



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LOGAN SENIOR HIGH SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

MAY 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Logan Senior High School in Logan County was conducted April 10, 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 the reason for performance and progress that are persistently below standard. 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 the principal, two counselors, 45 teachers, and 94 students (individually and whole class); observed 26 classrooms; and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock and Dr. Michelle Samples, Coordinators

West Virginia Department of Education, Office of Instructional Technology – Gloria Burdette, eLearning Program Assistant

TEAM MEMBERS

Name	Title	County
Kimberly Adkins	Director, Special Education	Wayne County
Kelli Epling	Assistant Principal, Stonewall Jackson Middle School	Kanawha County
Heather Hawes	Assistant Principal, Hurricane High School	Putnam County
Megan McCorkle	Curriculum Specialist	Kanawha County
Clyde Stepp	Principal, Liberty High School (Retired)	Raleigh County
Dr. Melanie White	Assistant Principal, Sissonville High School	Kanawha County

SCHOOL PERFORMANCE

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

45 LOGAN COUNTY

Phyllis Doty, Superintendent

502 LOGAN SENIOR HIGH SCHOOL – SUPPORT

Kelly Stanley, Principal
Grades 09-12, Enrollment 791

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 Senior High School a Support school. The majority of student groups have not met the annual academic goals in mathematics and reading/language arts; and the school has not reached its goals in attendance or graduation rates, student academic growth, and learning gaps between student groups. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Logan Senior High School.

Designation:	SUPPORT	Next Year's Target:	55.8323
Index Score:	42.4867	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	53.1833	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (35% of the index score)	5.28
Achievement Gaps Closed (20% of the index score)	9.40
Observed Growth (5% of the index score)	2.81
Adequate Growth (10% of the index score)	1.50
<u>Graduation Rate (30% of the index score)</u>	<u>23.49</u>
Total Accountability Index (out of 100)	42.49

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools received 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 high schools in West Virginia reaching 71.7260 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Logan Senior High School, with an index score of 42.49, was 10.70 points below the index target of 53.18 set for the 2012-2013 school year. With an established index target of 55.83 for 2013-2014, the school has a steep trajectory to achieve both short term and long term targets.

Given the components that comprise the Accountability Index, Logan Senior High School received the highest number of points in the areas of Achievement Gaps Closed (9.40 out of 20); Observed Growth (2.81 out of 5); and Graduation Rate (23.49 out of 30). The school received the fewest number of points in the areas of Adequate Growth (1.50 out of 10) and Proficiency (5.28 out of 35). Considering the proficiency target of 75 percent proficient by 2020, it is imperative Logan Senior High School increase points earned in the latter two components.

The Office of Assessment created line graphs depicting the annual measurable objectives (AMOs) for math and reading, which can be accessed for each subgroup with a cell size of 20 or more students, through the year 2020. These graphs may be viewed on the My School's Performance webpage provided by the West Virginia Department of Education (<http://wvde.state.wv.us/esea/performance/>) and illustrate a school's observed proficiency rate versus the projected proficiency rate needed for the school to achieve 75 percent proficiency by the year 2020. Charts for Logan Senior High School showed a slightly larger gap between observed proficiency and projected proficiency for math compared to reading for the all subgroup and the white subgroup. In math, the all subgroup (32.20 percent) missed the projected proficiency rate (47.92 percent) by 15.72 percent, and the white subgroup (32.53 percent) fell short of the projected proficiency (47.70 percent) by 15.17 percent. In reading, the all subgroup (31.07 percent) missed the projected target (44.25 percent) by 13.18 percent, and the white subgroup (31.33 percent) fell short of the projected target (45.14 percent) by 13.81 percent.

