



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LOGAN MIDDLE SCHOOL**

**LOGAN COUNTY SCHOOL SYSTEM**

**MAY 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Logan Middle School in Logan County was conducted March 3, 2011. 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 declining and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review concentrated on the declining student achievement and the subgroups that failed to achieve adequate yearly progress (AYP).

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator  
West Virginia Department of Education Team Leader and Technology – Wesley Holland, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Randy L. Adkins	Middle School Assistant Principal	Independence Middle School Raleigh County
Joshua A. Bacchus	Middle School Principal	Madison Middle School Boone County
Dr. Elaine Gayton	Elementary School Principal	Cedar Grove Elementary School Kanawha County
Shannon M. Pioch	Elementary School Principal	Marsh Fork Elementary School Raleigh County
Dana R. Snyder	High School Principal	Lincoln County High School Lincoln County
John V. Wilkerson	Middle School Assistant Principal	Stonewall Jackson Middle 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

Wilma Zigmond, Superintendent

#### 301 LOGAN MIDDLE SCHOOL – Needs Improvement

Ernestine Sutherland, Principal

Grades 05 - 08

Enrollment 831 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	✗
Low SES	410	443	440	99.32	40.44	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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	✗
Low SES	410	443	440	99.32	46.81	Yes	No	✗
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
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%**

LOGAN MIDDLE 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
05	209	198	209	198	100.00	27.27	34.34	19.19	16.16	3.03	38.38
06	194	189	194	189	100.00	34.39	23.81	24.87	14.29	2.65	41.80
07	209	195	209	195	100.00	42.05	18.46	14.87	17.95	6.67	39.49
08	218	209	217	208	99.54	58.17	18.75	9.13	10.10	3.85	23.08

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	209	198	208	197	99.52	28.43	25.38	22.84	17.77	5.58	46.19
06	194	189	194	189	100.00	33.86	31.75	21.16	10.58	2.65	34.39
07	209	195	209	195	100.00	26.67	29.23	23.08	17.95	3.08	44.10
08	218	209	217	208	99.54	46.63	25.48	16.83	10.10	0.96	27.88

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

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	791	280	510
White	745	269	475
Black	37	7	30
Special Education	81	11	70
SES	471	117	353

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	791	300	489
White	745	286	457
Black	37	8	29
Special Education	81	12	69
SES	471	134	335

## 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.



## Exemplary Program & Practice

### 7.1.12. Multicultural activities.

Title: Soles for Souls: Afghanistan

#### Description of Program

Students researched living conditions in Afghanistan and communicated via Skype to an Army Major serving in that country. The research showed that with winter arriving in Afghanistan, many children and women did not have shoes. The students decided to host a shoe drive for Afghanistan which was inspired by the success of the previous donation in February 2010 where sneakers were shipped to Haiti following the January 2010 earthquake. Because of winter conditions, the students also collected hats, gloves, and scarves during the shoe drive. Both shoe drives were an opportunity for multicultural education.

Through the application of Skype and student conducted research learning activities, Logan Middle School students received a global understanding of the interrelationship of world events and how all people are affected by them. This project helped diminish negative preconceived opinions about all Afghans which in turn developed awareness and empathy for others in our country and state. Students learned a great deal about the country and its people. Through their research, students learned about the military effort in Afghanistan and the governance of Afghanistan as well as the economic and social issues and customs. The students came to understand that misconceptions breed intolerance of differences.

#### Summary of Results

With the help of faculty and staff, students gathered, boxed, and shipped more than 650 pairs of shoes. Local community members and agencies paid the shipping costs. WOWK-TV featured Logan Middle School's hard work on the 6:00 p.m. newscast January 19, 2011. At the conclusion of the project, WOWK-TV ran another story as a follow-up to their efforts.

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## 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.

**7.1.3. Learning environment.** The learning environment of this Grade 5-8 middle school with 831 students was well organized and orderly. Student movement during class change was systematic and purposeful. The school facility was set up in a fashion that provided a positive school culture. Teachers were enthusiastic and a cohesive group.

