



**EDUCATION PERFORMANCE AUDIT REPORT  
FOR  
MONROE COUNTY TECHNICAL CENTER**

**MONROE COUNTY SCHOOL SYSTEM**

**SEPTEMBER 2013**

**WEST VIRGINIA BOARD OF EDUCATION**

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## **INTRODUCTION**

An announced Education Performance Audit of Monroe County Vocational Center in Monroe County was conducted on May 8, 2013. The purpose of the review was to assess the vocational 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 vocational 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 – Richard Gillman, Assistant Director, Office of Career and Technical Instruction

West Virginia Department of Education – Nathan Taylor, Coordinator, Office of Career and Technical Instruction

## SCHOOL PERFORMANCE

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

### 57-701 MONROE COUNTY TECHNICAL CENTER

Lisa Mustain, Principal

### Performance Data 2009-2012

Year	Number of Completers	WorkKeys Reading		WorkKeys Math		WorkKeys Locating Info		Performance Test	
		Required Level	MCTC Level	Required Level	MCTC Level	Required Level	MCTC Level	Required Level	MCTC Level
2009 - 2010	38	60	94	60	91	60	80	72	56
2010 - 2011	68	60	92	60	74	60	67	78	87
2011 - 2012	64	72	98	69	83	66	76	78	99

The Monroe County Technical Center exceeded the required levels on the WorkKeys assessment for 2011-2012 in Reading, Mathematics, Locating Information and the Performance Test. The number of completers increased from the 2009-2010 school year and is expected to increase for the 2012-2013 school year.

## Job Placement

Year	Positive Placement		Jobs in Field		Continuing Ed. In Field	
	Required Level	MCTC Level	Required Level	MCTC Level	Required Level	MCTC Level
2009-2010	91.56	100	60	77	60	100
2010-2011	92	94	60	6	60	92
2011-2012	92.15	73	60	48	60	56

### Positive Placement.

The Monroe County Technical Center had a positive job placement rate at 73 percent, which was well below the required level (92.15 percent). Efforts must be made to increase the number of students who are placed in positions for which they are trained.

### Jobs in Field.

The percentage of students employed in field (48 percent) was below the required level (60 percent). The principal and staff of the Monroe County Vocational Center must investigate the reason that students are not pursuing and obtaining jobs in the field in which they are trained and increase the number of students who are employed in these areas.

### Continuing Education in Field.

The continuing education in field (56 percent) was below the required level (60 percent). Students must be encouraged to continue their education in their chosen field, and the principal and staff must determine the reason that more students are not remaining in these fields.

## 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.

- 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.

#### 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.

- 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.

## **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.

- 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."

## 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.



### **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.

### **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.

## **Education Performance Audit Summary**

Monroe County Vocational 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 center. The Team submits this initial report to guide Monroe County Vocational Center in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the center has until the next accreditation cycle to correct any deficiencies noted in the report.

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

They included the following:

- 7.1.2. High expectations.
- 7.1.6. Instruction in writing.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.
- 7.6.3. Evaluation.
- 7.6.4. Teacher and principal internship.

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

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 Monroe County Vocational Center and Monroe County to revise the center's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.