



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHAPMANVILLE MIDDLE SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of Chapmanville Middle School in Logan County was conducted April 23, 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 26 classroom teachers, three school system administrators, and four groups of students; observed 24 classrooms; and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Deborah Ashwell, Coordinator

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

TEAM MEMBERS

| Name | Title | School/County |
|-------------------|---|--|
| Lou Maynus | Assistant Superintendent | Middle Schools, Kanawha County |
| Kenneth Moles, II | Assistant Superintendent of Curriculum and Instruction | Raleigh 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

405 CHAPMANVILLE MIDDLE SCHOOL – FOCUS

Jason Browning, Principal
Grades 05-08, Enrollment 612

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 Chapmanville Middle School a Focus school. Focus schools are those schools with persistent and pervasive subgroup achievement/graduation rate gaps. West Virginia's methodology for identifying Focus schools differs by programmatic level. Elementary and middle schools used the achievement gap component of the WVAI while high schools used graduation rate gaps.

A middle school designated as a Focus school can exit this status when the school meets its academic achievement goals on the WESTEST2 student subgroups and an elementary/middle school no longer has the largest academic achievement gaps.

Designation Status for Chapmanville Middle School.

| | | | |
|-------------------|---------|---|---------|
| Designation: | FOCUS | Next Year's Target: | 46.1285 |
| Index Score: | 46.5376 | Met at least 50% of targets in Mathematics and Reading: | YES |
| Index Target: | 42.9823 | Met Participation Rate Indicator: | YES |
| Met Index Target: | YES | | |

Supporting Data

| | |
|--|-------------|
| Proficiency (40% of the index score) | 17.93 |
| Achievement Gaps Closed (20% of the index score) | 8.12 |
| Observed Growth (15% of the index score) | 7.19 |
| Adequate Growth (20% of the index score) | 8.50 |
| <u>Attendance Rate (5% of the index score)</u> | <u>4.80</u> |
| Total Accountability Index (out of 100) | 46.54 |

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.

Chapmanville Middle School achieved the Accountability Index Target for 2012-2013; however, considering the proficiency target of 75 percent by 2020 and the middle school index target of 65.0053 for 2020, with a current index score of 46.5376, Chapmanville Middle School has a steep trajectory to achieve these targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

**CHAPMANVILLE 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% | 52.00% | 48.00% | > 95% | 52.00% | 48.00% |
| 5 | Black | > 95% | > 95% | < 5% | > 95% | > 95% | < 5% |
| 5 | Special Education | 94.74% | 83.33% | 16.67% | 94.74% | 88.89% | 11.11% |
| 5 | Total | > 95% | 52.32% | 47.68% | > 95% | 52.32% | 47.68% |
| 6 | White | > 95% | 43.79% | 56.21% | > 95% | 41.83% | 58.17% |
| 6 | Black | > 95% | < 5% | > 95% | > 95% | 33.33% | 66.67% |
| 6 | Special Education | 94.12% | 93.75% | 6.25% | 94.12% | 93.75% | 6.25% |
| 6 | Total | > 95% | 42.95% | 57.05% | > 95% | 41.67% | 58.33% |
| 7 | White | 94.41% | 66.67% | 33.33% | 94.41% | 50.37% | 49.63% |
| 7 | Asian | > 95% | < 5% | > 95% | > 95% | < 5% | > 95% |
| 7 | Special Education | 94.12% | 93.75% | 6.25% | 94.12% | 87.50% | 12.50% |
| 7 | Total | 93.79% | 66.18% | 33.82% | 93.79% | 50.00% | 50.00% |
| 8 | White | > 95% | 65.47% | 34.53% | > 95% | 48.92% | 51.08% |
| 8 | Black | > 95% | > 95% | < 5% | > 95% | < 5% | > 95% |
| 8 | Special Education | 90.91% | > 95% | < 5% | 90.91% | 90.00% | 10.00% |
| 8 | Total | > 95% | 65.71% | 34.29% | > 95% | 48.57% | 51.43% |

Attendance Rate = 96.00%

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. None of the special education subgroups met the 95 percent participation rate requirement.

