



**Office of Education
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT
FOR
CULLODEN ELEMENTARY SCHOOL
CABELL COUNTY SCHOOL SYSTEM**

JUNE 2008

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Culloden Elementary School in Cabell County was conducted on April 24, 2007.

A Follow-up Education Performance Audit of Culloden Elementary School was conducted May 1, 2008. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

12 CABELL COUNTY

William A. Smith, Superintendent

221 CULLODEN ELEMENTARY SCHOOL – Passed

Connie Mize, Principal

Grades K - 05

Enrollment 196 (2nd month enrollment report)

WESTEST 2005-2006

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	85	90	90	100.00	67.05	Yes	Yes	✓
White	84	89	89	100.00	66.66	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	46	49	49	100.00	63.04	NA	NA	NA
Spec. Ed.	13	13	13	100.00	38.46	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	85	90	90	100.00	77.64	Yes	Yes	✓
White	84	89	89	100.00	77.38	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	46	49	49	100.00	73.91	NA	NA	NA
Spec. Ed.	13	13	13	100.00	30.76	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.1%

12 CABELL COUNTY
William A. Smith, Superintendent
221 CULLODEN ELEMENTARY SCHOOL – Passed
Connie Mize, Principal
Grades K - 05
Enrollment 207 (2nd month enrollment report)

WESTEST 2006-2007

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	71	79	79	100.00	74.64	Yes	Yes	✓
White	70	78	78	100.00	74.28	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	46	51	51	100.00	67.39	Yes	NA	✓
Spec. Ed.	12	14	14	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	71	79	79	100.00	77.46	Yes	Yes	✓
White	70	78	78	100.00	77.14	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	46	51	51	100.00	71.73	Yes	NA	✓
Spec. Ed.	12	14	14	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year
* -- 0 students in subgroup
** -- Less than 10 students in subgroup

Passed
Attendance Rate = 97.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard

5.1.1. Achievement.

While Culloden Elementary School achieved adequate yearly progress (AYP), it is noted that the special education (SE) subgroup in mathematics and reading/language arts, and the economically disadvantaged (SES) subgroup in mathematics with the number (N) less than 50, scored below the State's percent proficient.

Adequate Yearly Progress (AYP) Information by Class data indicated scores below mastery in mathematics: Grade 3 – 34.38 percent; Grade 4 – 42.85 percent. These scores have implication for the Five-Year Strategic Plan and school improvement.

The WESTEST (2006) percent proficient in both mathematics and reading/language arts declined in all subgroups from the 2005 testing. The SE subgroup's low performance did not impact the school achieving AYP because of the N less than 50; however, the percent proficient did impact Cabell County's AYP which did not meet the standard for elementary mathematics.

The following professional development and/or training opportunities were available.

1. Integrated Database Management System (IDMS) Website.
2. Whiteboard and Palm Pilot.
3. Web Page Design.
4. Evaluation Process.
5. Emergency Procedures.
6. Discipline and Bullying Harassment Policies.
7. Ways to Success.
8. Teacher Education.
9. County Policies, Procedures, and Grievances.
10. Curriculum Handbook.
11. Fluency.

FOLLOW-UP REVIEW

COMPLIANCE. Culloden Elementary School achieved adequate yearly progress (AYP) in all subgroups. The percent proficient increased from the 2006 WESTEST to the 2007 WESTEST as follows: Mathematics – all students (AS) – 67.05 percent in 2006 to 74.64 percent in 2007, racial/ethnicity white (W) subgroup – 66.66 percent in 2006 to 74.28 percent in 2007, special education subgroup (SE) – 38.46 percent in 2006 to 41.66 percent in 2007, and economically disadvantaged (SES) subgroup – 63.04 percent in 2006 to 67.37 percent in 2007; in reading/language

arts the percent proficient decreased slightly in 2007 in all groups except special education (SE) where the percent proficient increased from 30.76 percent in 2006 to 41.66 percent in 2007.

