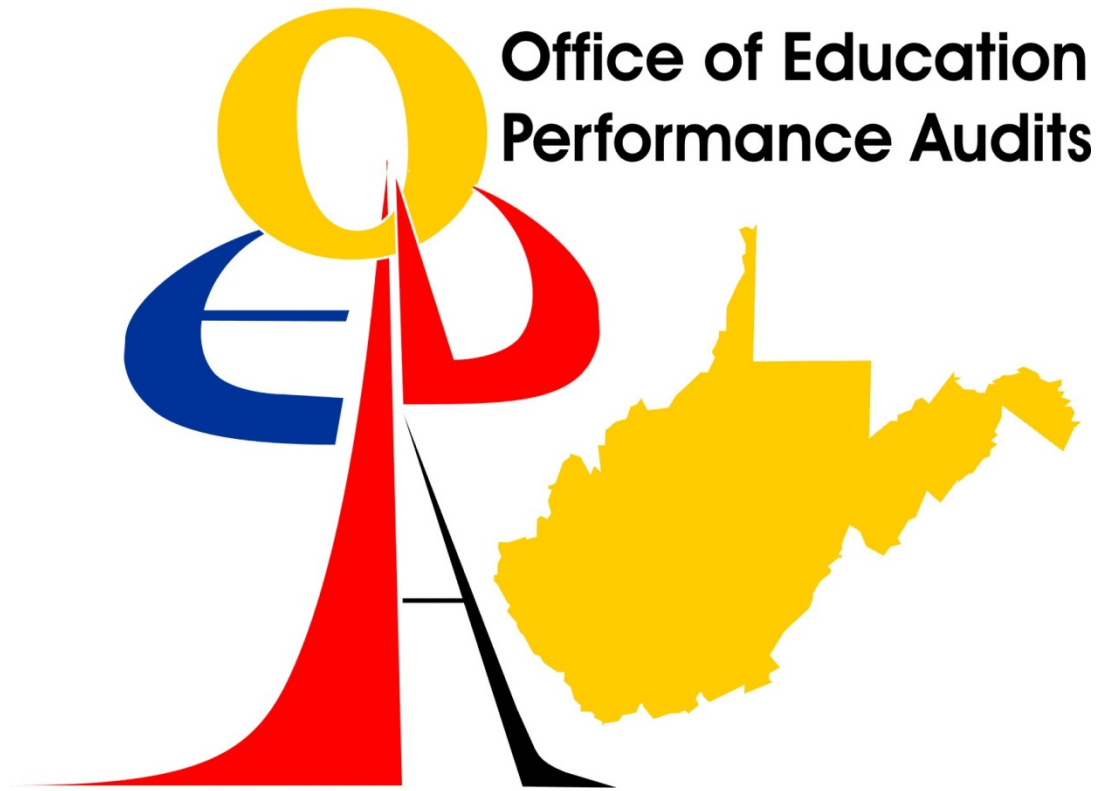




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**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**CHAPMANVILLE REGIONAL 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 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.”

## SCHOOL PERFORMANCE

### 45 LOGAN COUNTY

David Godby, Superintendent

### 501 CHAPMANVILLE SENIOR HIGH SCHOOL – Passed

Terry Elkins, Principal

Grades 09 - 12

Enrollment 510 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	**	**	**	**	**	NA	NA	NA
Low SES	79	82	78	95.12	44.00	Yes	No	✗
Spec. Ed.	21	21	19	90.47	10.52	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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%**

## **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. 21<sup>st</sup> 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.**
  - 21<sup>st</sup> Century Learner.**
  - Odyssey.**
  - Acuity.**
  - Digital Storytelling.**
  - Marzano Effective Instructional Strategies Training.**
  - 21<sup>st</sup> Century Leadership Training.**
  - The Quantile Framework for Mathematics**
  - Writing Road Map 2.**
  - WESTEST Data Disaggregation.**

## 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)**

One mathematics teacher was not aware of the West Virginia Content Standards and Objectives (CSOs) or that there was a change in the CSOs that included more rigor. This teacher was not aware of standards-based mathematics.

One teacher did not exhibit high expectations for all students. At least six students were observed sleeping in the class for several minutes and not redirected by the teacher.

