



**Office of Education
Performance Audits**

**SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT
FOR
CHAPMANVILLE REGIONAL HIGH SCHOOL
LOGAN COUNTY SCHOOL SYSTEM
AUGUST 2010**

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Chapmanville Regional High School in Logan County on February 19, 2008.

A Follow-up Education Performance Audit of Chapmanville Regional High School in Logan County was conducted April 8, 2009. The purpose of the follow-up was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

A Second Follow-up Education Performance Audit Team returned to Chapmanville Regional High School April 12, 2010 to check if the remaining noncompliance had been corrected.

SCHOOL PERFORMANCE

45 LOGAN COUNTY

David Godby, Superintendent

501 CHAPMANVILLE SENIOR HIGH SCHOOL – Passed

Terry Elkins, Principal

Grades 09 - 12

Enrollment 510 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	103	112	109	97.32	66.00	Yes	Yes	✓
White	102	111	108	97.29	65.65	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	34	39	39	100.00	55.88	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	103	112	109	97.32	76.00	Yes	Yes	✓
White	102	111	108	97.29	75.75	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	34	39	39	100.00	67.64	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
Graduation Rate = 83.0%**

45 LOGAN COUNTY
 Wilma Zigmond, Superintendent
501 CHAPMANVILLE SENIOR HIGH SCHOOL – Reconfigured School
 Terry Elkins, Principal
 Grades 09 - 12
 Enrollment 679 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	179	189	188	99.47	50.83	NA	NA	NA
White	179	189	188	99.47	50.83	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	85	85	100.00	40.50	NA	NA	NA
Spec. Ed.	26	27	27	100.00	11.53	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	179	189	188	99.47	66.48	NA	NA	NA
White	179	189	188	99.47	66.48	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	79	85	85	100.00	58.22	NA	NA	NA
Spec. Ed.	26	27	27	100.00	11.53	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

45 LOGAN COUNTY
 Wilma Zigmond, Superintendent
501 CHAPMANVILLE REGIONAL HIGH SCHOOL – Needs Improvement
 Terry Elkins, Principal
 Grades 09 - 12
 Enrollment 732 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	159	163	158	96.93	60.38	Yes	Confidence Interval	✓
White	158	162	157	96.91	60.13	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	79	82	78	95.12	44.00	Yes	No	✗
Spec. Ed.	21	21	19	90.47	10.52	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	159	163	158	96.93	69.48	Yes	Confidence Interval	✓
White	158	162	157	96.91	69.28	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	79	82	78	95.12	53.33	Yes	No	✗
Spec. Ed.	21	21	19	90.47	15.78	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

**Passed
 Graduation Rate = 90.7%**

45 LOGAN COUNTY
 Wilma Zigmond, Superintendent
501 CHAPMANVILLE REGIONAL HIGH SCHOOL – Passed
 Terry Elkins, Principal
 Grades 09 - 12
 Enrollment 722 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	152	164	160	97.56	51.35	Yes	Yes	✓
White	151	163	159	97.54	51.70	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	65	74	73	98.64	42.18	Yes	Confidence Interval	✓
Spec. Ed.	17	18	18	100.00	17.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	152	164	161	98.17	48.99	Yes	Yes	✓
White	151	163	160	98.15	49.32	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	65	74	73	98.64	35.93	Yes	Confidence Interval	✓
Spec. Ed.	17	18	18	100.00	17.64	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 89.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Chapmanville Regional High School is a reconfigured school; therefore, the school was not held accountable for adequate yearly progress (AYP) for the current year.

The school experienced a sharp decline in student percent proficient from the 2005-06 WESTEST results. Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 10 – 49.16 percent in mathematics and 33.52 percent in reading. The school had developed and was implementing a Five-Year Strategic Plan to improve student achievement. The principal and teachers were aware of the students' needs and were applying instruction, programs, and practices to increase student proficiency.

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

1. WESTEST Analysis.
2. Differentiated Instruction.
3. Code Red.
4. E Gadgets.
5. ACT Explore and ACT Plan Updates.
6. Smart Boards and Lesson Plan Templates.
7. I Know Website.
8. Writing Roadmap.
9. Coal Field Writers.
10. Nautilus Weight Equipment.
11. WESTEST/WV Statewide Writing Assessment/ACT Score Analysis.
12. 21st Century Learning Skills.
13. Intel Training.
14. Tier Instruction.
15. Grade Quick.

FOLLOW-UP REVIEW

MET STANDARD. Chapmanville Regional High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts in 2007-2008. AYP was achieved in the all students (AS) and racial/ethnicity white (W) subgroups in mathematics and reading/language arts by application of the confidence level.

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

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

The index showed that Chapmanville Regional High School performed within the point range (633 – 542) for Full Accreditation status.

