



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LOGAN MIDDLE SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of Logan Middle School in Logan County was conducted April 22, 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 31 classroom teachers, four school system administrators, and more than 75 students; observed 30 classrooms; and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Deborah Ashwell

West Virginia Department of Education, Office of Educational Technology – Bob McCoy

TEAM MEMBERS

Name	Title	School/County
Lou Maynus	Assistant Superintendent	Middle Schools, Kanawha County
Ernest Jarvis	Director of Personnel and Food Service	Nicholas County
Melissa Lawrence	Principal	Cedar Grove Middle School, Kanawha County
Jason Conaway	Assistant Principal	Eastern Greenbrier Middle School, Greenbrier County
Mary Ann Triplett	Curriculum Facilitator	Clay County Middle School, Clay 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

301 LOGAN MIDDLE SCHOOL – SUCCESS

Ernestine Sutherland/Robert Dial, Principals

Grades 05-08, Enrollment 784

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 Middle School a Success School. The majority of student subgroups are making academic progress against the annual academic goals in mathematics and reading/language arts; and the school has reached its goals in attendance or graduations rates. Success schools have demonstrated the ability to implement continuous improvement practices. The school must continue to increase student achievement each year to keep this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Logan Middle School.

Designation:	SUCCESS	Next Year's Target:	45.9635
Index Score:	45.4361	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	42.7899	Met Participation Rate Indicator:	YES
Met Index Target:	YES		

Supporting Data

Proficiency (40% of the index score)	14.93
Achievement Gaps Closed (20% of the index score)	12.06
Observed Growth (15% of the index score)	6.09
Adequate Growth (20% of the index score)	7.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.86</u>
Total Accountability Index (out of 100)	45.44

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have 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 middle schools in West Virginia reaching 65.0053 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Logan Middle School achieved the Accountability Index Target for 2012-2013; however, considering the proficiency target of 75 percent for all students by 2020, the 2013-2014 WVAI target of 45.9635, and the WVAI of 65.0053 by 2020, Logan Middle School has a steep trajectory to meet both short and long term goals.

**LOGAN MIDDLE 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
5	White	> 95%	56.25%	43.75%	> 95%	63.64%	36.36%
5	Black	> 95%	37.50%	62.50%	> 95%	62.50%	37.50%
5	Hispanic	> 95%	< 5%	> 95%	> 95%	< 5%	> 95%
5	Special Education	93.75%	86.67%	13.33%	93.75%	93.33%	6.67%
5	Total	> 95%	54.84%	45.16%	> 95%	62.90%	37.10%
6	White	> 95%	35.80%	64.20%	> 95%	47.16%	52.84%
6	Black	> 95%	42.86%	57.14%	> 95%	57.14%	42.86%
6	Indian	> 95%	< 5%	> 95%	> 95%	< 5%	> 95%
6	Special Education	> 95%	70.00%	30.00%	> 95%	85.00%	15.00%
6	Total	> 95%	35.87%	64.13%	> 95%	47.28%	52.72%
7	White	94.97%	71.76%	28.24%	94.97%	56.47%	43.53%
7	Black	> 95%	66.67%	33.33%	> 95%	58.33%	41.67%
7	Special Education	> 95%	92.31%	7.69%	> 95%	92.31%	7.69%
7	Total	> 95%	71.43%	28.57%	> 95%	56.59%	43.41%
8	White	93.75%	62.22%	37.78%	93.75%	49.44%	50.56%
8	Black	> 95%	72.73%	27.27%	> 95%	72.73%	27.27%
8	Hispanic	> 95%	> 95%	< 5%	> 95%	66.67%	33.33%
8	Asian	> 95%	< 5%	> 95%	> 95%	> 95%	< 5%
8	Multiracial	> 95%	> 95%	< 5%	> 95%	< 5%	> 95%
8	Limited English Proficiency	> 95%	< 5%	> 95%	> 95%	> 95%	< 5%
8	Special Education	87.50%	92.86%	7.14%	87.50%	85.71%	14.29%
8	Total	94.23%	63.27%	36.73%	94.23%	51.02%	48.98%

Attendance Rate = 97.20%

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

In mathematics, Grade 6 had the highest proficiency (64.13 percent proficient), followed by Grade 5 (45.16 percent proficient), Grade 8 (36.73 percent proficient), and Grade 7 (28.57 percent proficient). The special education subgroup exhibited significant gaps in proficiency compared to the total grade level scores. Grade 6 had the highest special

education proficiency (30.00 percent proficient), followed by Grade 5 (13.33 percent proficient), Grade 7 (7.69 percent proficient), and Grade 8 (7.14 percent proficient). The black subgroup scored higher than the total grade level in Grade 5 (62.50 percent) and Grade 7 (33.33 percent). Grades 6 (57.14 percent) and 8 (27.27 percent) black subgroup scored lower than the total grade level percent proficient. All other subgroups had five or less members, therefore, no statistical conclusion could be drawn.

