



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**NICHOLAS COUNTY CAREER/TECHNICAL CENTER**

**NICHOLAS COUNTY SCHOOL SYSTEM**

**JUNE 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

## Table of Contents

	Page
<b>Introduction .....</b>	<b>2</b>
<b>Education Performance Audit Team .....</b>	<b>2</b>
<b>School Performance .....</b>	<b>3</b>
<b>Education Performance Audit.....</b>	<b>5</b>
<b>High Quality Standards .....</b>	<b>5</b>
<b>Indicators of Efficiency .....</b>	<b>7</b>
<b>Building Capacity to Correct Deficiencies.....</b>	<b>8</b>
<b>Identification of Resource Needs .....</b>	<b>9</b>
<b>Early Detection and Intervention .....</b>	<b>9</b>
<b>Education Performance Audit Summary .....</b>	<b>10</b>

## INTRODUCTION

An announced Education Performance Audit of Nicholas County Career/Technical Center in Nicholas County was conducted on May 4, 2010. The purpose of the review was to assess the technical education 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 – Cynthia Sundstrom,  
Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Kobie Coburn	Coordinator	Office of Career and Technical Instruction West Virginia Department of Education

**62 NICHOLAS COUNTY**  
Beverly Kingery, Superintendent  
**701 NICHOLAS COUNTY CAREER/TECHNICAL CENTER**  
Vicki 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 Maintenance	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
HU1010	Pro-Start Restaurant Management	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
<b>Summary Total</b>		<b>38</b>	<b>30</b>		<b>79</b>	<b>38</b>	<b>15</b>		<b>39</b>	<b>38</b>	<b>10</b>		<b>26</b>	<b>9</b>	<b>24</b>

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**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
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.

## EDUCATION PERFORMANCE AUDIT

### COMMENDATIONS

- 7.1.2. High expectations.** All teachers had high expectations for all students. No students were off task and high quality instruction was evident in all classrooms. Students were working independently in many of the classes and no lost instructional time was observed throughout the day.
- 7.1.3. Learning environment.** The learning environment was commendable. The facility was well maintained for being constructed in the mid 1970s and well organized and educationally stimulating. The work areas and workshops were organized and students took pride in the facility.

### 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.

- 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.

## 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.

## 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.



### **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.

## 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.

**19.1. 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 of West Virginia 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.**

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

## Education Performance Audit Summary

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

They include the following:

- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.3. Lesson plans and principal feedback.

The Team presented two commendations and three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Nicholas County Career/Technical 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 school. The Team submits this initial report to guide Nicholas County Career/Technical Center in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school and county have until the next accreditation cycle to correct any deficiencies noted in the report.

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 Nicholas County Career/Technical Center and Nicholas County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.