Each year the projected proficiency score increases for the subgroup to achieve 75 percent proficiency by the year 2020. Given the observed proficiency scores for school year 2012-2013 and the projected proficiency rates for the next year, each of the above-referenced subgroups must increase performance by the following percentages to achieve the trajectory target for math: All – 19.59 percent and white – 19.07 percent. Similarly, these subgroups must increase performance by slightly smaller margins to meet the projected proficiency rates for 2013-2014 in reading: All – 17.58 percent and white – 18.08 percent.

**LOGAN SENIOR HIGH 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
11	White	> 95%	67.47%	32.53%	> 95%	68.67%	31.33%
11	Black	> 95%	77.78%	22.22%	> 95%	77.78%	22.22%
11	Hispanic	> 95%	50.00%	50.00%	> 95%	50.00%	50.00%
11	Special Education	88.24%	86.67%	13.33%	88.24%	73.33%	26.67%
11	Total	> 95%	67.80%	32.20%	> 95%	68.93%	31.07%

Graduation Rate = 75.00%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts. As the chart depicts, all subgroups exceeded the 95 percent participation rate, except for the special education subgroup (88.24 percent). Achievement performance varied among subgroups.

Mathematics. The Hispanic subgroup (50.00 percent) had the highest proficiency rate in mathematics, followed by the white subgroup (32.53 percent). Students in the black subgroup scored 22.22 percent proficient, while students in the special education subgroup scored 13.33 percent proficient. The proficiency rate for all students was 32.20 percent.

Reading/Language Arts. With regard to reading/language arts, the Hispanic subgroup (50.00 percent) had the highest proficiency rate, followed by the white subgroup (31.33 percent). Special education students (26.67 percent) scored the next highest proficiency rate, following by the black subgroup (22.22 percent). The proficiency rate for all students was 31.07 percent.

LOGAN SENIOR HIGH 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	196 (37%)	179 (34%)	158 (30%)	48.0	29.8%	178 (33%)	162 (30%)	192 (36%)	50.0	42.2%
	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	5 (20%)	13 (52%)	7 (28%)	53.0	23.1%	8 (33%)	8 (33%)	8 (33%)	51.0	38.5%
	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	*	*	*	39.0	25.0%	*	*	*	65.0	75.0%
	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	188 (38%)	162 (32%)	149 (30%)	48.0	30.2%	168 (34%)	151 (30%)	180 (36%)	50.0	41.9%
	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	19 (45%)	12 (29%)	11 (26%)	39.0	10.0%	17 (40%)	12 (29%)	13 (31%)	47.0	14.0%
	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	177 (36%)	167 (34%)	147 (30%)	49.0	31.7%	161 (33%)	150 (31%)	179 (37%)	51.0	44.8%
	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	71 (38%)	65 (35%)	50 (27%)	44.0	29.8%	68 (37%)	55 (30%)	62 (34%)	49.0	42.2%
	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 (36%)	114 (33%)	108 (31%)	50.0	(NA)	110 (32%)	107 (31%)	130 (37%)	53.0	(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	105 (39%)	84 (32%)	77 (29%)	48.0	29.0%	90 (34%)	90 (34%)	86 (32%)	49.0	33.8%
	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	91 (34%)	95 (36%)	81 (30%)	49.0	30.6%	88 (33%)	72 (27%)	106 (40%)	51.0	50.9%
	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 chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as 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 (green cells) based on previous performance.

Mathematics. As depicted in the chart, all subgroups demonstrated typical growth in mathematics. The percent proficient for all students in mathematics in Grades 9 through 11 was 29.8 percent. The non-special education subgroup (31.7 percent) had the highest proficiency rate, while the special education subgroup (10.0 percent) had the lowest rate. This created a proficiency gap of 21.7 percent. A proficiency gap of 7.1 percent existed between the white subgroup (30.2 percent) and the black subgroup (23.1 percent). Another gap in proficiency (5.2 percent) was seen between the white subgroup (30.2 percent) and the Hispanic subgroup (25.0 percent).