In reading/language arts, Grade 6 had the highest percent proficiency (52.72 percent proficient), followed by Grade 8 (48.98 percent proficient), Grade 7 (43.41 percent proficient) and, Grade 5 (37.10 percent proficient). The special education subgroup exhibited significant gaps in proficiency compared to the total grade level scores. Grade 6 had the highest special education proficiency (15.00 percent proficient), followed by Grades 8 (14.29 percent proficient), Grade 7 (7.69 percent proficient), and Grade 5 (6.67 percent proficient). In all grades, except Grade 5 (37.50 percent proficient), the black subgroup scored lower than the total grade level scores. Grade 7 (41.67 percent proficient) had an achievement gap of 1.74 percent between the black subgroup and the total grade level score, while Grade 6 (42.86 percent proficient) had an achievement gap of 9.86 percent, and Grade 8 (27.27 percent proficient) had a gap of 21.71 percent. All other subgroups had five or less members, therefore, no statistical conclusion could be drawn.

LOGAN MIDDLE 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.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	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	270 (37%)	201 (28%)	258 (35%)	48.0	42.5%	316 (44%)	224 (31%)	184 (25%)	41.0	44.9%
	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%
Black Sub-Group	School	15 (42%)	7 (19%)	14 (39%)	51.0	42.1%	19 (53%)	10 (28%)	7 (19%)	30.0	36.8%
	County	38 (35%)	39 (36%)	31 (29%)	48.0	33.3%	41 (38%)	30 (28%)	36 (34%)	51.0	43.1%
	State	2,677 (37%)	2,180 (30%)	2,303 (32%)	47.0	32.1%	2,581 (36%)	2,216 (31%)	2,308 (32%)	48.0	38.5%
Hispanic Sub-Group	School	*	*	*	50.0	40.0%	*	*	*	54.0	60.0%
	County	*	*	*	50.0	26.3%	*	*	*	55.0	47.4%
	State	590 (36%)	523 (32%)	539 (33%)	49.0	39.4%	511 (31%)	500 (31%)	627 (38%)	54.0	44.8%
White Sub-Group	School	252 (37%)	191 (28%)	243 (35%)	48.0	42.4%	295 (43%)	211 (31%)	175 (26%)	41.0	45.1%
	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	24 (35%)	25 (36%)	20 (29%)	44.0	16.0%	30 (43%)	19 (28%)	20 (29%)	47.0	9.9%
	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	246 (37%)	176 (27%)	238 (36%)	48.0	45.6%	286 (44%)	205 (31%)	164 (25%)	41.0	48.9%
	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	130 (41%)	80 (25%)	107 (34%)	45.0	42.5%	140 (45%)	108 (34%)	66 (21%)	38.0	44.9%
	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	140 (34%)	121 (29%)	151 (37%)	51.0	(NA)	176 (43%)	116 (28%)	118 (29%)	43.0	(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	138 (38%)	112 (30%)	118 (32%)	47.0	40.4%	169 (46%)	110 (30%)	87 (24%)	38.0	35.2%
	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	132 (37%)	89 (25%)	140 (39%)	51.0	44.9%	147 (41%)	114 (32%)	97 (27%)	43.0	55.4%
	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 Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup 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 growth (green cells) based on previous performance. All subgroups in mathematics and reading/language arts demonstrated typical growth with the exception of the black subgroup in reading/language arts which demonstrated low growth.

Mathematics. As the chart indicates, the percent proficient in mathematics was 42.5 percent. No significant difference existed between the black (42.1 percent proficient) subgroup and the white (42.4 percent proficient) subgroup. A 2.4 percent difference existed between the Hispanic (40.0 percent proficient) subgroup and the white (42.4 percent proficient) subgroup. A 29.6 percent achievement gap existed between the special education (16.0 percent proficient) and the non-special education (45.6 percent proficient) subgroups. The male (40.4 percent) and the female (44.9 percent) subgroups had a 4.5 percent achievement gap.

