



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNION EDUCATIONAL COMPLEX SCHOOL

GRANT COUNTY SCHOOL SYSTEM

AUGUST 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Union Educational Complex School in Grant County was conducted on November 1, 2007.

A Follow-up Education Performance Audit of Union Educational Complex School in Grant County was conducted March 31, 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.

24 GRANT COUNTY

Dr. Marsha Carr-Lambert, Superintendent

101 UNION EDUCATIONAL COMPLEX SCHOOL – Passed

David Judy, Principal

Grades K - 12

Enrollment 304 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	153	160	158	98.75	58.94	Yes	Confidence Interval	✓
White	152	159	157	98.74	59.33	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	111	117	116	99.14	55.45	Yes	Confidence Interval	✓
Spec. Ed.	37	40	40	100.00	24.32	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	153	160	160	100.00	68.62	Yes	Confidence Interval	✓
White	152	159	159	100.00	69.07	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	111	117	117	100.00	69.36	Yes	Confidence Interval	✓
Spec. Ed.	37	40	40	100.00	35.13	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 95.5%

24 GRANT COUNTY
Dr. Marsha Carr-Lambert, Superintendent
101 UNION EDUCATIONAL COMPLEX SCHOOL – Passed
David Judy, Principal
Grades K - 12
Enrollment 296 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	150	160	158	98.75	58.38	Yes	Confidence Interval	✓
White	150	159	157	98.74	58.38	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	108	117	116	99.14	55.14	Yes	Confidence Interval	✓
Spec. Ed.	34	38	37	97.36	35.29	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	150	160	158	98.75	73.15	Yes	Confidence Interval	✓
White	150	159	157	98.74	73.15	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	108	117	116	99.14	72.89	Yes	Confidence Interval	✓
Spec. Ed.	34	38	37	97.36	44.11	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

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

Passed
Graduation Rate = 96.2%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Union Educational Complex achieved adequate yearly progress (AYP) in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education students (SE) subgroup 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 Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 3 – 25.00 percent in mathematics and 32.14 percent in reading; Grade 5 – 50.00 percent in mathematics and 45.00 percent in reading; Grade 6 – 68.18 percent in mathematics and 27.27 percent in reading; Grade 7 – 52.00 percent in mathematics and 34.62 percent in reading; Grade 8 – 33.33 percent in mathematics and 25.00 percent in reading; Grade 10 – 34.78 percent in mathematics and 34.78 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a dramatic deficiency at Grade 4, and a moderate deficiency at Grade 10. At Grade 4, West Virginia had 70 percent of the students at or above mastery, as compared to 56 percent for Grant County and 41 percent for Union Educational Complex. At Grade 10, West Virginia had 87 percent of the students at or above mastery, as compared to 90 percent for Grant County and 78 percent for Union Educational Complex. The school must develop a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

The following professional development and/or training opportunities were provided.

1. Benchmarking.
2. WESTEST Data Analysis.
3. Needs Assessment.
4. Writing/Vocabulary Across the Curriculum.
5. Writing Module 6+1 Traits of Writing.

FOLLOW-UP REVIEW

MET STANDARD. Union Educational Complex 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 for the 2007-2008 year by application of the confidence interval. The achievement scores for these subgroups of students in mathematics did not significantly change from the 2006-2007 school year to the 2007-2008 school year. The achievement scores in reading/language arts for these subgroups improved three to five percentage points for the 2007-2008 school year. A significant increase in reading/language arts and mathematics achievement was shown for the special education (SE) subgroup. The percent of SE students who scored at the proficient level in reading/language arts increased from 35.13 percent to 44.11 percent and the proficient level in mathematics increased from 24.33 percent to 35.29 percent.

Interviews with the staff revealed that staff members felt the increases resulted from their work in analyzing test data, both WESTEST and benchmarking, and using this information to address individual student weaknesses in the skills classes. They also indicated the continued and varied training contributed to improved student achievement.

Teachers interviewed reported that writing across the curriculum was being performed regularly by all teachers. The teacher teams were monitoring to ensure the writing was being done by everyone. The staff used Writing Road Map as the rubric for teaching writing. They were very hopeful the students' writing scores will increase and show the extra work they had given to teaching writing this year.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

While a great deal of technology was available for student use, the Team observed minimal numbers of students using computers. The Team did not observe any elementary students using computers on the day of the Education Performance Audit. A technology laboratory log book was not available to verify student computer usage. Staff indicated that they needed further training to deliver 21st Century Skills.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed technology laboratory usage logs for both computer laboratories. The logs showed extensive laboratory use by teachers. One computer laboratory was being used for the West Virginia Statewide Writing Assessment on the day of the Team visit and was not available for student use. The school limited use of computers on days when something like the Writing Assessment was being given so the T1 lines would be available for the activity. Interviews with teachers produced many examples of technology use. One of the continuing education focuses this year was training in 21st Century skills.

