



**Office of Education  
Performance Audits**

**FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
MONROE COUNTY TECHNICAL CENTER**

**MONROE COUNTY SCHOOL SYSTEM**

**MAY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Monroe County Technical Center in Monroe County was conducted on May 8, 2013.

A Follow-up Education Performance was conducted February 18, 2014. 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.”

## **EDUCATION PERFORMANCE AUDIT TEAM**

Office of Education Performance Audits Team Chair – Carroll Staats

## **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)**

One teacher did not engage students until 15 minutes into the class. During this time students sat at their tables and talked about social activities. During student presentations, students were not corrected on grammar issues and proper presentation skills when they obviously needed feedback.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE.** The teacher cited for this practice was no longer a member of the Monroe County Technical Center Staff.

The faculty participated in several professional development programs, such as, Planning Bell Ringers for all classes, Strategies for Student Engagement, Classroom Management for New Teachers, School Leadership, Common Core State Standards (Next Generation Standards), West Virginia Writes, Technology Training, Safe and Supportive Schools, etc.

The Team visited classrooms and observed ample evidence of effective instruction occurring throughout the school.

**7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)**

During teacher interviews, at least 90 percent of the teachers stated that they did not conduct writing assignments at least weekly. All students must be given assignments in writing at least one time per week to address the writing areas involved in their course of study and the writing section of the WESTEST2.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** All teachers were trained in the West Virginia Writes Program and use it when practical in their classrooms. In addition all teachers provided writing assignments each week. The administration monitored writing through weekly lesson plan reviews and classroom walkthroughs. The Team reviewed lesson plans and found all teachers provided writing instruction weekly.

### **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.

During teacher interviews, none of the teachers could discuss the goals and action steps of the school's Five-Year Strategic Plan. The goals of the plan are to be an integral part in driving the curriculum.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The school staff developed a new Five-Year Strategic Plan under the guidance of the Monroe County Technical School Leadership Team. As the plan was developed, it was reviewed and approved by the total staff. All teachers were knowledgeable of the goals and action steps contained in the Five-Year Strategic Plan and were actively implementing them in their classrooms.

**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)

A majority of the lesson plans were not complete or thorough enough to fully describe the lessons for the day. Teachers could not provide proof of principal feedback at least one time per quarter.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Follow-up Education Performance Audit Team reviewed past and current lesson plans and found they were developed well and could be easily followed by the teacher or a substitute teacher. The director of the center reviewed and commented on the lesson plans for all teachers. Lesson plans were also regularly reviewed by the administrators during classroom walkthroughs.

### **7.6. Personnel**

**7.6.3. Evaluation.** The county board adopts and implements an evaluation policy for professional and service personnel that is in accordance with W.Va. Code, West Virginia Board of Education policy, and county policy. (W.Va. Code §18A-2-12; Policy 5310; Policy 5314)

One new teacher only had two observations, not the required three observations for one evaluation. One teacher did not sign the evaluation conducted in January 2013.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** The Team reviewed records of the professional personnel evaluations for the current school year and found the new electronic evaluation system fully functioning and the steps required in the personnel evaluation system were completed and up-to-date.

**7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

One teacher did not have a mentor. The teacher was meeting with two retired teachers every six weeks, which did not fulfill the requirements set forth in West Virginia Board of Education Policy 5900 which states, "Weekly meetings between the mentor and the beginning teacher shall occur at which the mentor and the beginning teacher discuss the performance of the beginning teacher and any needed improvements. These meetings may be reduced, at the discretion of the mentor, to biweekly meetings during the second half of the school year."

**FOLLOW-UP REVIEW**

**COMPLIANCE.** The teacher previously cited was no longer employed with the Monroe County School District. The Monroe County Technical Center had two new teachers this year (2013-2014). Both were assigned mentors. The mentor teachers communicated with the new teachers at least weekly and met monthly to review performance and provide any needed assistance.

## 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 Monroe County Vocational Center in providing a thorough and efficient system of education. Monroe 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 Monroe County or the accreditation status of the school.

**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 principal of the school had stepped down from the position at the beginning of the school year, leading to the principal of James Monroe High School filling in until a replacement could be found. This situation continued through the entire school year. Due to the vast workload of running two schools, some issues at the vocational center were not completed. The superintendent stated that she was confident that the new vocational center principal will be hired and in place before the summer is over.

Despite the issues reported, the Team observed excellent instruction in a majority of the classes. Students were fully engaged in most classrooms and the assignments were high quality. The Team believed that the staff was willing and capable of challenging students and providing a high quality curriculum; however, the incoming principal must actively ensure that all teachers keep all students on task with high quality instruction and a challenging curriculum.

### **FOLLOW-UP REVIEW**

**A new technical center principal was hired during the summer of 2013. This principal retired the beginning of the second semester. The Monroe County School System Assistant Superintendent Brian Baker was assigned the duties of acting principal. The county has “administrative consent cohorts” receiving training who are seen as potential Monroe County School District administrators. The county superintendent plans to fill the technical center principal position during the summer.**

### **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 Monroe County Vocational 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 believed that the school can develop the capacity to correct the deficiencies found and provide a high quality education for all students; however, the leadership in the building must be developed with the arrival of the new principal. Classroom observations, teacher evaluations, and curriculum development and improvement must be the main focus of the new principal. The Monroe County Central Office staff must provide assistance to the school to ensure success.

### **FOLLOW-UP REVIEW**

**The leadership for the Monroe County Technical Center has once again been interrupted with the retirement of the technical center principal at the end of first semester 2013-2014. The center has a leadership team which provided the leadership to develop a new Five-Year Strategic Plan focusing on curriculum development and student achievement. Classroom observations and teacher evaluations were current for the 2013-2014 school year. Assistance was provided by the Monroe County central office staff until a new principal can be employed this summer.**

### **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.**

It is of the utmost importance that the Monroe County superintendent and central office staff employ a highly qualified, highly motivated principal to guide the staff. Assistance must also be solicited from RESA 1, the West Virginia Center for Professional Development, and the West Virginia Department of Education, Division of Technical and Adult Education, to aid the new administrator in the initial operation of the current technical program.

### **FOLLOW-UP REVIEW**

**A veteran principal within the county transferred to the position of principal of the career center this past summer. It appeared he provided good leadership to the center during the first semester of this school year, but decided to retire. The center was basically at the same point as last year with regard to leadership. Adequate leadership was provided through a reassignment of the assistant superintendent's duties to include supervision of the career center through the remainder of this school year. This is a short term solution for the career center with plans in place to employ a fulltime principal this summer.**

### **Education Performance Audit Summary**

Based upon the results of the Education Performance Audit, it is recommended and a motion is requested that the West Virginia Board of Education approve the report.