



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LOGAN SENIOR HIGH SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Logan Senior High School in Logan County was conducted on February 20, 2008.

A Follow-up Education Performance Audit of Logan Senior High School in Logan County was conducted April 9, 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.”

SCHOOL PERFORMANCE

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

45 LOGAN COUNTY

David Godby, Superintendent

502 LOGAN SENIOR HIGH SCHOOL – Passed

Robert Lucas, Principal

Grades 09 - 12

Enrollment 801 (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	176	183	183	100.00	68.18	Yes	Yes	✓
White	161	168	168	100.00	70.18	Yes	Yes	✓
Black	14	14	14	100.00	42.85	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	78	82	82	100.00	53.84	Yes	Confidence Interval	✓
Spec. Ed.	22	22	22	100.00	9.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	176	183	183	100.00	77.84	Yes	Yes	✓
White	161	168	168	100.00	80.12	Yes	Yes	✓
Black	14	14	14	100.00	57.14	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	**	**	**
Low SES	78	82	82	100.00	65.38	Yes	Confidence Interval	✓
Spec. Ed.	22	22	22	100.00	9.09	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 82.9%

45 LOGAN COUNTY
Wilma Zigmond, Superintendent
502 LOGAN SENIOR HIGH SCHOOL – Passed
Robert Lucas, Principal
Grades 09 - 12
Enrollment 836 (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	202	211	207	98.10	59.79	Yes	Averaging	✓
White	185	193	190	98.44	61.53	Yes	Averaging	✓
Black	13	13	13	100.00	30.76	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	104	109	107	98.16	49.01	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	24	24	24	100.00	4.16	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	202	211	207	98.10	67.83	Yes	Confidence Interval	✓
White	185	193	190	98.44	69.23	Yes	Averaging	✓
Black	13	13	13	100.00	46.15	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Low SES	104	109	107	98.16	61.76	Yes	Confidence Interval - Averaging	✓
Spec. Ed.	24	24	24	100.00	0.00	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
502 LOGAN SENIOR HIGH SCHOOL – Passed
Robert Lucas, Principal
Grades 09 - 12
Enrollment 821 (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	177	196	194	98.97	69.14	Yes	Yes	✓
White	173	190	188	98.94	70.17	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	81	93	92	98.92	60.00	Yes	Confidence Interval	✓
Spec. Ed.	26	31	29	93.54	8.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	177	196	193	98.46	72.98	Yes	Confidence Interval	✓
White	173	190	187	98.42	73.52	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	81	93	91	97.84	68.35	Yes	Confidence Interval	✓
Spec. Ed.	26	31	29	93.54	12.50	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 87.0%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Logan Senior High School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or averaging. It is further noted that the racial/ethnicity black (B) and the special education (SE) subgroups with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students. The SE subgroup percent proficient in reading/language arts was 0.0 percent and 4.16 percent in mathematics.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 10 - 40.20 percent in mathematics and 32.16 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

All subgroups were measurably below the West Virginia WESTEST Annual Measurable Objectives for 2006-2014. Logan Senior High School will have to demonstrate substantial student achievement improvement to make AYP.

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

1. Health Care Fundamentals.
2. Policies and procedures: Special Education and Special Needs.
3. 21st Century Teaching.
4. Data Analysis and Interpretation.
5. Changes for the Special Educator in the 21st Century.
6. Grade Quick.
7. Adapting Classroom Materials.
8. Weekend Writer's Round-Up.
9. The SAT Process.
10. Differentiated Instruction.

FOLLOW-UP REVIEW

MET STANDARD. Logan Senior High School achieved adequate yearly progress (AYP) with significant increases in scores in the all students (AS), racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in both mathematics and reading/language arts. Mathematics percent proficient increased: AS increased from 59.79 percent to 69.14 percent; W increased from 61.53 percent to 70.17 percent; and the SES increased from 49.01 percent to 60.00 percent. Increases in

reading/language arts percent proficient were: AS increased from 67.83 percent to 72.98 percent; W increased from 69.23 percent to 73.52 percent; and the SES increased from 61.76 percent to 68.35 percent.

EDUCATION PERFORMANCE AUDIT

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)

The following indicated a lack of high expectations for the learning and achieving of all students.

1. Students in one class were not engaged in the educational process and the only educational activity was the teacher telling students about the activities that were to come later in the year. There were no lesson plans and no recognizable method to the class. During another class period the teacher did not engage the class until at least 14 minutes into the class. Again, lesson plans were not available.
2. An English teacher permitted a student to sleep in class for approximately 20 minutes. Only one instructional strategy (lecture) was applied for this class during the observation period.
3. A mathematics teacher permitted a student to sleep for approximately 30 minutes.
4. Two teachers did not require students to engage in the educational process. The activities were experiential, hands-on, investigation and were excellent. Some students went to their desks and talked and were not participating in the activities. It appeared that students could participate in the activity if they wanted.

FOLLOW-UP REVIEW

COMPLIANCE. High expectations for all students was discussed in faculty meetings during the opening of school in the fall 2008. The expectation was set that all teachers would exhibit high expectations for all students

and not permit any students to opt out of classroom activities by sleeping or otherwise not being available. One of the factors on the list the administration checked during weekly classroom walkthroughs included the expectations shown by the teachers. The teachers cited in numbers 1, 2, 3, and 4 were no longer members of the Logan Senior High School faculty.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

One mathematics teacher reported that there were no Applied Geometry or Conceptual Mathematics textbooks for student use. The textbooks ordered and received were said to be at too high a level and had not been returned to the company for exchange. The teacher was using supplemental instructional materials to deliver the West Virginia Content Standards and Objectives (CSOs).