Another teacher exhibited extremely low expectations for students. The teacher stated to a Team member, in front of a group of students, "This is the slowest group that I have all day." This teacher then asked a student, "Wouldn't you say that this is the slowest group?" Students were permitted to use unacceptable language during class.

#### FOLLOW-UP REVIEW

**COMPLIANCE. All teachers had been provided with the new West Virginia 21<sup>st</sup> Century content standards and objectives (CSOs) and training had been provided the staff on the new CSOs. The faculty had discussed acceptable student behavior in class and emphasized that all students were to be involved in class activities. This was monitored by the administration in the classroom walkthroughs. The teacher who used inappropriate statements in front of students had been retrained on proper behavior. The Team visited several classrooms and observed teachers teaching and students on task and involved in the learning 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)**

Lesson plan reviews indicated that science instruction was mostly textbook based. Science teachers did not provide the 50 percent investigation, inquiry, experimentation requirement by Policy 2510. One teacher stated that the

percentage of laboratory instruction was at about 45 percent due to the lack of laboratory instructional materials. No teachers stated that they were over 50 percent hands-on instruction.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** Lesson plans appeared to include at least 50 percent hands on activities in the science classes. The Team visited science classrooms, observed classes, and interviewed teachers and verified teachers had sufficient materials for the classes and students were engaged in hands on activities. Science teachers reported they thought their instruction included at least 50 percent hands-on (laboratory) work. The Team confirmed this through classroom observations and lesson plan reviews.

#### **7.2. Student and School Performance**

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

Teachers were not familiar with the instructional components of the school's Technology Plan. Over half the teachers interviewed had not seen the Technology Plan and were not aware that one existed.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The faculty had reviewed and discussed the school's technology plan. A tri-fold brochure had been produced which contained the school technology plan in an easily readable form. All teachers had a copy of the brochure and accessibility to the entire plan. Team interviews with groups of teachers confirmed the faculty was knowledgeable of the school technology plan.

**7.2.2. Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

The counselors were not achieving the 75 percent direct student contact level. The reason given for this was that the counselors were in charge of collecting the student acceptable use policies, changing address and phone numbers of

students, where necessary, and other clerical duties. The counseling office had a secretary assigned to them one day per week.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The responsibility for a large amount of the “paperwork” had been taken away from the counselors and acquired by the assistant principal’s office. The Team interviewed the counselors and reviewed the counselors’ work log. Counselors reported they were spending at least 75 percent of their time in direct counseling relationships with students.

#### **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.

#### **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 and smokeless tobacco use was evident in both the male and female rest rooms on the first floor.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The staff addressed tobacco usage through additional monitoring of the rest rooms. The blue light warning system had been installed in the rest rooms. Staff was assigned to monitor rest rooms. Students caught using tobacco were referred to the city police who wrote tickets which required students to appear in city police court. Even with all these efforts, the principal reported the school still had some problems with student tobacco use.

### **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)

Due to the number of deficiencies found at Chapmanville Regional High School and the low WESTEST percent proficient, the Team determined that technical assistance from the central office administration, the West Virginia Department of Education, and RESA II was needed to assist in school improvement.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Logan County Central Office administration, the West Virginia Department of Education, and RESA II have assisted with staff development in the following areas.

- 1. Formative Assessment.**
- 2. Using Benchmarking Effectively.**
- 3. Marzano's Effective Instructional Strategies.**
- 4. Writing Road Map 2.**
- 5. Acuity Test Training.**
- 6. Training in Using the Odyssey Program.**
- 7. 21<sup>st</sup> Century Leadership Training.**
- 8. Teach 21 Web Site.**
- 9. Unpacking the new CSOs.**

## **RECOMMENDATIONS**

- 7.1.7. Library/educational technology access and technology application.** Through teacher and student interviews, the Team found that technology use in the building was reserved mainly for mathematics and reading/language arts classes. Teachers stated that they had difficulty signing up for computer laboratories due to the mathematics and English classes being there. The Team recommended that the school and county pursue avenues to increase opportunities for other classes to visit the computer laboratories.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** The school added an additional wireless computer laboratory which was available to all faculty on a sign-out basis. Staff were also advised that the other computer laboratories were available for use by all teachers on a sign-out basis. Teachers interviewed verified that computers were available basically any time they needed them.

