



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NICHOLAS COUNTY CAREER/TECHNICAL CENTER

NICHOLAS COUNTY SCHOOL SYSTEM

JULY 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Nicholas County Career/Technical Center in Nicholas County was conducted on May 4, 2010.

A Follow-up Education Performance Audit of Nicholas County Career/Technical Center was conducted April 26, 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.”

62 NICHOLAS COUNTY
Beverly Kingery, Superintendent
701 NICHOLAS COUNTY CAREER/TECHNICAL CENTER
Vickie L. Nutter, Principal
Grades 09 - 12

**PERFORMANCE DATA
2008-2009**

6.1.8. Job placement rates for vocational programs.

- Students completing occupational concentrations – 40.
- Students placed (employed, continuing education, military) – 40 (100 percent).
- Ninety-five percent of those employed were employed in the field for which they were trained.
- Sixteen of those students continuing their education were continuing in the same field.

The Nicholas County Career/Technical Center’s performance in placement was excellent. The percentages of students employed in field and continuing education in field exceeded the State standard (60 percent).

The Work Keys results for the 2008-2009 term follow.

		Reading 60%				Math 60%				Locating Information 60%				Proficiency Standards Number	
		Tested	Met	Level	Met	Tested	Met	Level	Met	Tested	Met	Level	Met	Nbr	Nbr
			Std		Std %		Std		Std %		Std		Std %	Met	Reqd
ET1620	Automotive Technology	4	0	5	0	3	1	5	33	1	0	4	0	0	3
ET1690	Computer Repair and Networking	4	2	5	50	4	2	5	50	4	0	5	0	0	3
ET1780	Electronics Technology	0	0	4	0	0	0	4	0	0	0	4	0	0	0
ET1820	General Building Construction	2	2	4	100	2	0	4	0	2	0	4	0	1	3
ET1870	Industrial Equipment Maintenan	5	5	4	100	4	1	4	25	3	1	4	33	1	3
ET1980	Welding Technology	7	5	4	85	5	1	4	20	5	1	4	20	1	3
HE0710	Health Occupations Science Tec	10	10	4	100	9	8	4	88	9	7	4	77	3	3
HV1010	Pro-Start Restaurant Managemen	2	2	4	100	2	2	4	100	2	1	4	50	2	3
SM0120	Agribusiness Systems	0	0	4	0	0	0	5	0	0	0	4	0	0	0
SM0181	Natural Resource System - Fore	3	2	4	66	3	0	4	0	1	0	4	0	1	3
Summary Total		38	30		79	38	15		39	38	10		25	9	24

This data table indicates that nine programs met the requirements out of 24. This table was pulled from the West Virginia Department of Education Career and Technical Education site under the Profile Management System. The LEA Plan dictates that for 2008-2009 75.83 percent must pass reading/language arts and 65.83 percent needed to meet the mathematics standard. Schoolwide, the standard was met for reading at 79 percent but failed to meet the standard for mathematics, with a score of 39 percent.

Below is page two of the LEA Planning Guide with key indicators.

**CORE INDICATORS OF PERFORMANCE
REQUIRED LEVELS OF PERFORMANCE**

	2008-09	2009-10	2010-11
1S1 Academic Attainment – Reading/Language Arts	75.83	80.66	83
1S2 Academic Attainment – Mathematics	65.83	72.67	79.5
2S1 Technical Skill Attainment		72	78
3S1 Secondary School Completion		95.00	95.25
4S1 Student Graduation Rates	80	83	86
5S1 Secondary Placement		91.56	92
6S1 Nontraditional Participation		40	41.5
6S2 Nontraditional Completion		16	17

Under the provisions of Section 113(b)(4)(A) of the Carl D. Perkins Career and Technical Education Act of 2006, the state adjusted levels of performance listed above are hereby accepted as local adjusted levels of performance and incorporated into the LEA Plan for the first two program years covered by the local plan.

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

1. OSHA/MISHA Safety.
2. Response to Intervention (RTI).
3. Technology Integration.
4. First Aid/CPR.
5. Data Dissemination and School Improvement.

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PERFORMANCE DATA
2009-2010

6.1.8. Job placement rates for vocational programs.

- Students completing occupational concentrations – 31(100 percent).
- Students placed (employed, continuing education, etc) – 31 (100 percent).
- One hundred percent of students employed were employed in the field for which they were trained.
- The seven students continuing their education were continuing in the same field as they were studying.

The percentage of students employed in field and continuing education in field remained at one hundred percent (100 percent) which continued to exceed the state standard of sixty percent (60 percent).

The Work Keys academic skills results for the 2009-2010 term follow:

Automotive Technology – Reading 50 percent, Mathematics 83 percent, Locating Information – 66 percent.

Computer Repair and Networking – Reading 44 percent, Mathematics 44 percent, Locating Information 33 percent.

General Building Construction – Reading 25 percent, Mathematics 57 percent, Locating Information 40 percent.

Industrial Equipment Maintenance – Reading 100 percent, Mathematics 77 percent, Locating Information 71 percent.