Reading/Language Arts. All subgroups demonstrated typical growth in reading/language arts, except for the Hispanic subgroup, which exhibited high growth with a median percentile of 65 percent. The percent proficient for all students in reading/language arts in Grades 9 through 11 was 42.2 percent. The most significant gap in proficiency (33.1 percent) occurred between the Hispanic subgroup (75.0 percent) and the white subgroup (41.9 percent). Among accountable subgroups (cell size of 20 or more), the largest gap in proficiency (30.8 percent) existed between the non-special education subgroup (44.8 percent) and the special education subgroup (14.0 percent). A sizeable gap (17.1 percent) also occurred between female (50.9 percent) and male (33.8 percent) subgroups.

ACT PLAN Assessment Results

The ACT PLAN® is designed to provide Grade 10 students with measures of their attainment of knowledge and complex critical thinking skills acquired in the early years of high school. Assessment results assist students, parents, and educators in decision-making about educational career plans, interests, and high school course work plans. The test covers four content areas: English, mathematics, reading, and science reasoning. The composite score is the average of the scale scores from the four areas.

ACT PLAN® results provide Grade 10 students with an indication of their educational progress within the context of their post-high educational and career plans. The results from PLAN® can be used to make selections in students' coursework to help ensure that they are prepared for their postsecondary plans. West Virginia Board of Education Policy 2510: *Assuring the Quality of Education – Regulations for Education Programs* requires students to choose career majors and to create the second part of their individual student transition plans establishing a career major by the end of the Grade 10. Results from PLAN can be used by tenth graders to develop their individual transition plans for grades eleven through post-secondary.

The ACT PLAN® serves as the midpoint measure of academic progress in ACT's College and Career Readiness System, and ACT researchers found that PLAN® test scores are good predictors of success on related Advanced Placement® courses.

Benchmarks: English: 15 Mathematics: 19 Reading: 17 Science: 21

ACT PLAN RESULTS			
Grade 10			
	2010-2011	2011-2012	2012-2013
English WV	16.3	16.0	16.2
English Logan County	15.6	15.1	15.1
English Logan Senior High	15.4	14.9	15.0
Mathematics WV	16.2	16.4	16.4
Mathematics Logan County	15.6	15.3	15.0
Mathematics Logan Senior High	15.7	15.2	15.2
Reading WV	16.1	16.1	16.4
Reading Logan County	15.6	15.4	15.3
Reading Logan Senior High	15.7	15.3	15.3
Science WV	17.3	17.3	17.4
Science Logan County	16.8	16.5	16.5
Science Logan Senior High	16.2	16.2	16.6
Composite WV	16.6	16.6	16.7
Composite Logan County	16.1	15.7	15.6
Composite Logan Senior High	15.8	15.5	15.6

Source: <http://wvde.state.wv.us/oa/actplan.html>

Above is a summary of ACT PLAN® trend data over the last three years. Scores for the 2012-2013 school year revealed slight increases in English (0.1 points) and science (0.4 points), while scores in mathematics and reading remained the same compared to the previous year. Students at Logan Senior High School scored slightly higher than their peers in the county in mathematics and science by 0.2 points and 0.1 points, respectively; they matched the county score for reading and scored slightly below the county in English (0.1 points). Scores for Logan Senior High School students were lower than the State scores in all four subjects. All scores, except English, were lower than the national benchmarks all three years.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data for Logan Senior High School revealed students demonstrated higher proficiency rates in reading/language arts compared to mathematics in all subgroups. The data also indicated greater support is needed for the special education subgroup in mathematics and reading/language arts, as well as the male subgroup in reading/language arts. Significant achievement gaps existed between these subgroups and their counterparts, demonstrating the need for targeted professional development for teachers in meeting these particular students' needs.

The following professional development and/or training opportunities were scheduled to be provided for the 2013-2014 school year as reported by the principal.

RESA 2 Offerings	
Date	Title
11/19/13	School Culture, School Improvement Teams and Processes, and Instructional Strategies.
12/19/13	Closing the Achievement Gap/Moving Your Numbers.
3/25/14	One Step at a Time (PLC Development).

