



**Office of Education
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
CALHOUN-GILMER CAREER CENTER**

CALHOUN COUNTY SCHOOL SYSTEM

NOVEMBER 2010

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team.....	2
Performance Data.....	3
Education Performance Audit.....	4
High Quality Standards.....	4
Indicators of Efficiency.....	5
Building Capacity to Correct Deficiencies	5
Early Detection and Intervention	5
Education Performance Audit Summary.....	6

INTRODUCTION

An announced Education Performance Audit of Calhoun-Gilmer Career Center in Calhoun County was conducted October 7, 2010. The purpose of the review was to assess the career center's compliance and progress with the high quality standards mandated by West Virginia Code §18-2E-5.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed career center personnel, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education Team Leader and Technology – Richard Gillman, Assistant Director, Office of Career and Technical Instruction

West Virginia Department of Education Team Leader and Technology – Wesley Holland, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Ora Rick Coffman	Director	Mid-Ohio Valley Technical Institute Pleasants County
Vickie L. Nutter	Principal	Nicholas County Career/Technical Center Nicholas County

14 CALHOUN COUNTY
Robert Propst, Superintendent
701 CALHOUN-GILMER CAREER CENTER
Bryan P. Sterns, Director
Grades 09 - 12
Enrollment 180 (this includes 8 adult students)

This section presents the performance data for career/technical programs.

**PERFORMANCE DATA
2009-2010**

6.1.8. Job placement rates for vocational programs.

- Students completing occupational concentrations – 84.
- Students placed (employed, continuing education, military) – 81/92 (88 percent).
- Seventy-eight percent of students employed were employed in the field for which they were trained.

The Calhoun-Gilmer Career Center's performance in placement was excellent. The percentages of students employed in field and continuing education in field exceeded the State standard (78 percent).

6.1.9. Percent of students passing end-of-course career/technical tests.

The Global 21 Performance test was administered for the 2009-2010 school year. Seventy-one (71) students were tested and 57 students achieved the standard for a 80.2 percent mastery.

End-of-Course Test		
Number Tested	Number Met Standard	Percent Met Standard
71	57	80.2%

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

1. Professional Learning Communities (PLC).
2. Prioritizing the West Virginia 21st Century Content Standards and Objectives (CSOs).
3. Conscious Discipline.
4. Ruby Payne – Understanding Poverty.
5. Microsoft PowerPoint and Windows Movie Maker.
6. Open Sources Software and Applications.
7. CTE Conference.

8. Tooling U and Today's Class.
9. Work Keys Update.
10. Collaborative Project Development.
11. Compass and Odyssey.

This section presents the High Quality Standards identified by the Education Performance Audit Team as being out of compliance with state policies and regulations. It also presents recommendations, commendations, and building capacity to correct deficiencies.

EDUCATION PERFORMANCE AUDIT

COMMENDATION

- 7.1.2. High expectations.** The Team commended the number of work readiness certificates that students achieved in 2009-2010 (4 Gold, 37 Silver, and 29 Bronze.) Additionally, the Skills USA program Career Technical Student Organization had three (3) gold Medal winners at the state level.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)

Lesson plans were sketchy and/or nonexistent. The plans failed to include enough information for a substitute teacher to conduct the classes and information was not provided to indicate the content of the lessons.

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)

Two teachers did not hold the correct certification. Immediate attention must be given to this issue or the employees' contracts must be terminated.

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 Team assessed as requiring more efficient and effective application.

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 Team observed that instruction was excellent and students were actively engaged and on-task at Calhoun-Gilmer Career Center. All teachers exhibited high expectations for all students and the curriculum was rigorous and challenging.

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 Calhoun-Gilmer Career Center 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 the Calhoun-Gilmer Career Center has the capacity to correct 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.

None identified.

Education Performance Audit Summary

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

They included the following:

- 7.2.3. Lesson plans and principal feedback.
- 7.6.2. Licensure.

The Team presented one commendation (7.1.2. High expectations).

Calhoun-Gilmer Career Center'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 Calhoun-Gilmer Career Center in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school has until the next accreditation cycle to correct any deficiencies noted in the report.

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 Calhoun-Gilmer Career Center to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.