



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MASON COUNTY CAREER CENTER

MASON COUNTY SCHOOL SYSTEM

FEBRUARY 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Mason County Career Center in Mason County was conducted October 28, 2010.

A Follow-up Education Performance Audit of Mason County Career Center was conducted December 8, 2011. 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.”

49 MASON COUNTY
Suzanne Dickens, Superintendent
701 MASON COUNTY CAREER CENTER
Steve Kingery, Director/Principal
Grades 09 - 12

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

**PERFORMANCE DATA
2009-2010**

Year	Number of Completers	WorkKeys Reading		WorkKeys Math		Locating Information		Performance Test
		Required Level	MCCC Level	Required Level	MCCC Level	Required Level	MCCC Level	
2007-08	65	60%	73.07	60%	51.92	60%	57.69	No test this year
2008-09	66	60%	87.87%	60%	71.21%	60%	77.94%	78.5%*
2009-10	78	60%	81.70%	60%	78.48%	60%	71.79%	59%

MCCC – Mason County Career Center

***Pilot Site for new performance test in 2008-09 – E Business Program (only)**

Reading assessment results at the Mason County Career Center substantially exceeded the required level for the three reported years on the WorkKeys test and mathematics exceeded the required levels two of the three reported years in mathematics. Locating Information skills increased in the last two years (2008-2009/2009-2010) to exceed the required level.

Job Placement

Year	Positive Placement		Jobs in Field		Continuing Ed. in Field	
	Required Level	MCCC Level	Required Level	MCCC Level	Required Level	MCCC Level
07-08 (Class of 07)	90%	93%	60%	50%	60%	65%
08-09 (Class of 08)	90%	92%	60%	37%	60%	73%
09-10 (Class of 09)	90%	95%	60%	48%	60%	58%

Positive placement for students at Mason Career Center exceeded the required level all three reporting years. The Jobs in Field percentage was below the required level. Students Continuing Education in Field exceeded the required level for the first two years (2007-08; 2008-09), and was two percentage points lower than the required level in 2009-10.

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

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

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)

Revisions to the career center's Technology Plan were needed. The director/principal will need to contact the West Virginia Department of Education, Office of Instructional Technology to correct this issue.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Technology Plan was complete and thorough and was approved by the West Virginia Department of Education, Office of Instructional Technology.

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 staff was unaware of the goals and action steps of the career center's Five-Year Strategic Plan. The director/principal must ensure that the career center's Five-Year Strategic Plan goals and action steps guide the classroom curriculum.

A review of the career center's Five-Year Strategic Plan by the Office of Organizational Effectiveness and Leadership revealed weaknesses in the career center's plan. The career center must contact the Office of Organizational Effectiveness and Leadership to discuss the areas of weakness and develop a plan to address the methods of correction.

FOLLOW-UP REVIEW

COMPLIANCE. The school's Five-Year Strategic Plan was complete and approved by the West Virginia Department of Education, Office of School Improvement. All teachers could discuss the goals and action steps of the plan and the variety of activities occurring in the classrooms to meet those goals.

- 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)

Overall lesson plans were lacking at the Mason County Career Center. One teacher did not follow the lesson plans that were written for the class; one teacher did not have lesson plans; one teacher's lesson plans were not dated; three teachers kept multiple classes at the same pace; six teachers could not produce verification that their plans had been checked by the administrator; and over half the plans were incomplete.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers had lesson plans that were written in advance and were complete and thorough. The principal had a system in which lesson plans were checked and high quality instructive feedback was provided to improve the quality of the plans.

RECOMMENDATIONS

- 7.1.9. Programs of study.** The Mason County Career Center had a low number of completers. The Team recommended that the administrator examine the practice of enrolling students into classes. It appeared that students were being placed into classes and not encouraged to complete that core program; thus, they did not complete a program.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The number of completers increased from 78 in 2009-2010 to 90 in 2010-2011.

- 7.1.13. Instructional day.** Students transported from Hannan High School did not arrive at the Mason County Career Center in time to receive the first ten minutes of instruction in classes. The Team recommended that the director/principal of the career center and the county's transportation director examine the bus schedule and determine if the bus schedule could be revised so students arrive at the career center earlier to ensure that they do not miss the beginning of the classes.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The afternoon classes from Hannan High School had been cut and vocational classes had been put into place at Hannan High 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 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 goals and action steps of the career center's Five-Year Strategic Plan needed to be guiding the curriculum. This plan was designed to meet the specific needs of the students attending the Mason County Career Center and needed to be used to increase student performance.

The director/principal performs many other duties for the Mason County Central Office. The Team believed that the additional duties had a detrimental effect on the programs at the career center. The Team advised the Mason County Superintendent of Schools to investigate and provide more time for the director/principal to oversee the career center.

FOLLOW-UP CONCLUSION

The goals and action steps of the school's Five-Year Strategic Plan were guiding the curriculum at the school.

The school now has a principal who is responsible only for the Mason County Career Center. This ensures that there is more continuity in overseeing programs at the center.

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 Mason County 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 Mason County Career Center and Mason County have the capacity to correct the identified deficiencies.

FOLLOW-UP CONCLUSION

All deficiencies found in the original Education Performance Audit had been corrected and the number of completers had increased.

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 multiple responsibilities of the Mason County Career Center's director/principal impedes her time to monitor programs and student progress.

FOLLOW-UP TEAM SUMMARY

With the employment of a principal who can dedicate his entire time to the one facility, the Team believed that student achievement will continue to improve.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
49-701 Mason County Career Center	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Mason County Career Center.