



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNION EDUCATIONAL COMPLEX SCHOOL

GRANT COUNTY SCHOOL SYSTEM

NOVEMBER 2009

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Union Educational Complex School in Grant County was conducted on October 6, 2009. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are persistently below standard and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader – Monica Beane, Assistant Director, Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Timothy S. Derico	High School Principal	Lewis County High School Lewis County
Ann M. Downs	Middle School Principal	Capon Bridge Middle School Hampshire County
Claude Steve Malnick	Middle School Principal	Monongah Middle School Marion County
Ronald E. Stephens	High School Principal	Musselman High School Berkeley County

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 PK - 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	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
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%

24 GRANT COUNTY
Dr. Marsha Carr-Lambert, Superintendent
101 UNION EDUCATIONAL COMPLEX SCHOOL – Passed
David Judy, Principal
Grades PK - 12
Enrollment 287 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	155	160	158	98.75	44.15	Yes	Confidence Interval	✓
White	154	159	157	98.74	44.44	Yes	Confidence Interval	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	109	113	111	98.23	42.59	Yes	Confidence Interval	✓
Spec. Ed.	34	35	33	94.28	24.24	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	155	160	158	98.75	53.24	Yes	Yes	✓
White	154	159	157	98.74	53.59	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	109	113	111	98.23	51.85	Yes	Yes	✓
Spec. Ed.	34	35	33	94.28	12.12	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Graduation Rate = 95.2%

UNION EDUCATIONAL COMPLEX SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	23	23	23	100.00	0.00	21.74	21.74	34.78	21.74	78.26
04	18	18	18	18	100.00	11.11	38.89	38.89	11.11	0.00	50.00
05	28	28	28	28	100.00	10.71	60.71	28.57	0.00	0.00	28.57
06	26	26	26	26	100.00	0.00	65.38	30.77	3.85	0.00	34.62
07	27	24	27	24	100.00	8.33	54.17	37.50	0.00	0.00	37.50
08	23	21	21	20	91.30	15.00	35.00	50.00	0.00	0.00	50.00
11	15	15	15	15	100.00	40.00	26.67	33.33	0.00	0.00	33.33

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	23	23	23	23	100.00	8.70	17.39	47.83	26.09	0.00	73.91
04	18	18	18	18	100.00	5.56	77.78	11.11	5.56	0.00	16.67
05	28	28	28	28	100.00	7.14	46.43	28.57	17.86	0.00	46.43
06	26	26	26	26	100.00	0.00	23.08	30.77	42.31	3.85	76.92
07	27	24	27	24	100.00	0.00	37.50	41.67	20.83	0.00	62.50
08	23	21	21	20	91.30	0.00	45.00	50.00	5.00	0.00	55.00
11	15	15	15	15	100.00	13.33	66.67	20.00	0.00	0.00	20.00

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

UNION EDUCATIONAL COMPLEX SCHOOL

NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND COLLEGE COURSES OFFERED 2009-2010			
High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Union Educational Complex	0	0	0

Advanced placement (AP) classes, honors, and college credit courses were not available at Union Educational Complex. Grant County and the school must provide the students at Union Educational Complex the opportunity and experiences of higher level courses.

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)				
Union Educational Complex	2004-05	2005-06	2006-07	2007-08
10 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%)	0.0	0.0	0.0	0.0
10 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
11 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0
12 th Grade Test Takers (%) with a score of 3 or higher	0.0	0.0	0.0	0.0

The lack of advanced placement (AP) classes was detrimental to student achievement.

ESTIMATED COLLEGE GOING RATE FALL 2007		
	Number of High School Graduates 2006-07	Overall College Going Rate Percentage
State	17,914	57.5%
Union Educational Complex	21	14.3%

Source: West Virginia College Going Rates By County and High School Fall 2007, West Virginia Higher Education Policy Commission.

The overall college going rate for Union Educational Complex was dramatically lower than the State average. This was further indicative of the lack of high expectations for students and the lack of college preparatory courses.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2008					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	8,073	1,275	15.79%	2,224	27.55%
Union Educational Complex	8	2	25%	3	37.5%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2008 (census).

The percentage of Union Educational Complex graduates enrolled in Developmental English and Developmental Mathematics was measurably higher than the State percentage. The school staff must investigate means to reverse this trend to increase student achievement.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Union Educational Complex School achieved adequate yearly progress (AYP) in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in mathematics 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 – 26.09 percent in reading; Grade 4 – 50.00 percent in mathematics and 83.33 percent in reading; Grade 5 – 71.43 percent in mathematics and 53.57 percent in reading; Grade 6 – 65.38 percent in mathematics; Grade 7 – 62.50 percent in mathematics and 37.50 percent in reading; Grade 8 – 50.00 percent in mathematics and 45.00 percent in reading; Grade 11 – 66.67 percent in mathematics and 80.00 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

The number of students by class at the proficient level declined at an alarming rate in both mathematics and reading from Grade 3 to Grade 11.