- 7.1.12. Multicultural activities.** Most teachers were not aware of a written Multicultural Plan. The Team recommended that the school either develop a Multicultural Plan or incorporate the county Multicultural Plan.

### **FOLLOW-UP REVIEW**

**RECOMMENDATION FOLLOWED.** Copies of the county Multicultural Plan had been distributed to all teachers for implementation.

- 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.

## **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.**

## **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.**

## **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.**

## SCHOOL ACCREDITATION STATUS

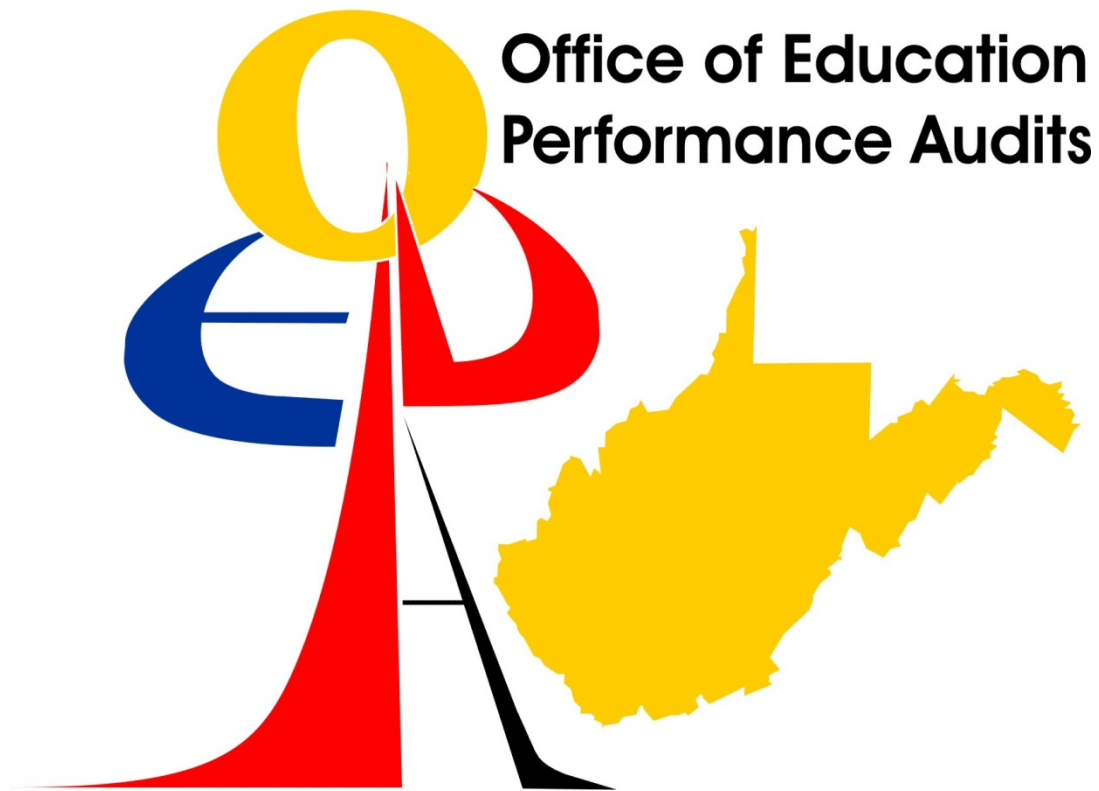
School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
45-501 Chapmanville Regional High	Temporary Accreditation	7.6.3		November 1, 2009

### Education Performance Audit Summary

One high quality standard had not been corrected and one recommendation had not been followed from the original Education Performance Audit.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Chapmanville Regional High School Temporary Accreditation status with an November 1, 2009 Date Certain to correct the remaining findings.

The OEPA will conduct another follow-up review after November 1, 2009 to determine that improvement efforts have been sustained and the remaining standard has been corrected.



**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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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. 21<sup>st</sup> Century Teaching.
4. Data Analysis and Interpretation.
5. Changes for the Special Educator in the 21<sup>st</sup> 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.