In mathematics, Grade 6 had the highest level proficiency with 57.05 percent, followed by Grade 5 with 47.68 percent proficient, Grade 8 with 34.29 percent proficient, and Grade 7 with 33.82 percent proficient. The special education subgroup exhibited significant gaps in proficiency compared to the total grade level scores. Grade 5 had

the highest level proficiency with 16.67 percent proficient, followed by Grades 6 and 7 with 6.25 percent proficient, and Grade 8 with less than 5.00 percent proficient. The black subgroup in Grade 6, with greater than 95 percent proficient, scored higher than the total grade level. The black subgroup in Grade 5 and Grade 8 scored lower than the total grade level proficiency with less than 5 percent proficient. The Grade 7 Asian subgroup proficiency was greater than 95 percent.

In reading/language arts, Grade 6 had the highest level proficiency with 58.33 percent, followed by Grade 8 (51.43 percent proficient), Grade 7 (50.00 percent proficient) and, Grade 5 (47.68 percent proficient). The special education subgroup exhibited significant gaps in proficiency compared to the total grade level scores. The special education subgroup in Grade 7 had the highest proficiency (12.50 percent proficient), followed by Grade 5 (11.11 percent proficient), Grade 8 (10.00 percent proficient), and Grade 6 (6.25 percent proficient). The black subgroup scored the highest in Grade 8 with greater than 95 percent proficient followed by Grade 6 with 66.67 percent proficient, and Grade 5 with less than 5.00 percent proficient. The Grade 7 Asian subgroup proficiency was greater than 95 percent.

CHAPMANVILLE 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 | 210 (36%) | 202 (35%) | 168 (29%) | 47.0 | 42.8% | 190 (33%) | 177 (31%) | 211 (37%) | 50.0 | 50.4% |
| | County | 1,330 (38%) | 1,091 (31%) | 1,051 (30%) | 46.0 | 36.9% | 1,312 (38%) | 1,100 (32%) | 1,052 (30%) | 45.0 | 43.5% |
| | State | 51,165 (35%) | 45,256 (31%) | 50,057 (34%) | 50.0 | 45.1% | 50,484 (35%) | 45,076 (31%) | 50,227 (34%) | 50.0 | 48.7% |
| Black Sub-Group | School | * | * | * | 52.0 | 66.7% | * | * | * | 12.0 | 66.7% |
| | 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% |
| White Sub-Group | School | 208 (36%) | 199 (35%) | 166 (29%) | 47.0 | 42.5% | 187 (33%) | 176 (31%) | 208 (36%) | 50.0 | 50.2% |
| | 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 | 27 (49%) | 16 (29%) | 12 (22%) | 35.0 | 7.8% | 20 (36%) | 17 (31%) | 18 (33%) | 48.0 | 9.4% |
| | 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 | 183 (35%) | 186 (35%) | 156 (30%) | 48.0 | 47.0% | 170 (33%) | 160 (31%) | 193 (37%) | 50.0 | 55.2% |
| | 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 | 85 (38%) | 70 (32%) | 66 (30%) | 47.0 | 42.8% | 87 (40%) | 67 (30%) | 66 (30%) | 43.0 | 50.4% |
| | County | 534 (41%) | 391 (30%) | 384 (29%) | 44.0 | 36.9% | 535 (41%) | 412 (32%) | 356 (27%) | 43.0 | 43.5% |
| | State | 26,545 (38%) | 21,619 (31%) | 22,119 (31%) | 47.0 | 37.5% | 25,763 (37%) | 21,435 (31%) | 22,576 (32%) | 47.0 | 40.7% |
| Non-LSES Sub-Group | School | 125 (35%) | 132 (37%) | 102 (28%) | 48.0 | (NA) | 103 (29%) | 110 (31%) | 145 (41%) | 55.0 | (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 | 110 (40%) | 90 (33%) | 72 (26%) | 45.0 | 41.7% | 97 (36%) | 88 (33%) | 85 (31%) | 45.0 | 43.5% |
| | 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 | 100 (32%) | 112 (36%) | 96 (31%) | 48.0 | 43.8% | 93 (30%) | 89 (29%) | 126 (41%) | 55.0 | 56.5% |
| | 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. The percent proficient was 42.8 percent. A 24.2 percent achievement gap existed between the black (66.7 percent) and the white (42.5 percent) subgroups. A 39.2 percent achievement gap existed between the special education (7.8 percent) and the non-special education (47.0 percent) subgroups. A 2.1 percent achievement gap existed between the male (41.7 percent) and female (43.8 percent) subgroups.