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

1. 21st Century Learning Policies and Procedures.
2. WESTEST Analysis.
3. Professional Learning Communities.
4. TechSteps.
5. Writing Road Map 2.
6. Acuity.

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)**

While the teachers had lesson plans and the principal reviewed the plans, the Team observed limited evidence of varied instructional strategies and high expectations for all students. It was evident that the faculty and staff were passionate and truly care about the school and the students; however, the expectations set by the administration at both the county and school levels were not innovative to adequately prepare the graduates for a global environment. Teachers were not challenging students and making them apply higher order thinking skills. All students must be challenged to achieve and teachers must provide rigorous instruction that was not evident buildingwide.

- 7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team found that one classroom was not conducive to learning. Specifically, the Grades 1 and 2 split-grade classroom was a safety hazard. There were multiple spaces in the room from which the teacher could not see the students and the students could not see the teacher. During the classroom observations, students were off task and “on lookout” for the teacher.

- 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)**

The Team found that the special education teachers were not maintaining adequate lesson plans and were not actively instructing in the collaboration classrooms.

Although schedules indicated special educators were collaborating with general educators, the teachers were not fully delivering instruction in all grade levels.

A credit recovery option was not available for students. This year (2009-10), one specific student will not be able to graduate because there was no option for him to recover credit.

The Team found Union Educational Complex School did not offer the minimum course requirements according to West Virginia Board of Education Policy 2510

and West Virginia Board of Education Policy 2520, including: Advanced placement (AP) courses, honors, dual credit, fine arts courses and science and social studies courses in all grades. Virtual School was not available at the time of the review.

- 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)**

During the Education Performance Audit, the Team found that the library was not used by high school students during the school day. High school students could only use the library at lunch. The library must be accessible to all students on a regular basis.

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.**

The school's Five-Year Strategic Plan did not address the specific needs of the school and did not provide adequate direction for increasing student achievement. Teachers were not aware of the goals contained in the school 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 guidance counselor had been embraced as an assistant principal in nature, which limited the 75 percent direct student counseling relationship guidance requirement. The principal and the guidance counselor had a plan to transition to the 75 percent direct student counseling, but they indicated the school's current need was to focus on the developmental guidance program and ensure teachers had students scheduled in correct courses leading to graduation. A counseling log was not available for the Team to review.

- 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)**

The Team found the special education teachers were not maintaining adequate lesson plans.

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)**

One item from the most recent general sanitation inspection report (10-23-06) had not been corrected: Broken windows remained in the front of the building.

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 and quality of deficiencies at Union Educational Complex School and the low student performance, the Team determined that leadership needed to be developed at the county, school, and classroom levels.

The school was not functioning as a 21st Century school or providing a 21st Century curriculum or instruction.

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.

The administration must actively and aggressively seek assistance to increase expectations for student achievement. The predominate staff perception of mediocrity was a major cause of the low student achievement across all grade levels.

Co-teaching was another area of high concern. It is imperative that the special educator and the general educator work together collaboratively to provide instruction for all students. The administration must seek professional development for all teachers in the proper implementation of co-teaching.

Limited library availability for high school students impeded the use of this invaluable resource. Furthermore, the lack of secondary programs of study and program delivery by Virtual School showed that Grant County and the school had not actively pursued available resources for students.

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 recommended that the Grant County School System Superintendent and the school administrator contact Dr. Karen Huffman, Assistant Superintendent, Division of Educator Quality and System Support at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

Identification of Resource Needs

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

- 19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of

funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

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

- 19.1.1. School location.** The school site 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.
- 19.1.5. Library/media and technology center.** Electronic card catalogs and automated circulation capacity were not available.
- 19.1.10. Specialized instructional areas.** The art facilities did not have mechanical ventilation or black-out areas. The physical education facilities did not have forced ventilation, network connection, or internet access. The music facilities did not have music chairs with folding arms or acoustical treatment.
- 19.1.11. Grades 6-12 science facilities.** All science facilities did not have AC and DC current, a first aid kit, and compressed air.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school auditorium was not of adequate size, was not located to have convenient access to language arts and music instructional area and close to seating, and did not have broadcast capabilities.
- 19.1.14. Food service.** The food service area was not of adequate size. A teacher dining area, locker/dressing room, and chairs were not provided.
- 19.1.15. Health service units.** A health service unit of adequate size was not provided. The following equipment and furnishings were not available: Curtained or small rooms with cots, bulletin board, toilet, scales, and refrigerator with locked storage.

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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

Education Performance Audit Summary

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

They include the following:

- 7.1.2. High expectations.
- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.2.3. Lesson plans and principal feedback.
- 7.4.1. Regulatory agency reviews.
- 7.8.1. Leadership.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Union Educational Complex School's Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Union Educational Complex School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Union Educational Complex School and Grant County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.