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

Students in K-02 were not receiving 90 minutes of uninterrupted reading and students in Grades 3-4 were not receiving 60 minutes of uninterrupted reading. This was due to handwriting and spelling being included in this time period, as reflected by the classroom schedules.

FOLLOW-UP REVIEW

COMPLIANCE. The 90 minute block for uninterrupted reading for students in Grades K-02 and the 60 minute block for uninterrupted reading for students in Grades 3-4 were in place and functioning properly.

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 Team reviewed the school master schedule and found that first and second block for Grades 09-12 were only 86 minutes, which only allowed 7740 instructional minutes, and not the required 8100 minutes.

FOLLOW-UP REVIEW

COMPLIANCE. A review of the master schedule showed each class block had 90 minutes of instructional time – 7:55 a.m. to 9:25 a.m. for the first block and 9:26 a.m. to 10:56 a.m. for the second block. Since all classes occurred in four classrooms located across the hallway from each other, a one minute transition time was adequate for class change.

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 educational components of the school's Five-Year Strategic Plan. The plan contained the major initiatives to address the low scores of the school and it is imperative that all staff be aware of the various educational components of this plan.

FOLLOW-UP REVIEW

COMPLIANCE. The Five-Year Strategic Plan Committee led discussions in staff meetings to explain the plan and elicit faculty input. The plan was referenced in all faculty meetings. Interviews with groups of teachers provided evidence that the faculty was familiar with the goals of the plan and implementing the plan's action steps.

- 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)**

According to the guidance counselor, he spends approximately 50 percent of his time with direct student contact, instead of the required 75 percent. Elementary teachers stated that the counselor was not involved with the developmental guidance lessons; however, they are delivering this component. Staff provided the basic developmental guidance program, but the guidance counselor needed to take a more active role in this process.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed a daily log that showed how the counselor had spent his time. The log showed the counselor spent approximately 80 percent of his time in direct student contact. The counselor was providing some assistance to elementary teachers in implementing the basic developmental guidance program, but because of the counseling load with high school and middle school students, his assistance was limited in the elementary level.

- 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 the principal collected copies of teacher lesson plans, teachers did not have a principal signature on the actual lesson plan in their possession. The Team observed appropriate comments on the copies in the principal's office. Also, a special education teacher did not maintain lesson plans. She reportedly was relying on the plans of the general education teacher. It is imperative that the teacher maintain lesson plans, including modifications for each student.

FOLLOW-UP REVIEW

COMPLIANCE. The Team reviewed files of copies of lesson plans which the principal had reviewed and provided comments. The files contained lesson plans for all teachers for the first three quarters of this school year (2008-2009). The Team also checked teacher lesson plan books in most classrooms that confirmed the plans had been checked by the principal and teachers had received a page upon which the principal had made comments about the lesson plans he had reviewed.

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 10/23/06 Grant County Department of Health report had not been corrected. These included: 1. Ceiling in bad repair in the boys' rest room, and 2. broken window in front of the building.

FOLLOW-UP REVIEW

COMPLIANCE. The ceiling in the boys' rest room had been repaired and the window in the front of the building had been replaced.

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)**

One English teacher was not certified for the area being taught. One elementary teacher had an expired certificate. One English/Language Arts teacher did not hold the appropriate certification. One Biology, Advanced Biology, and Physics teacher was not certified to teach Physics or Biology. One English/Language Arts teacher did not hold the appropriate endorsement. One Art teacher had an expired certificate.

FOLLOW-UP REVIEW

COMPLIANCE.

- 1. The English teacher not certified for the area being taught received a permit for teaching English at this level.**
- 2. The elementary teacher with an expired certificate had taken classes to renew the certificate and that paper work had been completed and was fully certified.**
- 3. The English/language arts teacher who did not hold appropriate certification had been reassigned to teach a different class for which she was certified.**

4. The teacher who was not certified to teach physics or biology had been issued a permit to teach these subjects.
5. The English/language arts teacher who did not hold the appropriate endorsement had been rescheduled into another class for which she held the appropriate endorsement.
6. The art teacher with the expired certificate had renewed her certificate and was fully certified.

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

According to the principal, the newly hired vocational agriculture teacher did not meet with his mentor on a regular basis. The teacher and mentor communicated frequently by telephone; however, actual meetings did not occur regularly.

FOLLOW-UP REVIEW

COMPLIANCE. A second mentor teacher who worked at Union Educational Complex had been assigned to mentor the new vocational agriculture teacher. The vocational agriculture teacher at Petersburg High School will also continue to mentor the new teacher.

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 Union Educational Complex School, the Team determined that assistance from the central office administration, the West Virginia Department of Education, and RESA VIII be provided to assist the building administrator in operating and managing the school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal reported receiving assistance from the central office staff, the West Virginia Department of Education, and RESA VIII. The following assistance was provided.

1. Administrators at the central office were always available to take telephone calls and give assistance as needed.
2. Assistance had been provided on child nutrition and implementation of the new regulations.
3. Training for paraprofessionals had been provided.

