess the resource needs of the school.