Reading/Language Arts. The percent proficient in reading/language arts was 44.9 percent. An 8.3 percent achievement gap existed between the black (36.8 percent proficient) and the white (45.1 percent proficient) subgroups. A 14.9 percent difference existed between the Hispanic (60 percent proficient) subgroup and the white (45.1 percent proficient) subgroup. A 39 percent gap existed between the special education (9.9 percent proficient) and non-special education (48.9 percent proficient) subgroups. The female (55.4 percent proficient) subgroup exhibited 20.2 percent higher proficiency than the male (35.2 percent proficient) subgroup.

ACT EXPLORE Assessment Results

The ACT EXPLORE Test is designed to assess middle school students' general educational development and their complex, critical thinking skills. The tests cover four curriculum areas: English, mathematics, reading, and science reasoning. In addition, information about students' educational career plans, interest, high school course work plans and self-identified needs for assistance is gathered and reported.

The purpose of this assessment is to provide career awareness exploration activities. The results are used by students in Grade 8 to develop their individualized plans for Grades 9 and 10. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. ACT EXPLORE scores provide early indicators of whether students are on track for college. When students are not meeting the national benchmarks, teachers can use this information in a timely manner to focus on areas of need.

Benchmarks: English: 13 Math: 17 Reading: 15 Science: 20

ACT EXPLORE RESULTS			
Grade 8			
	2010-2011	2011-2012	2012-2013
English WV	14.1	14.1	14.3
English Logan County	13.4	13.2	14.0
English Logan Middle	13.6	13.3	13.6
Mathematics WV	14.8	14.6	14.8
Mathematics Logan County	13.9	13.9	14.0
Mathematics Logan Middle	14.3	13.9	14.2
Reading WV	14.1	14.0	14.0
Reading Logan County	13.3	13.1	13.7
Reading Logan Middle	13.5	13.1	13.6
Science WV	15.9	15.8	16.0
Science Logan County	15.2	15.0	15.6
Science Logan Middle	15.5	15.1	15.9
Composite WV	14.8	14.8	14.9
Composite Logan County	14.1	13.9	14.5
Composite Logan Middle	14.3	14.0	14.4

Source: http://wvde.state.wv.us/oaa/EXPLORE/EXPLORE_index.html

The ACT EXPLORE trend data indicated increases in all areas from 2011-2012 to 2012-2013. However, Logan Middle School demonstrated decreases in all areas between 2010-2011 and 2011-2012. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Logan Middle School scored slightly above the national benchmark in English, but significantly below the benchmark in all other areas. Students scored lower than the State averages in all areas and lower than the county average in all areas except science.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

While Logan Middle School was designated a Success school through the WVVAI, less than half the students were proficient. In addition, only the female subgroup scored above 50 percent proficient in reading/language arts. Typical growth is not sufficient to close the achievement gaps between subgroups and the achievement targets for individual students and for the overall school index score.

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

- School Culture, School Improvement Teams, and Processes and Instructional Strategies.
- Closing the Achievement Gap/Moving Your Numbers.
- One Step at a Time (Professional Learning Community Development).
- Various Common Core Sessions.
 - Research Based Strategies for Common Core Instruction in English.
 - Supporting Common Core Through Literacy.
- Math I & II.
- Principals' Academy.
- New Teachers' Academy.
- Social Studies Textbook Training.
- Support for Personalized Instruction.
- Social Studies Training with Brenda Stevenson.
- Science Training.
- Changes in School Law.
- Social Media.
- Counselor Training.
- Special Education Topics.
 - Special Education Best Practices.
 - Policy 2419 Monitoring Training.
 - Testing Accommodations for Special Needs Population.
 - Standards-based IEP Writing.
 - Next Generation Standards, Objectives and Essential Elements for Secondary and Vocational Schools.
- Logan Middle School Policies and Procedures.
- School Test Data Analysis.
- Classroom Management Strategies for New Teachers.
- Physical Education and Health Meeting.
- Teacher Evaluations.
- Sheltered Instruction for Teachers (English as a Second Language).

- Formative Assessments Grades 5-12.
- ACT EXPLORE/PLAN.
- Principal/BLC Training.
- Strategic Planning.
- Student Assistance Team (SAT) (at the school level).
- Smart Board Training.
- McREL Walk-Through Training.
- Advanced iPad Grades 5-12.
- Crisis Prevention Institute (CPI) Training.
- Online Writing Training.
- Graphing Calculator Training.
- Instructional Practices Inventory (IPI) Training.
- Highly Qualified Teacher Training.