**7.1.6. Instruction in writing.** All teachers, including band, physical education, and mathematics teachers, were giving writing assignments to all students at least once a week. A strong plan was in place regarding delivering instruction in writing and providing high quality feedback to students to assist them in improving their writing skills. The success of instruction in writing was shown in the writing portion of the WESTEST2.

**7.6.3. Evaluation.** The Team commended the evaluation system the principal had organized to evaluate school personnel. All evaluations had been completed according to the timelines and requirements of W.Va. Code §18A-2-12 and West Virginia Board of Education Policy 5310, *Performance Evaluation of School Personnel*. Personnel evaluations provided valid and reliable feedback and were specific to each individual teacher and the class and activities occurring during the observations. Instructive comments were made on evaluations (where needed), with accompanying recommendations for meeting the performance criteria and characteristics.

Encouragement and reinforcement were also noted in cases when the principal observed and noted improvement. Discerning comments were written for each performance criterion of the observation form. Commendations were also provided and accompanied by an explanation of the remarks. This administrator would be an excellent presenter to assist principals in schools and/or counties where evaluations are sketchy and lack substance.

**8.1.6. Regional Education Service Agency.** The Team commended the high quantity and quality of services provided by RESA 2. The services and support were based on the school's identified needs. The following RESA 2 support and services are listed.

A consultant provided technical assistance one day a week in technology integration, CSO deconstruction and implementation in classrooms, Time on Task, instructional strategies, Pacing Guides, I Can statement utilization, Global 21, Teach 21 support.

A consultant provided technical assistance two days each month on implementation of Connected Mathematics for Grade 8 teachers, modeling, lesson planning, mathematics, and Professional Learning Community (PLC) support.

A consultant provided technical assistance two days each month in reading/language arts support for designated teachers and comprehension to four teachers selected by the principal.

A Program Development Director for RESA 2 (2nd semester) for mathematics Grade 5, provided online support for Everyday Mathematics - Pacing guides and games integration.

The Executive Director of RESA 2 provided one day a week daily Teacher Studio Contact. This support was designated for special education and new teachers. The following areas were included: CSO utilization and Depth of Knowledge (DOK) work; Differentiated Instruction (DI); high expectations and culture analysis and response; equity issues in curriculum and instruction; design of learning targets for daily classroom use; Leadership Team focus on teacher capacity building; student support services; student engagement strategies; Teacher Studio as a forum for discussion of best practices; and the implementation of an online professional development system designed for Logan Middle School's teacher needs.

## 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.

**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.

**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.

**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.

**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.

**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.

- 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.
- 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.

## 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.

### **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.



## 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.

## 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.

## Education Performance Audit Summary

Logan Middle School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The school was selected for an on-site review based on the fact it had not met adequate yearly progress (AYP) the past two years in the special education (SE) and low economically disadvantaged (SES) subgroups in both mathematics and reading/language arts. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Logan Middle School in improvement efforts.

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

- 7.1.2. High expectations** (a few off tasks issues).
- 7.1.4. Instruction** (science not 50 percent hands-on).
- 7.1.5. Instructional strategies** (keeping classes at same pace).
- 7.2.2. Counseling services** (direct counseling less than 75 percent)
- 7.7.1. School rules, procedures, and expectations** (bullying and inconsistent discipline reported).

The Team presented an Exemplary Program & Practice.

- 7.1.12. Multicultural activities** (the school collected shoes for Afghanistan and Haiti children).

The Team presented four commendations.

- 7.1.3. Learning environment** (positive school environment).
- 7.1.6. Instruction in writing** (major emphasis in all classes)
- 7.6.3. Evaluation** (excellent feedback).
- 8.1.6. Regional Education Service Agency** (wide services).

The Team presented three recommendations.

- 7.2.1. County and School electronic strategic improvement plans** (some teachers could not discuss goals).
- 7.6.4. Teacher and principal internship** (principal missing some meetings).
- 7.7.2. Policy implementation** (some teachers unfamiliar with discipline plan).

The report includes comments concerning: Indicators of efficiency, capacity building resources, and early detection and intervention.

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 and the revised strategic plan, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Logan Middle School and Logan County to correct the findings noted in the report by the next accreditation cycle.