

OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT
FOR
ROANE JACKSON TECHNICAL CENTER**

JUNE 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Roane-Jackson Technical Center in Jackson County was conducted on May 8, 2007. The purpose of the review was to assess the technical 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 Plan, interviewed school personnel and school system administrators, 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 – Anne Meadows, Coordinator, Office of Career and Technical Instruction

West Virginia Department of Education Team Leader – Abigail Reynolds, Lead Coordinator, Office of Career and Technical Instruction

West Virginia Department of Education Team Leader – Debrah Varner, Assistant Director, Office of Adult Education and Workforce Development

SCHOOL PERFORMANCE

35-701 ROANE JACKSON TECHNICAL CENTER

Dennis Carpenter, Director

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

1. North Central Evaluation Committees.
2. Safety Session.
3. Making the Grade.
4. Liberty Distributors – Scrubbing Machine.
5. Chainsaw Safety.
6. Asbestos Awareness.
7. Jackson County Administrative Retreat.
8. WV Business and Marketing Conference.
9. Conflict Management.
10. Substance Abuse.
11. Forensic Medicine.
12. Seeing the Future in Prenatal Development.
13. Teaching and Learning.
14. 21st Century Skills.
15. Licensed Practical Nurses (LPN) Board Update.
16. Wood County Apprenticeship Child Development Specialist.
17. Master Naturalist Program.
18. Ridgeway Chainsaw Carving and Potomac Flute Festival.
19. Wild Foods Workshop.
20. Class I Water Certification Math Prep Class.
21. Class I Drinking Water Certification Class.
22. RESA V “Whodunit” Crime Scene Investigation (CSI) Project.

EDUCATION PERFORMANCE AUDIT

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.

COMMENDATIONS

- 6.1.4. Instruction.** Through the on-site house project, the construction technology program and the instructor provided students knowledge, skills, and work related experiences with home construction. The house being constructed at Roane Jackson Technical Center is the product of a single program where students construct the house and do the electrical wiring; plumbing; and heating, ventilation, and air conditioning (HVAC).
- 6.1.5. Instructional strategies.** The Team commended the Child Development Specialist program for the strong curriculum and research-based strategies. Lessons were based on scaffolding principles (Erickson) and stages of psycho-social development (Vygotsky).

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

6.2. Student and School Performance

- 6.2.1. Unified County and School Improvement Plan.** A Unified County Improvement Plan and a Unified School 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.

Many teachers were not aware of the educational components of the school's Five-Year Strategic Plan. While the plan was comprehensive, only about five teachers could articulate the educational components of the plan.

- 6.2.3. 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)

Many lesson plans were incomplete. Approximately 12 lesson plans did not have steps to implement the lessons or materials noted necessary for curriculum delivery. The director did not provide written feedback to teachers concerning lesson plans, only verbal feedback was given.

6.4. Regulatory Agency Reviews

- 6.4.1. 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)**

Three issues cited in the February 3, 2005 Schirmer Engineering Corporation audit had not been corrected.

1. Building Construction Area - The Oliver table saw did not have a wood spreader installed to prevent binding of the wood.
2. Building Construction Area - Written records on the tests for emergency showers and eye wash stations were not being kept.
3. Welding Shop - The inoperative spring-loaded chuck key was not repaired or replaced to help reduce the possibility of the drill being operated with the key in the chuck.

RECOMMENDATION

- 6.1.3. Learning environment.** Several classrooms had an inordinate amount of clutter in them such as, student backpacks in piles and stacks of books and papers. The Team recommended that all classrooms be thoroughly cleaned.

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.

The indicators of efficiency listed are intended to guide Roane Jackson Technical Center in providing a thorough and efficient system of education. Indicators of Efficiency shall not be used to affect the approval status of Jackson County or the accreditation status of the school.

All teachers must be made aware of the educational components of the school's Five-Year Strategic Plan. Staff development must be held on the implementation of this plan and how it is to be applied schoolwide.

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 Roane Jackson Technical Center in achieving capacity, the following resources are recommended.

NONCOMPLIANCES	RECOMMENDED RESOURCES
6.2.1. Unified County and School Improvement Plan (Five-Year Strategic Plan).	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199 West Virginia Department of Education Office of Planning, Evaluation, Special Programs & Support Services (304) 558-2348
6.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711 West Virginia Department of Education Office of Planning, Evaluation, Special Programs & Support Services (304) 558-2348

16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Roane Jackson Technical Center has the capacity to correct the identified deficiencies.

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.

17.1. 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 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*)

None identified.

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.

Roane Jackson Technical Center must implement the Five-Year Strategic Plan schoolwide in a manner that monitors student performance and clearly specifies goals and objectives, activities to achieve the goals and objectives, and include an evaluation component.

School Accreditation Status

School	Accreditation Status	Education Performance Audit Noncompliances	Annual Performance Measures Noncompliances	Date Certain
35-701 Roane Jackson Technical Center	Full Accreditation	6.2.1; 6.2.3; 6.4.1		

Education Performance Audit Summary

The Team identified three high quality standards necessary to improve performance and progress. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Roane Jackson Technical Center's Education Performance Audit was limited in scope to the performance and progress standards related to a career technical center. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Roane Jackson Technical Center in improvement efforts. The technical center has until the next accreditation cycle to correct deficiencies noted in the report.