FOLLOW-UP REVIEW

COMPLIANCE. The Logan County Board of Education received new Applied Mathematics textbooks that the teachers wanted, and they were being used in the classrooms. The teacher of Conceptual Mathematics prepared a curriculum guide using the West Virginia 21st Century content standards and objectives (CSOs) which had been reviewed by the administration and approved by the county board of education. Supplemental materials were used by the teacher to teach the Conceptual Mathematics class. Since new mathematics textbooks will be adopted next year, the West Virginia Department of Education did not recommend the purchase of new Conceptual Mathematics textbooks at this time.

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)

While most teachers had adequate lesson plans, two teachers did not have lesson plans for Team review.

FOLLOW-UP REVIEW

COMPLIANCE. One of the two teachers cited here was no longer teaching at Logan Senior High School. The Team reviewed lesson plans for the complete year to date of the other teacher and found them to be complete.

7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Two items from the 10/03/07 West Virginia State Fire Marshal report had not been corrected. A handrail needed to be installed at the C Wing exit and the door to the cafeteria did not close properly.

FOLLOW-UP REVIEW

PARTIAL COMPLIANCE. The handrail had been installed at the C Wing exit. New doors had been ordered for the cafeteria and will be installed as soon as they are received.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation.** The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)

Cigarette use was evident in the first floor girls' rest room.

FOLLOW-UP REVIEW

COMPLIANCE. The warning system designed to detect smoke in the rest rooms had malfunctioned and was being replaced with a new more efficient system. A duty schedule assigning staff members had been implemented that had improved supervision of the rest rooms. The use of cigarettes may not be completely eliminated, but the situation had improved since last year. With the increased monitoring the number of students who had been disciplined for the use of cigarettes this year had decreased.

RECOMMENDATION

7.1.3. Learning environment. Several lights throughout the building were out and teachers reported that they had been out for several days. The Team recommended that the lights be replaced.

RECOMMENDATION FOLLOWED.

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 Senior 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.

Logan Senior High School's administration had taken a proactive stance to address the decreasing WESTEST scores. The principal met with each sophomore student to discuss the upcoming WESTEST; incentives will be given to students who put forth a great deal of effort and those who improve their scores; a Professor from Concord University provided an ACT/SAT Workshop to assist students in reviewing for the test; benchmark assessments had been implemented for the 2007-2008 school year to periodically check skill improvement; the Carnegie Mathematics Acceleration program had been implemented in the 2006-2007 school year to increase mathematics scores; differentiated instruction staff development had been provided for all staff; and credit recovery had been implemented to provide extra time for students to obtain graduation credits within the framework of school hours.

FOLLOW-UP CONCLUSION

Students rewarded the faculty's efforts with hard work which resulted in significant increases in the percent of students who scored at the mastery or above level in both mathematics and reading/language arts on the 2008 WESTEST. Logan Senior High School staff and students will need to continue improvement efforts as the percent of students proficient is still somewhat low.

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 Senior 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 Logan Senior High School and Logan County have the capacity to correct the identified deficiencies. However, the administration must ensure that all students are challenged in all classes to increase student achievement. The school had undertaken initiatives to increase student knowledge and the Team encouraged the staff to closely monitor and evaluate these initiatives to ensure that effective initiatives are maintained and ineffective ones are either retooled or eliminated.

FOLLOW-UP CONCLUSION

The faculty continued to implement effective instruction and student achievement increased significantly. A new program, Algebra Support, had been added to the curriculum. This program allowed Grade 9 students who scored less than mastery on the WESTEST to take Algebra 1 all year in addition to another mathematics class (Algebra Support) all year. Students taking the Algebra Support classes had the benefit of co-teachers in these classrooms. Effective staff development also continued for the staff. Staff development offerings during this year (2008-2009) included: Differentiated instruction, co-teaching training, Marzano's effective instructional strategies, project based learning, training on acuity, WESTEST 2, Thinkfinity, unpacking the new state West Virginia 21st Century Content Standards and Objectives (CSOs), etc.

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.** The art facility did not have hot and cold water, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility was not located away from quiet areas of the building and did not have acoustical treatment.
- 19.1.12. Grades 7-12 auditorium/stage.** The high school auditorium did not have space for an orchestra, was not acoustically treated, did not have broadcast capabilities, and did not have speakers and distance learning capability.
- 19.1.14. Food service.** The food service facility did not have a teachers' dining area of adequate size.
- 19.1.15. Health service units.** A health services unit of adequate size was not available. The following equipment and furnishings were not available:

Curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, work counter, desk and chair.

FOLLOW-UP CONCLUSION

The art facility now has hot and cold water and the music facility was moved away from the quiet areas of the building. The school now has a work station for the nurse.

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 decreasing achievement levels of students in all subgroups, Logan Senior 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 special education (SE) subgroup percent proficient was so severely deficient 4.16 percent (mathematics) and 0.00 percent (reading) that the Office of Education Performance Audits (OEPA) recommends that immediate and sustained technical assistance be provided by the West Virginia Department of Education, Office of Special Education. More must be done regarding curriculum and instruction at Logan Senior High School to improve student achievement for all students.

FOLLOW-UP TEAM SUMMARY

RESA II and the West Virginia Department of Education provided assistance to improve student achievement. Assistance had been received to provide effective training sessions for the staff, such, as High Yield Differentiated Strategies training, training on Marzano's effective instructional strategies, training on Project Based Learning, training on WESTEST 2, Acuity, Thinkfinity and training on the new West Virginia 21st Century Content Standards and Objectives (CSOs), etc.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
45-502 Logan Senior High	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Logan Senior High School.