Welding Technology – Reading 69 percent, Mathematics 75 percent, Locating Information 66 percent.

Health Occupations Science Technology – Reading 50 percent, Mathematics 66 percent, Locating Information 33 percent.

Pro-Start Restaurant Management – Reading 70 percent, Mathematics 100 percent, Locating Information 62 percent.

Agribusiness Systems – Reading 100 percent, Mathematics 100 percent, Locating Information 100 percent.

Forestry – Reading 100 percent, Mathematics 100 percent, Locating Information 100 percent.

Five of the nine programs met the standards in reading. Seven of the nine programs met the standards in mathematics. Six of the nine programs met the standards in locating information.

The following professional development and/or training opportunities were provided as reported by the principal:

1. Lesson planning.
2. Revision of the school's Five-Year Strategic Plan.
3. Student Organization Training.
4. Occupational Safety and Health Administration (OSHA) Retraining.
5. Analyzing Data and Assessing Goals.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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.

Less than ten percent of the teachers could discuss the school's Five-Year Strategic Plan goals and/or how the goals were to be attained in classrooms.

FOLLOW-UP REVIEW

COMPLIANCE. The staff were involved in the review and revision of the Five-Year Strategic Plan and the plan was discussed on several separate occasions during the year. Interviews with teachers verified most were very familiar with the goals in the plan and the action plans to implement the goals 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)

Eighty percent of the lesson plans in the building were incomplete and could not be used to guide instruction or provide the principal information on what was to be taught in the classes. Principal written feedback on necessary lesson plan improvements was minimal.

FOLLOW-UP REVIEW

COMPLIANCE. The faculty studied various kinds of instruments used for lesson plans and adopted two different templates for lesson planning. All teachers were using one of the two templates for lesson plans. The principal was reviewing lesson plans each week and during classroom walkthroughs. Written comments were made on the lesson plans and provided to teachers with suggestions for improvements. A random review of lesson plans in the classroom by the Team verified adequate lesson

plans were being prepared by the teaching staff and were being implemented in the classrooms.

RECOMMENDATIONS

- 7.1.1. Curriculum based on content standards and objectives.** The school was not participating in the Career Technical Student Organizations. These organizations enhance the learning experiences in the classrooms and augments industry skills. Participation in these organizations is required in the West Virginia 21st Century content standards and objectives (CSOs), West Virginia Board of Education Policy 2520.13. The Team recommended that the Nicholas County Career/Technical Center initiate and emphasize student participation in these organizations.
- 7.1.7. Library/educational technology access and technology application.** The “autotech” server was unsecured and accessible to the general public. The principal must ensure that all servers are password protected to secure the technology from being accessed by people other than teachers and students and to preserve the eRate system.
- 7.7.2. Policy implementation.** Team members were not required to wear safety equipment in any of the shop areas of the building. This was a safety concern as all individuals must wear protective safety equipment when in the work environment. The Team recommended that all individuals entering active work areas be required to wear protective safety equipment.

FOLLOW-UP REVIEW

ALL RECOMMENDATIONS HAD BEEN FOLLOWED.

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 Audit Team assessed as requiring more efficient and effective application.

The indicators of efficiency listed are intended to guide Nicholas County Career/Technical Center in providing a thorough and efficient system of education. Nicholas 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 Nicholas County or the accreditation status of the schools.

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 school's Five-Year Strategic Plan must be one of the guiding forces at the school as to the curriculum needed. Teachers must be fluent in the goals and the activities to achieve these goals.

Proper and high quality lesson plans were desperately needed at the school. While instruction was of a high quality, the quality of lesson plans must be improved.

FOLLOW-UP CONCLUSION

The Nicholas County Career/Technical Center faculty members had been active participants in a total review and revision of the school's Five-Year Strategic Plan. All teachers had a copy of the plan that was used by teachers when preparing instructional plans for the classes. Interviews with the principal and teaching staff members verified the Five-Year Strategic Plan was being used by the staff to implement the curriculum.

The entire staff had been involved in a study of various types of instruments used across the state for lesson plans. The staff selected two different templates to be used for recording the lesson plans and each individual selected the one most useful in his/her classroom. The principal reviewed lesson plans on a weekly basis and provided suggestions to teachers on ways to improve their lesson planning. All teachers observed had complete lesson plans available for the classes being taught.

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 Nicholas County Career/Technical 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 Nicholas County Career/Technical Center and Nicholas County have the capacity to correct the identified deficiencies and recommendations.

The Team recommended that the Nicholas County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

FOLLOW-UP CONCLUSION

The county staff had worked with the school principal and school staff and sufficiently addressed the identified deficiencies and recommendations. The West Virginia Department of Education, Division of Adult, Technical, and Institutional Education, had provided technical assistance to the school to arrange a plan for correcting the deficiencies and improving student and school performance.

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 School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The plan prepared under the Capacity Building Section had been incorporated into the Vocational Local Education Agency (LEA) Plan and had become the document guiding school improvement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
62-701 Nicholas County Career/Technical 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 Nicholas County Career/Technical Center.