4. **A state audit of the special education program.**
5. **Staff training on the 21st Century Skills and techSteps.**
6. **Assistance with personnel certification issues.**
7. **Technical support for the WVEIS program, etc.**

RECOMMENDATION

7.1.3. Learning environment. The risk of building entry needed to be considered and resolved. It was reported to the Team that all outside doors, with the exception of the front doors, were locked during the day; however, the Team found outside entry doors in the elementary section that were unlocked. Teachers reported that people had entered through these doors. The Team recommended that all entry doors remain locked throughout the entire school day.

The Team observed many cluttered classrooms that could be a potential safety hazard. The Team recommended that the staff store these materials in other areas and discard unused materials.

The front sidewalk had holes in it, which presented a potential tripping hazard. The Team recommended that the sidewalk be repaired to eliminate this hazard.

FOLLOW-UP REVIEW

RECOMMENDATION PARTIALLY FOLLOWED. The entry doors to the building were all kept locked except one front door. This door will be locked after the camera and “doorbell” are installed. Much of the clutter had been removed from classrooms but some rooms still had “stuff” in them that could be stored away from the instruction area. The holes in the front sidewalk were on a list of “things to be fixed as funds become available” but had not yet been fixed.

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 Union Educational Complex School in providing a thorough and efficient system of education. Grant 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 Grant 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.

Given that the school achieved adequate yearly progress (AYP) in the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in reading/language arts only by application of the confidence interval, the principal must assure that all students receive the required amount of uninterrupted instructional time.

All teachers must be aware of the educational components of the school's Five-Year Strategic Plan and its implementation. The plan addressed the needs of the school and provided an excellent guide as to how the curriculum needed to be delivered to increase student achievement.

FOLLOW-UP CONCLUSION

The time issues had been addressed and high school students in the first and second blocks were receiving 8100 minutes of instruction. The uninterrupted reading blocks were being provided in accordance with requirements of the State Board of Education policy.

The teachers were involved in rewriting the Five-Year Strategic Plan and were knowledgeable of the components of the plan. Instructional strategies were being planned and implemented to address the action steps in the plan.

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 Union Educational Complex 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 Union Educational Complex School and Grant County will be challenged to correct the identified deficiencies. However, given the number of cells that had achieved adequate yearly progress (AYP) by application of the confidence interval, it is imperative that the school receive assistance from the Grant County central office, the West Virginia Department of Education, Office of School Improvement, RESA VIII, and the West Virginia Center for Professional Development in developing the school's capacity to improve student achievement.

FOLLOW-UP CONCLUSION

Improving student achievement takes a high priority in the school's Five-Year Strategic Plan and teachers were knowledgeable of the plan and were implementing instructional strategies designed to improve student knowledge to the point that they will score high enough on the WESTEST to make adequate yearly progress (AYP).

Among the assistance received from the Grant County Central Office, the West Virginia Department of Education, Office of School Improvement and RESA VIII were the following.

- 1. Staff training on 21st Century Skills.**
- 2. Paraprofessional Training.**
- 3. Technical support for WVEIS.**
- 4. Staff Training on techSteps.**
- 5. Staff Book study – *Teaching for Tomorrow*.**
- 6. Policy 2510 review and changes.**
- 7. Training on use of acuity.**
- 8. Data Analysis and Instructional Strategies.**
- 9. Benchmarking.**
- 10. Training on Writing Road Map Program.**

IDENTIFICATION OF RESOURCE NEEDS

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

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities, which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the School Building Authority of West Virginia. 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 did not have stable, well-drained soil free of erosion.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, mechanical ventilation, or black-out areas. The music facilities did not have acoustical treatment. The physical education facility did not have forced ventilation, a display case, or a bulletin board.
- 19.1.14. Food service.** The food service area did not have adequate space. A teachers' dining area was not provided. A locker/dressing room or chairs were not available in the food service area.

19.1.15. Health service units. A health service unit of adequate size was not available. There were no curtained or small rooms with cots, bulletin board, toilet, scales, or refrigerator with locked storage.

FOLLOW-UP CONCLUSION

No Change.

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 number of cells that had achieved adequate yearly progress (AYP) only through the application of the confidence interval, Union Educational Complex School and Grant County must implement high yield instructional practices and instruction that will improve students' achievement. Grant County must actively pursue assistance from RESA VIII, 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.

FOLLOW-UP TEAM SUMMARY

Staff training had been provided in effective instructional strategies and varied instructional activities and these were being implemented by the staff to improve instruction and learning. Teachers were using Acuity to benchmark student achievement and identify weak skill areas in individual students. This information was used to prepare instructional activities for the regular classrooms and the skill classes to address individual student weaknesses. The writing program had been strengthened with the addition of the Writing Road Map 2 program provided by the West Virginia Department of Education. This program was being used by teachers across the curriculum in writing exercises on a weekly basis in an attempt to improve student writing. Assistance had been received from the central office, the West Virginia Department of Education, and RESA VIII in providing training for the Union Educational Complex School staff.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
24-101 Union Educational Complex	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 Union Educational Complex School.