Reading/Language Arts. The percent proficient was 50.4 percent. A 16.5 percent achievement gap existed between the black (66.7 percent) and the white (50.2 percent) subgroups. A 45.8 percent achievement gap existed between the special education (9.4 percent) and non-special education (55.2 percent) subgroups. A 13.0 percent achievement gap existed between the female (56.5 percent) and the male (43.5 percent) subgroups.

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 Chapmanville Middle | 14.0 | 13.1 | 14.6 |
| Mathematics WV | 14.8 | 14.6 | 14.8 |
| Mathematics Logan County | 13.9 | 13.9 | 14.0 |
| Mathematics Chapmanville Middle | 14.0 | 13.9 | 13.7 |
| Reading WV | 14.1 | 14.0 | 14.0 |
| Reading Logan County | 13.3 | 13.1 | 13.7 |
| Reading Chapmanville Middle | 13.4 | 12.6 | 13.7 |
| Science WV | 15.9 | 15.8 | 16.0 |
| Science Logan County | 15.2 | 15.0 | 15.6 |
| Science Chapmanville Middle | 15.5 | 15.1 | 15.4 |
| Composite WV | 14.8 | 14.8 | 14.9 |
| Composite Logan County | 14.1 | 13.9 | 14.5 |
| Composite Chapmanville Middle | 14.3 | 13.8 | 14.5 |

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

The ACT EXPLORE trend data over the past three years indicated increases in English, reading, and science and the overall composite score but a slight decrease in mathematics from 2011-2012 to 2012-2013. The national benchmark scores are indicated above the chart. The 2012-2013 ACT EXPLORE results showed that Chapmanville Middle School scored 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 except English. Compared to the county, scores were higher in English but equal to or lower than the county average in all other areas.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Overall, Chapmanville Middle School's proficiency is 42.8 percent in mathematics and 50.4 percent in reading/language arts; however, the school was designated a Focus school due to the significant gaps in the special education subgroup proficiency compared to the non-special education subgroup proficiency. While the school exceeded the West Virginia Accountability Index for 2013-2014 based on 2012-2013 WESTEST2 results, less than 10 percent of the special education subgroup was proficient in mathematics or reading/language arts, as indicated on the Growth Model School Level Summary chart. Chapmanville Middle School needs to provide extensive training and staff development in strategies to address this subgroup.

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

- Policies and Procedures.
- WESTEST2 Data Analysis.
- Teacher Evaluations.
- Using Data from Diagnostic Visit for School Improvement and to Guide Instruction.
- ACT EXPLORE Training.
- Classroom Instruction That Works (4 sessions).
- Online Writing Assessment.
- WESTEST2 Examiner Training.
- Next Generation Standards for English Language Arts.
- Next Generation Standards for Mathematics.
- Formative Assessment.
- Strebe Methods.
- Support for Personalized Instruction.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

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 found two critical areas unlocked: 1. One door led to the Electrical Room and 2. A closet labeled “Mop Room” housed chemicals for cleaning floors, including bleach, which were easily accessible to students.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2460; Policy 2510)

Chapmanville Middle School had an abundance of technology consisting of desktop laboratories and mobile laboratories. Each classroom had a presentation station with a laptop, projector, document camera, and electronic Whiteboard. The Team did not observe technology used for anything more than a screen for the projector. Many teachers indicated they would like more technology integration training.