The following trainings and activities had been instituted at Chapmanville Regional High School to address student achievement.

1. Mathematics teachers had been scheduled with a common planning period.
2. Students who were “on the bubble” in regard to achieving mastery in mathematics on the WESTEST were targeted for additional help.
3. Grade 9 students who were low in mathematics achievement were scheduled into an algebra support class in addition to Algebra 1.
4. The following staff development had been provided.
 - Project Based Learning.
 - 21st Century Learner.
 - Odyssey.
 - Acuity.
 - Digital Storytelling.
 - Marzano Effective Instructional Strategies Training.
 - 21st Century Leadership Training.
 - The Quantile Framework for Mathematics.
 - Writing Road Map 2.
 - WESTEST Data Disaggregation.

SECOND FOLLOW-UP REVIEW

MET STANDARD. Chapmanville Regional High School achieved adequately yearly progress (AYP) in all subgroups.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.6. Personnel

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)

One teacher observation had not been signed and dated by the administrator, rendering it null and void. This was the first observation of the year.

FOLLOW-UP REVIEW

NONCOMPLIANCE. The Team reviewed evaluations for teachers with 0-3 years of experience. The evaluation forms and observation forms that were in the file had all been signed and dated according to policy timelines. The evaluations for this school year (2008-2009) did not meet the requirements of West Virginia Board of Education Policy 5310 or Logan County Board of Education policy on personnel evaluations because they contained only two observations per evaluation rather than the required three observations per evaluation. The principal reported he must have misunderstood the policy requirements as he thought each evaluation only required two observations.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed the evaluations of eight of the 12 teachers with 0-2 years experience and found evaluations met all requirements of West Virginia Code, West Virginia Board of Education Policy 5310, and the Logan County Board of Education Personnel Evaluation Policy.

RECOMMENDATION

7.7.1. School rules, procedures, and expectations. When students were asked about the role of the student government organization, students stated that elections were held; however, they had no role in the school. The Team recommended that the administration investigate means to include the student government in giving administration input on school issues.

FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. The Team could not find evidence that attempts had been made to include the student government in giving administration input on school issues.

SECOND FOLLOW-UP REVIEW

RECOMMENDATION NOT FOLLOWED. The principal reported that the teacher who was interested in working with students in a student government organization lost interest in the project and a student government organization was never established. The principal indicated students do have the opportunity of giving the administration input on school issues as the class officers fulfill this role at Chapmanville Regional High School.

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 Regional High 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 Regional High School utilizes the following methods for students to make up failed credits in core subjects: Ninth grade credit recovery, summer school for the four core subjects, transitional school four nights a week, the Ralph R. Willis Community and Technical Center, the Logan County AT RISK program, and after school tutoring for mathematics and language arts.

FOLLOW-UP CONCLUSION

Opportunities listed above for students to make up failed credits in core subjects continued. The Odyssey Computer Program was also being implemented as a tool for credit recovery.

SECOND FOLLOW-UP CONCLUSION

The opportunities for credit recovery continued for students.

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 Regional High 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 Chapmanville Regional High School and Logan County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

Even though all the identified deficiencies had not been corrected and one recommendation not followed, the Follow-up Education Performance Audit Team reported that Chapmanville Regional High School has the capacity to correct all the identified deficiencies.

SECOND FOLLOW-UP CONCLUSION

All the identified deficiencies had been corrected.

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.

Given the achievement levels of students in all subgroups, Chapmanville Regional High School and Logan County must implement high yield instructional practices and instruction that will improve students' achievement. Logan County must actively pursue assistance from RESA II, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn. The Team further recommended that the West Virginia Department of Education, Office of School Improvement, provide technical assistance and support to this school to ensure that the school is implementing effective instruction and curriculum to improve student achievement.

FOLLOW-UP TEAM SUMMARY

Chapmanville Regional High School staff received many effective staff development/training sessions provided by RESA II, Logan County, and the West Virginia Department of Education. The staff was implementing many of the effective practices from the staff development/training. The main thrust of the staff now is applying the student achievement information gathered, such as benchmark testing, and designing ways that effectively uses this information to improve instruction. The Team noted that additional technical assistance was needed from the West Virginia Department of Education in designing systems and strategies that will translate the student achievement information into more effective instruction is needed.

SECOND FOLLOW-UP TEAM SUMMARY

Chapmanville Regional High School continued receiving effective staff development/training sessions from RESA 2, Logan County Schools, and the West Virginia Department of Education. The school had provided additional instructional equipment to teachers to improve strategies and offer a greater variety of instructional activities. Additional equipment, such as whiteboards, LCD projectors, and computer work stations had been added.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
45-501 Chapmanville Regional High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education upgrade Chapmanville Regional High School from Temporary Accreditation status to Full Accreditation status.