Logan County Offerings	
Date	Title
7/29/13	Research-based Strategies for Common Core Instruction in English Class.
7/31/13	Principal Academy (Day 1).
8/01/13	Principal Academy (Day 2).
8/02/13	Principal Academy (Day 3).
8/05/13	Math I and Math II Training.
8/06/13	Supporting the Common Core through Literacy.
8/07/13	Social Studies Textbook Training.
8/08/13	Social Studies Training with Brenda Stevenson.
8/09/13	Science Training.
8/09/13	Support for Personalized Instruction – Selected Teachers.
8/12/13	Principal, Assistant Principal – Changes in School Law.
8/12/13	Social Media.
8/13/13	Counselor Training.
8/13/13	Special Education Best Practices for New School Year 2013-2014 Secondary.
8/15/13	Logan High School Policies and Procedures.
8/15/13	Logan High School Test Data Analysis.
8/16/13	Classroom Management Strategies for New Teachers with Chelonnda Seroyer.
8/16/13	Logan County Physical Education and Health Meeting.
8/16/13	Logan High School Teacher Evaluation.
8/29/13	Sheltered Instruction for Teachers of English as a Second Language (ESL) – Logan High.

9/3/13	Counselors Training on Growth Model Reports.
9/17/13	Formative Assessment Grades 5-12 Logan Area.
9/18/13	Math I and Math II AIT.
9/18/13	Science 5-12 AIT.
9/18/13	Social Studies 5-12 AIT.
9/23/13	Special Education Best Practices for School Year 2013-2014.
9/24/13	2013 ACT EXPLORE/PLAN Principal/BLC Training.
9/25/13	New Teacher Academy Session 2.
9/26/13	Support for Personalized Instruction Logan Area 5-12.
10/01/13	Policy 2419 Monitoring Training.
10/02/13	October Principal Meeting – Strategic Planning.
10/03/13	Student Assistance Team Process (SAT) at the School Level.
10/08/13	Smartboard Training Logan Area 5-12.
10/14/13	ACT PLAN ISE Training at Logan High School.
10/17/13	New Teacher Academy – Literacy Strategies – Session 3.
10/23/13	Math I and Math II AIT.
10/23/13	Science Training 5-12 AIT.
10/23/13	Social Studies Training 5-12 AIT.
11/01/13	McREL Walkthrough Training for Principals.
11/05/13	Advanced IPad Logan Area Grades 5-12.
11/07/13	New Teacher Training Session 4.
11/12/13	Testing Accommodations for Special Needs Population.
12/05/13	Training for Teachers of English as a Second Language (ESL) Students.
12/19/13	Crisis Prevention Intervention (CPI) Training.
02/06/14	New Teacher Academy – Instructional Strategies.
02/17/14	Logan High Online Writing Training.
03/20/14	Graphing Calculator Training.
03/20/14	New Teacher Academy – Leatha Williams.
03/20/14	Standards Based IEP Writing, Next Generation Standards, Objectives and Essential Elements for Secondary Schools and Vocational.

Prior to the Education Performance Audit, the OEPA staff provided an in-service to Logan Senior High School staff on December 9, 2013, to review the indicators in Policy 2320 and prepare staff for the audit.

NUMBER OF ADVANCED PLACEMENT (AP®), HONORS, AND COLLEGE COURSES OFFERED 2013-2014			
High School	Number of AP® Courses	Number of Honors Courses	Number of College Credit Courses
Logan Senior High School	4	4	7

Logan Senior High School currently offered four Advanced Placement courses: AP® Biology; AP® English Language and Composition; AP® English Literature and

Composition; and AP® US History. Policy 2510 states, “A minimum of four College Board AP® Courses (at least one from each core content areas of English Language Arts, mathematics, science, and social studies) or the IB Program must be offered annually.” The school did not offer an Advanced Placement course in mathematics.