EDUCATION PERFORMANCE AUDIT

COMMENDATION

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

- 7.1.4. Instructional strategies.** Logan Middle School collaborated with Logan Senior High School to impress upon middle school students the importance of graduating from high school. Through the Wild Cats in Training program, Grade 8 students participated in Rachel's Challenge, pledged not to drop out of school, and had a Battle of the Classrooms. In addition, the choirs performed together. Field trips to the high school were scheduled, a luncheon was provided and all participants received a t-shirt. Logan Middle School demonstrated the importance of providing a smooth transition from middle school to high school.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

As a result of classroom observations, the Team did not see evidence of high expectations. Class activities included the use of worksheets in most classrooms. Only two teachers demonstrated strong evidence of high expectations for their students through the use of differentiated instruction, multiple strategies throughout the lesson, and thought-provoking questioning with discussion requiring students to provide evidence to support answers. The Team noted many students off task and causing disruptions in approximately one-third of the classrooms.

Through administrator interviews, the Team identified teacher attendance as a problem. Substitute teachers were providing instruction daily. While medical emergencies, family emergencies and illnesses are understandable, Logan Middle School staff attendance was a concern. Inconsistent attendance interrupted the regular delivery of instruction. Given the large number of snow days and issues with the heating, ventilation, and air conditioning (HVAC) system, students lost valuable instructional time from the most qualified individuals.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

During a walkthrough of the building, the Team discovered the second floor door to the roof was unlocked and easily accessible. According to staff, maintenance had been working on equipment the day before.

Through staff interviews and a building walkthrough, the Team determined the building could be better maintained. The floors were dirty, walls were scuffed, paper was on the floor in hallways, and a dingy appearance was pervasive in what could be a bright facility. The School Building Authority (SBA) Review Checklist dated March 25, 2014, indicated the need for additional efforts to keep walls clean. Administrators suggested the root of the problem was the lack of consistent regular and substitute custodian staff. Regular custodian staff had been off and many substitutes did not know what they were supposed to do. According to the principal, other substitute staff was not capable of doing a quality job cleaning the building.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Through lesson plan reviews and observations, the Team determined that teachers providing instruction during Advisor/Advisee did not always have lesson plans. Some days involved movement activities outside; other days involved sustained silent reading; some classrooms used a booklet but did not provide lesson plans. Without consistent lesson planning and instruction during the AA period (37 minutes), Logan Middle School only provided 315 minutes of instruction instead of 352 minutes daily.

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 interviewed teachers and reviewed lesson plans and discovered a variety of issues with lesson plans. Lesson plans were required to be submitted for the entire week. In one class, the teacher had lesson plans up through Tuesday, the day of the Education Performance Audit. Plans appeared to have been written in after the day of activities, journaling what happened each period instead of pre-planning. The Team found the activities in two classrooms did not match the plans for the day.

When the same subject was taught multiple periods, the Team did not find differentiation from one group to the next. One set of plans was used for multiple periods throughout the day. Only one teacher noted reflective comments following the delivery of a lesson regarding specific skills or activities for each class period. In addition, the collaborative teacher provided comments and suggestions for differentiation to meet the needs of a diverse population.

Through further examination of plans, the Team concluded teachers did not fully understand the use or inclusion of modifications in lesson plans. The section entitled Modifications included comments such as whole group instruction, small group instruction, or one-on-one instruction.

The Team found evidence of lesson plan reviews by administrators; however, only one administrator documented constructive feedback in the plans. One administrator indicated a note was left in plans to see him/her regarding the constructive feedback. Other administrators regularly signed and dated plans but left little in the way of constructive comments to improve lesson plan development.

The Team found very few lesson plans for Advisor/Advisee (AA) period. The school had a schedule for some days to have sustained silent reading and TechSteps lessons on cyber bullying; however, teachers were not consistently providing written plans for the delivery of instruction in AA classes. Some teachers listed the daily activities and others indicated a workbook would be used.

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 14 different teachers and two coaches. The following issues were identified:

1. Five teachers did not hold certification for the subject(s) in which they provided instruction. Two teachers did not hold appropriate endorsements on their permits. One teacher did not hold the appropriate special education or science endorsements. One teacher did not hold the appropriate health endorsement. Another teacher did not hold the appropriate special education endorsement.
2. Fourteen teachers were not highly qualified. Seven of the 14 teachers were on permit. One additional long-term substitute teacher was on permit.
3. One teacher was determined as not highly qualified as the course codes entered in the master schedule could not be found in the WVEIS Course Code Manual.
4. Two coaches had expired certifications.

