



**Office of Education
Performance Audits**

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

UPSHUR COUNTY SCHOOL SYSTEM

APRIL 2013

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Fred W. Eberle Technical Center in Upshur County was conducted on March 20, 2012.

A Follow-up Education Performance Audit of Fred W. Eberle Technical Center was conducted March 13, 2013. 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

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%
2011-12	216	72%	86%	69%	68%	66%	72%	78%	86%

*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%
2011-12 (Class of 11)	92%	93%	60%	74%	60%	95%

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE. The Fred W. Eberle Technical Center exceeded the required levels on the WorkKeys assessment for 2011-2012 in Reading, Locating Information, and the Performance Test, but missed the required level in mathematics by one percentage point. The staff received staff development in teaching mathematics and expects the mathematics score to exceed the required level this year.

The center had a Positive Job Placement of 93 percent which exceeded the required level of 92 percent. The percentage of students Employed in Field was 74 percent which exceeded the Required Level of 60 percent, and the Continuing Education in Field was 95 percent which far exceeded the Required Level of 60 percent. The Number of Completers continued to increase with an increase of 33 students in 2011-2012.

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

- 1. The entire staff attended the 2012 Summer Technical, Adult and Institutional Conference.**
- 2. The staff was provided training in WV Writes by Sherri Nash, West Virginia Department of Education.**
- 3. Training on Using Technology in the Classroom was provided by Robert Johnson of the Fred W. Eberle Technical Center staff.**
- 4. The staff received a “Technology Update” from Mark Moore, West Virginia Department of Education.**
- 5. Training on using the Electronic/Attendance Program was provided by Dusty Campbell of the Fred W. Eberle Technical Center staff.**

EDUCATION PERFORMANCE AUDIT

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE. The staff of the Fred W. Eberle Technical Center participated in training on using WV Writes. The Team reviewed lesson plans, visited classrooms, and interviewed teachers and found evidence that writing was taking place in all classrooms at least one time per week. The Team also reviewed samples of student writing.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE. The Team reviewed the monthly counseling logs and interviewed the counselor and determined that the required 75 percent workday was being spent in a direct counseling relationship with students.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE. The recommendation was implemented and additional staff development on using technology had been provided. Additionally, one teacher serves as a Technology Integration Specialist (TIS) for the school and assists teachers with their technology needs.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE – A Multicultural Plan had been prepared by the staff.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

COMPLIANCE. The Team visited classrooms and observed excellent instruction taking place. A high use of technology was evident as the Team walked through the classrooms and interviewed teachers. The school has made efficient use of technology in the classrooms, one of its goals for this year, Technology support was being provided to staff members who needed and requested support.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

The Follow-Up Education Performance Audit Team found all the identified deficiencies had been addressed and corrected. The Fred W. Eberle Technical Center demonstrated excellent progress in capacity building by targeting resources, such as, personnel and professional development and application of the professional development.

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.

FOLLOW-UP EDUCATION PERFORMANCE AUDIT

The Follow-Up Audit Team reported Fred W. Eberle Technical Center staff had corrected the findings of noncompliance. The center was operating smoothly with teachers actively teaching and all students involved in the learning activities.

Education Performance Audit Summary

Based upon the performance data and results of the Follow-up Education Performance Audit, it is recommended and a motion is requested to issue Fred W. Eberle Technical Center Full Accreditation status.