Four honors courses were offered: Grade 9 Honors English; Honors Math I; Honors Math II; and Honors World History. The school offered seven college credit courses through Southern Community and Technical College: American History 230; American History 231; Computer Science 104; Computer Science 116; Computer Science 125; English 101; and English 102.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Logan Senior High School	2009-10	2010-11	2011-12	2012-13
9 th Grade Test Takers (%)	13.57%	9.87%	12.70%	11.27%
10 th Grade Test Takers (%)	11.40%	10.50%	5.10%	24.0%
11 th Grade Test Takers (%)	9.10%	8.90%	7.50%	5.10%
12 th Grade Test Takers (%)	0.0%	0.0%	1.0%	NA
9 th Grade Test Takers (%)	0.0%	0.0%	0.0%	0.0%
10 th Grade Test Takers (%) with a score of 3 or higher	19.23%	12.0%	41.6%	11.11%
11 th Grade Test Takers (%) with a score of 3 or higher	21.05%	35.2%	38.4%	50.00%
12 th Grade Test Takers (%) with a score of 3 or higher	NA	0.0%	50.0%	NA

*NA – Not Available.

Source: Provided by school.

As indicated in the chart above, the percentage of Grade 9 students (11.27 percent) completing the test decreased 1.43 percent from the previous year; however, the percentage of students achieving a score of 3 or higher on the exams has remained consistent the last four years (0.0 percent). The percentage of Grade 10 test takers increased by 18.9 percent from the previous year; however, the percentage of those students scoring a 3 or higher on the exam decreased substantially (30.49 percent). The percentage of Grade 11 students completing examinations dropped slightly (2.40 percent) from 2011-2012 to 2012-2013, but the percentage of these student scoring a 3 or higher on the examinations increased by 11.60 percent. No Grade 12 students completed examinations, as the school made a concerted effort to enroll students in Advanced Placement courses at earlier grade levels to allow upper grade level students to enroll in college credit courses.

AP® TESTS TAKEN	
Logan Senior High	2012-2013
Total # of tests taken	99
9 th Grade Test Takers (#) with a score of 3 or higher	0
10 th Grade Test Takers (#) with a score of 3 or higher	6
11 th Grade Test Takers (#) with a score of 3 or higher	5
12 th Grade Test Takers (#) with a score of 3 or higher	NA

Source: Provided by school.

As part of a countywide initiative, all students enrolled in Advanced Placement (AP®) course are required to test with the central office providing funding for the examinations.

During the 2012-2013 school year, 87 students at Logan Senior High School completed 99 examinations for Advanced Placement courses. These students included 23 Grade 9 students, 54 Grade 10 students, and 10 Grade 11 students. This was approximately 11 percent of the students enrolled in the school as identified through the 2nd month enrollment report for 2012. Of the 99 examinations, 11 tests (11.11 percent) were scored 3 or higher. No examinations completed by Grade 9 students received a score of 3 or higher.

Based upon these results, it is important administrators and teachers reconsider the readiness of Grade 9 students to complete AP coursework and examinations. With regard to Grade 10 and 11 students, it is imperative administrators and teachers of AP courses utilize the AP Instructional Planning Report to target areas of student deficiency in preparing instructional delivery.

Logan Senior High	
Year	Graduation Rate
2010-2011	77.44%
2011-2012	77.66%
2012-2013	75.00%

Source: Data collected from NCLB Private Data Site and My School's Performance Site at <http://wvde.state.wv.us>

Logan Senior High School obtained 23.49 of the 30 points possible for the graduation rate for the 2012-2013 school year according to the West Virginia Accountability Index (WVAI). This was 0.74 points lower than the average points awarded for graduation rate by a high school (24.24). As depicted in the chart above, the school's most recent graduation rate (75.00 percent), calculated using the four-year cohort data, was 2.66 percent lower than the graduation rate for the previous year. The school's graduation rate was 4.32 percent lower than the State average (79.32 percent).