RECOMMENDATION

7.1.7. Library/educational technology access and technology application. The Team observed adequate technology resources within the building. Teachers utilized technology in laboratories to support instruction in content and writing; however, the Team recommended additional professional development be provided for technology integration. In addition, the Team recommended the county update the school website to better communicate with parents and community through the available technology resources.

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.

Through a review of the master schedule and staff interviews, the Team determined the learning skills class could be strengthened by having the English and mathematics teachers provide this instruction. Staff indicated that learning skills classes were used to provide additional support in English/language arts or mathematics support. Instruction provided in these areas by a teacher who was not highly qualified or certified minimized the instructional benefit.

8.1.5. Personnel. The school district assesses the assignment of personnel as based on West Virginia Code and West Virginia Board of Education policies to determine the degree to which instructional and support services provided to the schools establish and support high quality curriculum and instructional services.

School personnel reported high absenteeism of custodians, teachers, and bus drivers. The Team determined consistent attendance was vital to the operations of the building. The building was not as clean as it could have been due to substitute custodians who did not provide adequate services. While substitute teachers were essential, they may not be highly qualified or certified to provide instruction in the area in which they were substituting. Frequent absences may have an adverse impact on the delivery of educational programming and ultimately on student achievement. Furthermore, the last 10 minutes of the school day were spent announcing bus changes due to lack of drivers or substitute drivers.

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.

18.3.2. Determining the areas of weakness and of ineffectiveness that appear to have contributed to the substandard performance of students or the deficiencies of the school or school system;

Logan Middle School had appropriate numbers of teachers and administrators to provide instruction to the number of students enrolled; however, high absenteeism, scheduling, and lesson plan development reduced the effectiveness of the instruction provided. The Team recommended the county and school staff investigate methods to improve teacher and service personnel attendance. The Team further recommended the staff examine the Advisor/Advisee (AA) and learning skills classes for next year and develop a plan to provide consistent, planned lessons and determine the best use of time for these teachers. The Team felt the school and staff have the capacity to correct the identified deficiencies with more effective use of staff and instructional time. This could be accomplished through detailed data analysis to the child level, followed by direct instruction in the identified areas of weakness through implementation of a well-designed support for personalized learning (SPL) program.

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. Logan Middle School did not have 11 usable square acres + 1 acre for each 100 students over 600 and was not large enough for future expansion. (Did not adversely impact program delivery or student achievement.)

19.1.10. Specialized instructional areas. The art room did not have a ceramic kiln. (Did not adversely impact program delivery or student achievement.)

The physical education facilities did not have a data projector or 50 inch monitor. (Did not adversely impact program delivery or student achievement.)

19.1.11. Grades 6-12 science facilities. The science laboratory did not have a ventilation hood, demo table, or darkening provisions. (Adversely impacted program delivery and student achievement.)

19.1.12. Grades 7-12 auditorium/stage. The auditorium did not have broadcasting capabilities. (Did not adversely impact program delivery or student achievement.)

19.1.14. Food service. The school did not provide a teachers' dining area that was of adequate size (250-300 ft²). (Did not adversely impact program delivery or student achievement.)

19.1.15. Health service units. The school did not have a curtained or small room with cots. (May adversely impact student health and safety.)

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.

Logan Middle School had a schedule and provided instruction for students through support for personalized learning (SPL); however, this process was not clearly aligned with data and implemented with fidelity to ensure sufficient supports and remediation to increase student achievement. According to the guidelines for the implementation of SPL, targeted instruction should be 15-30 minutes, three to five times per week for a minimum of nine weeks prior to moving to intensive instruction. Progress monitoring should occur every two to three weeks. Intensive instruction should occur for 30-60 minutes, three to five times per week, with progress monitoring every one to two weeks and should continue for a minimum of nine weeks. The Team determined the schedule of regrouping students was too frequent for the instruction to have a significant impact on student achievement. In addition, teachers did not have lesson plans for the skills delivered through SPL.

EDUCATION PERFORMANCE AUDIT SUMMARY

Logan Middle 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 Middle School in improvement efforts.

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

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.13. Instructional day.
- 7.2.3. Lesson plans and principal feedback.
- 7.6.2. Licensure.

The Team presented one commendation (7.1.4. Instructional strategies) and one recommendation (7.1.7. Library/educational technology access and technology application), noted two indicators of efficiency (8.1.1. Curriculum and 8.1.5. Personnel), offered capacity building resources, and noted an early detection and intervention concern.

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 Middle 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.