



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
FRED W. EBERLE TECHNICAL CENTER**

UPSHUR COUNTY SCHOOL SYSTEM

JUNE 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Fred W. Eberle Technical Center in Upshur County was conducted on March 20, 2012. 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 Improvement Plan, interviewed career 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 Team Leader – Cynthia Sundstrom,
Coordinator, Office of Career and Technical Instruction

West Virginia Department of Education Team Leader – Paul Lovett, Coordinator, Office
of Career and Technical Instruction

87-701 FRED W. EBERLE TECHNICAL CENTER

Mike Cutright, Director
Grades 09-12
Enrollment 350 (this includes 25 adult students)

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

**Performance Data
2010-2011**

| Year | Number of Completers | WorkKeys Reading | | WorkKeys Math | | WorkKeys Locating Info | | Performance Test | |
|---------|----------------------|------------------|------------|----------------|------------|------------------------|------------|------------------|------------|
| | | Required Level | FETC Level | Required Level | FETC Level | Required Level | FETC Level | Required Level | FETC Level |
| 2008-09 | 163 | 60% | 92% | 60% | 70% | 60% | 68% | Pilot Year | 50% |
| 2009-10 | 179 | 60% | 89% | 60% | 78% | 60% | 76% | 72% | 67% |
| 2010-11 | 183 | 60% | 91% | 60% | 77% | 60% | 69% | 72% | 83% |

*FETC anticipates 195 completers in 2011-12

The Fred W. Eberle Technical Center exceeded the required levels on the WorkKeys assessment for 2010-2011 in Reading, Mathematics, Locating Information and the Performance Test. The number of completers increased over the past three years and is expected to increase for the 2011-2012 school year.

Job Placement

| Year | Positive Placement | | Jobs in Field | | Continuing Ed. In Field | |
|---------------------|--------------------|------------|----------------|------------|-------------------------|------------|
| | Required Level | FETC Level | Required Level | FETC Level | Required Level | FETC Level |
| 08-09 (Class of 08) | 90% | 91% | 60% | 73% | 60% | 62% |
| 09-10 (Class of 09) | 90% | 89% | 60% | 68% | 60% | 77% |
| 10-11 (Class of 10) | 91.56% | 90% | 60% | 74% | 60% | 42% |

Positive Placement.

The Fred W. Eberle Technical Center had a positive job placement rate at 90 percent, which was slightly below the required level (91.56 percent).

Jobs in Field.

The percentage of students employed in field (74 percent) was noticeably above the required level of 60 percent. The continuing education in field (42 percent) was well below the required level (60 percent).

Continuing Education in Field.

The data, particularly the percentage of students continuing their education in field, have relevance to the Fred W. Eberle Technical Center and programs for improvement.

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

1. Career and Technical Education Conference.
2. North Western Updating.
3. iPad Training.
4. Fall Health Occupations Students of America (HOSA) Forum.
5. Lift Institute.
6. RESA Technology Conference.

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

COMMENDATIONS

- 7.1.2. High expectations.** The Team commended the staff who demonstrated high expectations for all students in all classes. All students were on task with high quality instruction throughout the entire class period and it was evident through teacher and students interviews that all teachers were striving to improve student achievement in all areas.
- 7.1.3. Learning environment.** The learning environment was excellent. The facility was clean and conducive to the learning process. All students reported that education was the primary focus for teachers. The most recent (2010-2011) WorkKeys performance data showed that the students at the Fred W. Eberle Technical Center achieved much higher than the required level in reading, mathematics, locating information, and the performance test.
- 7.1.4. Instruction.** The Team commended the high quality instruction occurring throughout the career center. The staff was knowledgeable in their area of expertise and had real-life experiences in the workforce.

NONCOMPLIANCES

7.1. Curriculum

- 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)

Instruction in writing was not occurring in every appropriate class at least one time per week.

7.2. Student and School Performance

- 7.2.2. Counseling services.** Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)

A counselor was assigned at the school 12 hours per week. According to the counselor, less than 50 percent of this time was spent in a direct counseling relationship with students. A counseling log was not available to show counseling activities.

RECOMMENDATIONS

- 7.1.7. Library/educational technology access and technology application.** While technology was abundant at the center and teachers were using the technology to their best ability, the Team determined that additional staff development in the area of technology was needed to aid teachers in using the equipment more effectively. Teachers stated that they could use the technology; however, they stated that they knew the technology had greater potential for instruction and student learning than was being used.
- 7.1.12. Multicultural activities.** A Multicultural Plan was not in place. The Team recommended that a multicultural plan be written to meet the needs of the 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.

The indicators of efficiency listed are intended to guide Fred W. Eberle Technical Center in providing a thorough and efficient system of education. Upshur County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the accreditation status of the technical center.

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 Team observed that instruction was excellent and students were actively engaged and on-task in all classes. All teachers exhibited high expectations for all students and the curriculum was rigorous and challenging. The Fred W. Eberle Technical Center should use available technology resources more effectively and efficiently in instruction.

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 Fred W. Eberle 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 Fred W. Eberle Technical Center has the capacity to correct the identified deficiencies.

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.

None identified.

Education Performance Audit Summary

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

They included the following:

- 7.1.6. Instruction in writing.
- 7.2.2. Counseling services.

The Team presented three commendations (7.1.2. High expectations, 7.1.3. Learning environment, and 7.1.4. Instruction) and two recommendations (7.1.7. Library/educational technology access and technology application and 7.1.12. Multicultural activities).

Fred W. Eberle 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 Fred W. Eberle Technical Center in improvement efforts. Pursuant to W.Va. Code §18-2E-5, the school has 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 Fred W. Eberle Technical Center 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.