7.1.9. Programs of study. Programs of study are provided in grades K-12 as listed in Policy 2510 for elementary, middle, and high school levels, including career clusters and majors and an opportunity to examine a system of career clusters in grades 5-8 and to select a career cluster to explore in grades 9 and 10. (Policy 2510; Policy 2520)

According to the West Virginia Department of Education Course Information for Policy 2510, a foreign language for students in Grades 7 and 8 was not being taught.

The Team reviewed the master schedule and interviewed the principal and determined only one class of Spanish was offered. The Spanish teacher resigned two years ago. Last school year, 2012-2013, only Grade 8 students were offered Spanish through a partnership with RESA 2 since those students received one year of Spanish the prior year. The school was unable to secure a certified teacher for the current school year, 2013-2014. The Spanish A course was offered this school year to Grade 7 and was provided by a teacher on permit.

7.2. STUDENT AND SCHOOL PERFORMANCE.

7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

During Team interviews, teachers brought copies of the school strategic plan to use as a resource in answering questions. The Team determined the staff did not have a good understanding of the contents of the strategic plan. Staff knew that a team of teachers developed the plan. They did not understand how the strategic planning process should lead to school improvement. They were unaware of the action steps and their responsibility in implementing those steps.

Furthermore, after a thorough review of the strategic plan, the Team recommended the school staff examine and revise the goals, action steps, and professional development identified in the plan to better align with the Focus school designation. The staff should consider addressing the specific subgroup which directly impacted the Focus school designation.

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)

Through staff interviews and lesson plan reviews, the Team noted the principal utilized a checklist format in reviewing lesson plans. The majority of checklists the Team examined indicated all requirements were met. Checklist forms contained little to no significant feedback that would aid teachers in improving lesson plan development and instructional delivery. In some cases the checklist was not a true reflection of the plans reviewed. For example, all items were check on the checklist; however, the lesson plan did not contain enough information for a substitute teacher to follow.

Five teachers' plans did not contain enough detail for a substitute to follow. One teacher journaled or created lesson plans throughout the day after instruction was delivered. These plans were not prepared in advance.

In addition, teachers were not required to develop lesson plans for "Tiger Time" where support for personalized learning (targeted and intensive interventions), Behavior and Zeros Aren't Permitted (BZAP), and Enrichment were provided.

7.2.4. Data analysis. Prior to the beginning of and through the school term the county, school, and teacher have a system for analyzing, interpreting, and using student performance data to identify and assist students who are not at grade level in achieving approved state and local content standards and objectives. The county, principal, counselors, and teachers assess student scores on the American College Test and the Scholastic Aptitude Test and develop curriculum, programs, and/or practices to improve student and school performance. (Policy 2510)

The Team determined through teacher interviews that a cursory level of WESTEST2 data analysis was utilized to create initial groupings for interventions; however, a thorough data analysis and plan for improved student achievement could not be articulated. The Team concluded that more specific data analysis and attention should be given to the subgroup resulting in the Focus designation. While students were assessed and regrouped throughout the year, formal on-going progress monitoring was not conducted. Benchmark assessments were administered, but teachers were not analyzing data to make student-specific instructional decisions.

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. The following issues were identified:

- Two teachers did not have content exam scores on file.
- One teacher did not have the math or science content for middle school programmatic level.
- Five coaches had expired certifications.
- Nine teachers were not highly qualified.
- Six of the nine teachers were on permit.

7.6.3. Evaluation. The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

Through interviews, the Team determined staff was neither aware of their evaluation progression level nor could they identify the data they used to set student learning goals for the current evaluation cycle. It should be noted, Chapmanville Middle School was a

demonstration site for the new Educator Evaluation System in 2012-2013, which meant teachers were in the second year of implementation.

7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

Interviews with administrators indicated neither assistant principal had a mentor. Positions were posted; however, no one applied. Given this information, the Team was unable to determine the level of knowledge and capability of the assistant principals.

