



**Office of Education
Performance Audits**

FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNION EDUCATIONAL COMPLEX

GRANT COUNTY SCHOOL SYSTEM

APRIL 2014

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Union Educational Complex in Grant County was conducted September 12, 2012.

A Follow-Up Audit was conducted February 24, 2014.

The purpose of the follow-up review 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.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Bolton, Superintendent

101 UNION EDUCATIONAL COMPLEX – PRIORITY

Libby Riley, Principal

Grades PK-12, Enrollment 234

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 Union Educational Complex a Priority school. The school is among the lowest performing in the state based on the number of students at or above mastery on the WESTEST2. West Virginia identified a number of priority schools in 2013, those falling among the bottom 5 percent of Title I school performance, proficiency rates for the prior three years with a greater emphasis on 2011-2012 assessment data. Priority schools are those with the lowest performance on the state's general and alternate assessments.

Priority schools, due to their significant need, will not be eligible to exit Priority status until the end of the third year. A school must meet the following criteria to exit Priority status.

1. The school is no longer among the bottom 5 percent of Title I school performance.
2. The school demonstrates successful implementation of school turnaround strategies.
3. The school must demonstrate for the two most recent years that students in the all subgroup are meeting the Annual Measureable Objectives (AMO) or students in the all subgroup are demonstrating adequate growth in the distance between observed growth and target growth.

Designation Status for Union Educational Complex.

Designation:	PRIORITY	Next Year's Target:	54.5065
Index Score:	47.9686	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	51.6365	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (35% of the index score)	6.16
Achievement Gaps Closed (20% of the index score)	8.89
Observed Growth (5% of the index score)	3.83
Adequate Growth (10% of the index score)	2.50
<u>Graduation Rate (30% of the index score)</u>	<u>26.59</u>
Total Accountability Index (out of 100)	47.97

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have 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 are 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.

Union Educational Complex did not achieve the Accountability Index Target for the 2012-2013 school year. Considering the index target of 54.5065 for 2013-2014 and the proficiency target of 75 percent by 2020, with a current index score of 47.9686 and Priority school status, Union Educational Complex has a steep trajectory to achieve both short and long term targets.

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 educational opportunities including enrichment and acceleration. (Policy 2510)

Two teachers did not exhibit high expectations for all students. Many students were seen to be off task and not redirected by the teacher for extended amounts of time.

FOLLOW-UP REVIEW

COMPLIANCE. Union Educational Complex and Grant County Schools, with support from RESA 8, the West Virginia Department of Education and West Virginia Center for Professional Development, provided the teaching staff multiple professional development activities designed to improve classroom expectations and student achievement. These activities included: implementation of Next Generation Standards, preparation of “snow packets” for students to use when off from school for weather conditions, “Live Grades” accessible on the Internet for students and parents, Effective Instructional Strategies, Classroom Management, Reading Intervention, West Virginia Writes, Student Engagement, Effective Parent Involvement, and Project Based Learning. The Team visited all classrooms, including the classrooms cited, and found improved instruction and classroom management throughout the school.

Indicators of Efficiency

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Union Educational Complex 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.

While gains were made in six of the eight subgroups in mathematics and reading/language arts, greater increases in student achievement are needed. The principal reported that the staff development being implemented was making positive impacts on student achievement, and the learning environment was becoming more positive and conducive to the learning process. Assistance had been received from the Grant County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education. The Team noted that high quality instruction was prevalent buildingwide and that students interviewed reported that the rigor in the classes had been greatly increased. It is imperative that the principal and staff continue to challenge students and to exhibit high expectations for all students.

FOLLOW-UP REVIEW

On-going staff development for the Union Educational Complex Staff provided the staff training to improve student engagement and identify and address student weaknesses. Instruction improved with the administration of the Instructional Practices Inventory (IPI) and identifying teaching strategies which needed improvement. Instruction was continually monitored by the principal with classroom walkthroughs, conferencing with teachers and students, and reviewing lesson plans.

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 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.**

Union Educational Complex has the capacity to correct the deficiency found during the Education Performance Audit. It is of extreme importance that the capacity continue to develop to maintain the increases in student achievement that were noted from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2. The economically disadvantaged (SES) subgroup requires immediate attention. It is highly likely that unless greater gains are made in the all students (AS) and the racial/ethnicity white (W) subgroups the school will fail to achieve AYP in these areas with the upcoming 2012-2013 WESTEST2.

FOLLOW-UP REVIEW

The Union Educational Complex staff worked to address the deficiencies identified in the Initial Education Performance Audit Report and continued to improve in all the identified areas. The school had a new principal who provided leadership to address improved instruction and student achievement. Student achievement increased slightly. With the attitudes expressed by the principal, school staff, superintendent, and county office staff, classroom instruction is expected to continue improving with a corresponding increase in student achievement. The 2014 WESTEST2 will be the measure for school improvement.

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 in all subgroups, the principal of Union Educational Complex must continue to solicit assistance from the Grant County central office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate additional high quality, research-based programs and practices to enable all students to have the opportunity to learn.

FOLLOW-UP REVIEW

The new principal reported the school received outstanding assistance from the Grant County Central Office personnel, RESA 8 personnel, the West Virginia Center for Professional Development, and the West Virginia Department of Education as the staff sought to improve educational opportunities for all students. The county provided part-time academic coaches in math and reading who provided assistance directly to the teaching staff in the classrooms. The Department of Education provided “assistance teachers” in the classrooms through the Priority Schools Program. RESA 8 continued to provide effective staff development in programs such as the Instructional Practices Inventory (IPI). The school staff was very accepting of the assistance provided and worked hard to improve their teaching skills.

Education Performance Audit Summary

Based upon the results of the Follow-up Education Performance Audit, it is recommended and a motion is requested to approve this report.