ESTIMATED COLLEGE GOING RATE FALL 2012		
	Number of High School Graduates 2011-2012	Overall College Going Rate Percentage
State	18,335	56.4%
Logan County	388	59.8%
Logan Senior High School	160	66.3%

Source: West Virginia College Going Rates By County and High School Fall 2012, West Virginia Higher Education Policy Commission.

As the chart shows, the college going rate for Logan Senior High School (66.3 percent) was 9.90 percent higher than the State rate (56.4 percent) and exceeded the county rate (59.8 percent) by 6.5 percent. One hundred six (106) of the 160 Logan Senior High School graduates reported they would be attending college in the fall 2012. The staff at Logan Senior High School and Logan County central office should continue to investigate and implement programs and practices that will increase the number of students attending college.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2012					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,708	1,341	17.40%	2,222	28.83%
Logan County	190	65	34.21%	90	47.37%
Logan Senior High	81	31	38.30%	47	58.00%

Source: Data collected from NCLB Private Data Site at <http://wvde.state.wv.us/>

High School Graduates Enrolled in Developmental Courses Fall 2012 showed 81 graduates of Logan Senior High School entered college as first time freshmen. The percentage of students enrolled in Developmental English (38.30 percent) was higher than the county (34.21 percent) and more than double the State (17.40 percent). The percentage of students enrolled in Developmental Mathematics (58.00 percent) was higher than the county (47.27 percent) and more than double the State (28.80 percent).

While the estimated college going rate for Logan Senior High School was higher than the county and State, the percentage of Logan Senior High School's students was higher than Logan County and much higher than the State. This is compelling data for the school and county to examine in preparing students to be successful.

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)

One mathematics teacher did not challenge students with high quality instruction. Only 5-7 students out of 25 students were engaged in educational activities in the class, while the remaining students were talking, writing unrelated notes, and generally disconnected from the educational process. The curriculum in this class was not rigorous, and students were not required to think at higher levels. It was not readily evident that the Next Generation standards were being addressed to levels that would allow students to achieve mastery of the content. A Team member heard this teacher speaking to students in a demeaning manner. Students also reported several disparaging comments that had been made by the teacher. Positive reinforcement practices were not observed in this classroom.

Another mathematics teacher did not have all students engaged in the educational process. Approximately 50 percent of the students were working on the assignment while the remaining students were talking among themselves and were not redirected by the teacher. The teacher was not following the classroom curriculum. In this teacher's Conceptual Math class, Geometry was being taught, which did not match the content standards addressed in the lesson plan.

Two math teachers and one science teacher did not challenge students with higher level thinking skills. The instruction in these classes was not challenging and did not require students to be engaged to any degree other than with basic recall. In one of these mathematics classes, a special education co-teacher did not engage students. The mathematics teacher and the special education co-teacher spent an inordinate amount of time socializing and talking about non-educational topics while students were disengaged from the educational process.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in one Grade 9 Physical Science class and an Environmental Science/Biology/Physical class. Science instruction mostly involved textbooks and worksheets. Content Standards and Objectives for West Virginia Schools state,

“Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.” Teachers gave varying answers to the degree of hands-on science activities; however, teachers in these classes did not indicate more than 50 percent. No specific reason was given for this lack of instruction, such as a lack of materials or a lack of resources.

Three co-teaching sessions were not effective. The co-teachers in these classes did not instruct and functioned more in the role of an aide by handing out papers and doing observational activities. Direct instruction by the co-teacher was not observed.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

When asked about a variety of programs to increase student achievement, teachers could discuss strategies such as sustained silent reading, writing activities, and a variety of mathematics initiatives; however, teachers could not discuss implementation of these programs, and they could not discuss how they were using the results to gauge program effectiveness. It is vital that the staff is fully aware of the components of any program or practice that is implemented to increase student achievement and how to decipher the results of the program to ensure program effectiveness.