7.8. LEADERSHIP.

7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

The principal did not effectively utilize distributed leadership, but instead tried to handle most decisions and responsibilities himself. While the Team recognized the principal possessed a wealth of knowledge and was truly the school's instructional leader, it appeared his efforts to manage the entire operation of the building were stretched. The Team recommended, with additional training and mentoring, the assistant principals be given more substantial roles and responsibilities. Chapmanville Middle School had sufficient staff, yet the Team felt the administrative staff was not utilized effectively and efficiently.

RECOMMENDATION

7.1.13. Instructional day. The Team recommended the school staff review the master schedule and the instructional day to investigate ways the staff can maximize instruction. The current schedule reflected 365 instructional minutes; however, "Tiger Time" minutes must be removed from the calculation since lesson planning and instructional delivery vary from class to class during that period. Students in the majority of these classes received remediation/reteaching or homework help but no direct instruction on specific standards.

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 Chapmanville 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.

Chapmanville Middle School had the basic structure to implement support for personalized learning (SPL) and enrichment; however, specific curricular content was lacking. Staff further needed to address the special education subgroup through professional development for teachers and direct intervention and instruction for students.

8.1.4. Administrative practices. The school district assesses the assignment of administrative personnel to determine the degree managerial/administrative services provided schools establish and support high quality curriculum and instructional services.

Through mentoring and a distributive leadership model, the assistant principals could more effectively support the school's operations. With a school the size of Chapmanville Middle School, the Team felt one administrator could not effectively manage operations and be the strong instructional leader necessary to address the needs of all subgroups within the school. The county office indicated mentors had been assigned to the assistant principals during the week of the education performance audit. This was too late in the school year to effectively support the assistant principals.

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 Chapmanville 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;

Building Capacity – Focus

A Focus Assistance Support Team (FAST), comprised of members from the West Virginia Department of Education (WVDE), the Regional Education Service Agency (RESA) and the local education agency (LEA) will work closely to assist the school in implementing the West Virginia School Improvement Framework. This will ensure the efforts are aligned and focused to support appropriate interventions to improve student subgroup achievement.

Chapmanville Middle School had appropriate numbers of teachers and administrators to provide instruction to the number of students enrolled; however, high absenteeism, scheduling, and weak lesson plan development reduced the effectiveness of instruction. 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 “Tiger Time” 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 concluded 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 student 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.

19.1.10. Specialized instructional areas.

Art room did not have display facilities or a ceramic kiln. (Did not adversely impact program delivery or student performance.)

Music room did not have acoustical treatment. (Did not adversely impact program delivery or student performance.)

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

19.1.11. Grades 6-12 science facilities. Three of the four science laboratories did not have DC current, gas, instructional boards, bulletin boards, open and closed shelving, ventilation fume hood, demo table, workspace at 2.5 linear feet per student with sink,

water, gas and electricity, fire extinguisher, blanket, emergency showers, and darkening provisions. (May adversely impact program delivery and student performance.)

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

19.1.15. Health service units. The health service unit was not an adequate size and did not have a work counter. (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.

Chapmanville 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 suggested guidelines for the implementation of SPL (Support for Personalized Learning: Guidance for West Virginia Schools and Districts April 2012, page 23 or on the following website: http://wvde.state.wv.us/spl/Documents/spl_guidance_document.pdf), 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

Chapmanville 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 Chapmanville Middle School in improvement efforts.

The Team identified 10 high quality standards necessary to improve performance and progress.

- 7.1.3. Learning environment.
- 7.1.7. Library/educational technology access and technology application.
- 7.1.9. Programs of study.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.2.4. Data analysis.
- 7.6.2. Licensure.
- 7.6.3. Evaluation.
- 7.6.4. Teacher and principal internship.
- 7.8.1. Leadership.

The Team presented one recommendation (7.1.13. Instructional day), noted indicators of efficiency (8.1.1. Curriculum and 8.1.4. Administrative practices), 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 Chapmanville 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.