



**Office of Education
Performance Audits**

EDUCATION PERFORMANCE AUDIT REPORT

FOR

UNION EDUCATIONAL COMPLEX SCHOOL

GRANT COUNTY SCHOOL SYSTEM

DECEMBER 2012

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures for Accountability	8
Education Performance Audit.....	9
High Quality Standards	9
Indicators of Efficiency	10
Building Capacity to Correct Deficiencies.....	11
Early Detection and Intervention	11

INTRODUCTION

An announced Education Performance Audit of Union Educational Complex School in Grant County was conducted September 12, 2012. The review was conducted at the specific direction of the West Virginia Board of Education.

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 due to the beginning of the 2012-2013 school term.

EDUCATION PERFORMANCE AUDIT TEAM

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

TEAM MEMBERS

Name	Title	School/County
Terrence C. Beam	Director of Federal Programs	Pocahontas County Schools
Pamela Hewitt	Director of Instruction	Randolph County Schools
Kenneth L. Pack, III	Administrative Assistant	Berkeley County Schools

SCHOOL PERFORMANCE

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

24 GRANT COUNTY

DeEdra Lundeen Bolton, Superintendent

101 UNION EDUCATIONAL COMPLEX SCHOOL – Needs Improvement

Francis J. LaBounty, Principal

Grades PreK – 12

Enrollment 266 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	139	151	145	96.02	20.28	Yes	No	✗
White	139	149	145	97.31	20.28	Yes	No	✗
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	34	33	97.05	9.67	NA	NA	NA
Low SES	85	95	89	93.68	20.23	By Average	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	139	151	145	96.02	34.05	Yes	Safe Harbors	✓
White	139	149	145	97.31	34.05	Yes	Safe Harbors	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	32	34	33	97.05	9.67	NA	NA	NA
Low SES	85	95	89	93.68	36.90	By Average	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 80.0%

24 GRANT COUNTY
 DeEdra Lundeen Bolton, Superintendent
101 UNION EDUCATIONAL COMPLEX SCHOOL – Needs Improvement
 Francis J. LaBounty, Principal
 Grades PreK – 12
 Enrollment 258 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	116	120	120	100.00	29.31	Yes	Safe Harbors	✓
White	115	119	119	100.00	29.56	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	29	29	100.00	10.71	NA	NA	NA
Low SES	75	77	77	100.00	24.00	Yes	No	✗
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	116	120	120	100.00	35.34	Yes	Confidence Interval	✓
White	115	119	119	100.00	35.65	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	28	29	29	100.00	7.14	NA	NA	NA
Low SES	75	77	77	100.00	26.66	Yes	No	✗
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Graduation Rate = 90.9%

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	10	10	10	10	100.00	50.00	40.00	0.00	10.00	0.00	10.00
04	19	18	19	18	100.00	38.89	33.33	11.11	11.11	5.56	27.78
05	13	13	13	13	100.00	7.69	53.85	15.38	15.38	7.69	38.46
06	20	20	20	20	100.00	20.00	20.00	10.00	40.00	10.00	60.00
07	21	19	21	19	100.00	36.84	36.84	21.05	5.26	0.00	26.32
08	23	22	23	22	100.00	63.64	27.27	0.00	9.09	0.00	9.09
11	14	14	14	14	100.00	57.14	14.29	28.57	0.00	0.00	28.57

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	10	10	10	10	100.00	80.00	10.00	0.00	10.00	0.00	10.00
04	19	18	19	18	100.00	66.67	11.11	11.11	11.11	0.00	22.22
05	13	13	13	13	100.00	38.46	23.08	23.08	7.69	7.69	38.46
06	20	20	20	20	100.00	15.00	5.00	25.00	45.00	10.00	80.00
07	21	19	21	19	100.00	52.63	31.58	10.53	5.26	0.00	15.79
08	23	22	23	22	100.00	31.82	31.82	18.18	13.64	4.55	36.36
11	14	14	14	14	100.00	7.14	64.29	14.29	14.29	0.00	28.57

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

**NUMBER OF ADVANCED PLACEMENT (AP), HONORS, AND
COLLEGE COURSES OFFERED
2012-2013**

High School	Number of AP Courses Offered	Number of Honors Courses Offered	Number of College Credit Courses Offered
Union Educational Complex	4	2	1

AP Classes: AP Chemistry, AP Biology, AP Statistics, AP Literature and Composition

Honors Classes: Honors Algebra I, Honors Algebra II

College Credit Courses: English 101

ADVANCED PLACEMENT TEST (APT) (COLLEGE BOARD)

Union Educational Complex	2006-07	2007-08	2008-09	2009-10	2010-11
10 th Grade Test Takers (%)	0.0%	NA	NA	4.7%	4.5%
11 th Grade Test Takers (%)	8.0%	NA	NA	13.3%	10.5%
12 th Grade Test Takers (%)	0.0%	NA	NA	6.6%	9.0%
10 th Grade Test Takers (%) with a score of 3 or higher					
11 th Grade Test Takers (%) with a score of 3 or higher					
12 th Grade Test Takers (%) with a score of 3 or higher					

*NA – Not Available.

**ESTIMATED COLLEGE GOING RATE
FALL 2011**

	Number of High School Graduates 2010-2011	Overall College Going Rate Percentage
State	18,001	57.9%
Grant County	109	50.5%
Union Educational Complex	11	54.5%

Source: West Virginia College Going Rates By County and High School Fall 2011,
West Virginia Higher Education Policy Commission.

Union Educational Complex students attended college at slightly lower percentages than that of the State and at slightly higher levels than Grant County.

HIGH SCHOOL GRADUATES ENROLLED IN DEVELOPMENTAL COURSES FALL 2011					
	1 st Time WV Freshmen Total #	English Total #	% in Developmental English	Mathematics Total #	% in Developmental Mathematics
State	7,457	1,247	16.70%	2,104	28.20%
Grant County	46	12	26.10%	18	39.10%
Union Educational Complex	5	3	60.00%	4	80.00%

Source: First-Time Freshmen, Previous Year WV High School Graduates in Developmental Courses by Type of Course Fall 2011 (census).

Union Educational Complex students who attended college enrolled in developmental classes at dramatically higher percentages than that of the State and Grant County.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Union Educational Complex failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. Union Educational Complex achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval and/or safe harbors. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups, as well as all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Changes from the 2010-2011 WESTEST2 to the 2011-2012 WESTEST2 are shown below.

<u>Mathematics</u>	<u>Reading/Language Arts</u>
AS (+9.03 percent)	AS (+1.29 percent)
W (+9.28 percent)	W (+1.60 percent)
SE (+1.04 percent)	SE (-2.53 percent)
SES (+3.77 percent)	SES (-10.24 percent)

According to results from the 2011-2012 WESTEST2, less than one-fifth of the students in Grade 3 mathematics and reading, Grade 7 reading, and Grade 8 mathematics scored at the proficient level. Over half of the students in Grades 3, 4, 5, 7, 8, and 11 were below mastery in mathematics and reading.

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

1. Project Wild.
2. TechSteps.
3. Acuity.
4. eInstruction.
5. Co-teaching.
6. Classroom Management.
7. Introduction to Next Generation West Virginia 21st Century Content Standards and Objectives (CSOs).
8. Special Education Academy.
9. Differentiated Instruction Strategies.
10. Test Data Analysis.
11. Bullying Prevention.

- 12. Curriculum Pacing Guides.
- 13. Five-Year Strategic Plan Review.
- 14. Positive School Culture.

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.

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.

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.

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.**

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.

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.