One English 10 teacher did not vary instruction during the Team’s observation. Students read an UpFront magazine, a news magazine for teenage students, and were supposed to be discussing the material contained in the magazine; however, only three out of 21 students were engaged in the activity. Instruction was not given by the teacher, and it was not evident that student achievement would be benefited by this assignment.

One science teacher did not vary instruction in the class. Teacher-directed instruction was predominant and students were not given the opportunity to work in small groups, individually, or use technology in the class. Student attention waned during the instruction, as students lost concentration on the material that the teacher was presenting.

Eight teachers maintained multiple sections of the same subject on the same activities and did not vary instruction based on student need. This practice is detrimental to student achievement as instruction was not differentiated to meet the abilities of students, forcing classes to either accelerate beyond their capabilities or slowing the instructional pace well below the ability of others. All classes must be paced based on the needs of the class and the normal schedule interruptions for things such as snow days, early dismissals, and early releases. Necessary modifications should be noted in lesson plans.

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 2470; Policy 2510)

The Team determined that for the size of the school sufficient technology was not available for teachers or students; however, teachers were attempting to make use of what was available and were investigating creative ways to incorporate such things as cell phones into instruction. Students in some classes were encouraged to bring devices, such as Kindles, to use. During the day of the Education Performance Audit minimal technology usage by teachers or students was observed. The Team noted that each core department had access to a mobile laboratory, except for science. Students expressed enthusiasm for the use of technology and spoke positively about the changes they were beginning to see in instruction. In the words of one student, "One thing our teachers do now is they use PowerPoint, and that's a lot better than lecture."

Virtual school was not being utilized except for credit recovery. Credit recovery was offered during the school day; however, it was not a scheduled course for students. The Team was concerned that students were exiting scheduled courses to attend credit recovery and that it was their choice as to whether they reported to credit recovery or not. There was concern that this time was not being utilized as effectively as it could be in meeting students' needs or maximizing teachers' instructional time.

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)

The last instructional day for senior students is May 21, 2014, with graduation being held May 23, 2014. The last instructional day for underclassmen is June 5, 2014. The May 21 release date for seniors exceeded the five days permitted. A State superintendent interpretation dated June 26, 2007, stated, "As early as 1986, this office has consistently indicated that counties have the option of releasing seniors up to one week (five instructional days) prior to the end of the regular instructional term for students."

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)

Lesson plans in 11 classrooms lacked sufficient detail to describe the educational activities that were to occur during classroom instruction, and a substitute teacher could not instruct from these plans. Seven teachers' lesson plans had been reviewed once as of the day or the Education Performance Audit. The Team determined there was not a consistent schedule in place for reviewing teachers' lesson plans. Three teachers had not prepared lesson plans in advance, as indicated by "Snow day" written in plans, with no evidence that the teacher(s) had changed the plans to account for the snow days.

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 23 different teachers. The following issues were identified:

One teacher was listed in the master schedule as teaching a course for which the code could not be found in the WVEIS Course Code Manual. The same teacher also did not hold the appropriate certification for two courses assigned in the master schedule.

One teacher was listed in the master schedule as teaching three courses for which the codes could not be found in the WVEIS Course Code Manual.

One teacher did not hold the appropriate content endorsement for a course assigned to her in the master schedule and also did not hold the appropriate content endorsement for math.

Five teachers did not hold the appropriate endorsement for courses assigned to them in the master schedule.

Two teachers of Advanced Placement courses needed to verify AP training had been completed and that the courses being taught had been approved on the school's audit.

One teacher needed to provide a copy of his valid West Virginia driver's license and a copy of his Department of Motor Vehicles (DMV) driving record per Policy 2422.2.

Six teachers were teaching on permit and not highly qualified.

One teacher was on permit.

Five teachers did not have a content exam electronically on file at the West Virginia Department of Education.

One coach's certification had expired on June 30, 2011.

Ten entries in the master schedule contained incomplete information.

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)

Tobacco use was evident in the rest rooms. This was in the form of cigarettes and smokeless tobacco.

One science classroom (C204) had unsecured chemicals, including phosphoric acid, in a cabinet that was unsecured. This presented a student safety issue.

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)

Given the issues with high expectations and instructional strategies and their direct impact on student achievement, the Team determined these were priority areas for the principal. It is imperative the principal develop and implement a walkthrough and lesson plan review process that involves each of these matters and provides information to teachers, individually and in aggregate, to help strengthen these areas.

Due to the nature and number of deficiencies found at Logan Senior High School, the Team recommended that the principal elicit further assistance from the Logan County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to determine intervention programs that will alleviate the issues and lead to greater student achievement.

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.

Teachers named various types of data being reviewed in the school (WESTEST2, discipline referrals, tardies, attendance, WV Writes, Acuity, ACT); however, they could not articulate how the data were being used to effect classroom instruction and student achievement. Low proficiency scores, lack of high expectations in several classrooms, and the limited number of instructional strategies being used indicated student data was not being examined effectively. The Team recommended the principal and staff investigate methods for monitoring student engagement, collecting and reporting this data, and utilizing data to make instructional adjustments.

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.

Building Capacity - Support

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored throughout the year to review progress. The local school system and the local RESA will partner to provide professional development, technical assistance, interventions and develop an improvement plan. The school must show progress in student achievement each year to improve this designation. A school's designation is determined each year based on prior school year data, including WESTEST2 results.

Logan Senior High School has not demonstrated capacity to correct the deficiencies found. Specific issues with which the school could use assistance included the following: An effective co-teaching model for general education and special education teachers; data analysis that targets specific students and their needs; increased student engagement with instruction; and effective technology integration in instruction.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site was not large enough for future expansion. (Did not adversely impact student performance.)
- 19.1.3. Teachers' workroom.** There was no access to communication technology. (Did not adversely impact student performance.)
- 19.1.5. Library/media and technology center.** There were no electronic card catalogs, on-line periodical indexes, or copying equipment. (May adversely impact program and student performance.)
- 19.1.8. Grades 1-12 classrooms.** The Driver's Education Room (D1) did not have communication technologies. (May adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The art facilities did not have two deep sinks, counter space, or mechanical ventilation. The music facility did not

have adequate storage, music chairs with folding arms, an instructor's station, or acoustical treatment. (May adversely impact program and student performance.)

- 19.1.11. Grades 6-12 science facilities.** Science rooms C101, C102, and C204 did not have a first aid kit. Rooms C101, C102, C103, and C104 did not have a ventilation fume hood. Room C103 did not have darkening provisions. (May adversely impact program and student performance.)
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. (Did not adversely impact student performance.)
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. There were no curtained or small rooms with cots, toilet, or lavatory. (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.

As data analysis showed, significant gaps in achievement existed between the special education and non-special education subgroups in both mathematics (21.7 percent) and reading language arts (30.8 percent). While the staff at Logan Senior High School had begun the process of data analysis, the school needed to delve more deeply into standardized testing data and formative assessment data (Acuity, classroom tests) to identify individual students' deficiencies to tailor advisory support and classroom instruction to better support these students. Logan County leadership staff will need to develop a coherent program of study and a foundation for improvement.

EDUCATION PERFORMANCE AUDIT SUMMARY

Logan Senior High 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 Senior High School in improvement efforts.

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

7.1.2. High expectations.

7.1.4. Instruction.

7.1.5. Instructional strategies.

7.1.7. Library/technology access and technology application.

7.1.13. Instructional day.

7.2.3. Lesson plans and principal feedback.

7.6.2. Licensure.

7.7.2. Policy implementation.

7.8.1. Leadership.

The Team noted an indicator of efficiency (8.1.1.), offered capacity building resources (18.1.), 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 Senior High 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.