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 education opportunities including reteaching, enrichment, and acceleration. (Policy 2510)

It was not evident that all teachers were expecting students to achieve at high levels of learning. Classroom observations, teacher interviews, and traditional instructional methods further indicated that all teachers were not challenging all students. Teacher interviews indicated that a feeling of being average was pervasive throughout the school. Teachers could not discuss strategies that they used to push students to excel. Since the school had achieved adequate yearly progress (AYP), teachers seemed to accept mastery and did not demonstrate or convey methods to achieve above mastery.

FOLLOW-UP REVIEW

COMPLIANCE. The Team interviewed the principal and teachers and observed instruction in most classrooms. In interviews teachers gave several examples of methods they used to accelerate students who needed more challenging work. Effective instruction was evident in all classrooms visited. The school staff was using the Response to Intervention (RTI) Program to differentiate instruction and give students extra help where needed.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

The Team did not observe varied or innovative instructional strategies in best practice instruction. Instruction in many of the classes observed relied upon traditional direct instruction with worksheets, reading from the adopted texts, and whole group instruction. Teachers relied heavily on standard programs rather than teacher creativity.

FOLLOW-UP REVIEW

COMPLIANCE. The staff received various professional development and staff training to improve instruction.

- Blooms Taxonomy: Making the Connection Workshop

- Professional Development from Marshall University as a member of the Marshall University Professional Development School Program.
- Twice a month grade level meetings with the principal to discuss strategies.
- Use of Power Writing throughout the school.
- Book Study on Marzano's Strategies for Effective Instruction.
- Various workshops.

Observations in classroom indicated teachers were using varied instructional strategies and large and small group instruction with students grouped into skill groups using data from the Cabell County Benchmark Assessment Program, DIBELS Assessments, WESTEST data, and others. Students were actively engaged and appeared to be learning.

7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Although technology and professional development were available, no evidence existed of extensive technology use by student logs, student interviews, and Team observation. The Team noted minimal computer usage throughout the day of the audit.

FOLLOW-UP REVIEW

COMPLIANCE. The Team visited the computer laboratory and various classrooms and found the computer laboratory log showed constant use. The Team observed teachers and students in classrooms using technology throughout the building. Teachers were using smartboards, computers, Elmo, Writing Road Map, Palm Pilot with DIBELS, Star assessment program in the Accelerated Reader Program, the Compass Basic Skills Lab, and other technology. Each classroom had four computers which connected to the school file server. In most rooms the computers were in use by students.

RECOMMENDATION

7.7.1. School rules, procedures, and expectations. The custodian's office was unlocked and easily accessible by students. The Team recommended that the door remain locked to prevent students from accessing cleaning chemicals.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. A check of the custodian's office door showed it to be locked. The principal reported that she regularly monitors to ensure the door is kept locked during the school day.

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 Culloden Elementary School in providing a thorough and efficient system of education. Cabell 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 Cabell 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 administration and staff of the school must actively engage all students throughout the entire school day and ensure that all students are challenged and produce the highest quality work possible. Teachers must use creativity to personalize the lessons to maintain student interest in the educational process.

The school was not utilizing curriculum, instructional practices, or available technology effectively or efficiently in providing a thorough and efficient system of education.

FOLLOW-UP CONCLUSION

As the Team visited classrooms throughout the building and observed instruction, it was evident the teachers were using effective instructional strategies as students were attentive and engaged in the classroom activities. Test scores were being used to identify student achievement needs and instruction was being designed to address the needs of all students. In most classrooms several groups of students were working on various learning activities while teachers monitored and assisted groups as they worked.

Through the use of test data produced with the Compass Learning software, county benchmark tests, DIBELS scores, WESTEST scores, etc., teachers were identifying student learning needs and planning instruction to address those needs. The Team observed technology (computers, smartboards, Elmo, etc.) being used by students and teachers throughout the school.

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 Culloden Elementary School 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 Culloden Elementary School and Cabell County have the capacity to correct the identified deficiencies. However, the capacity must be developed in all classes to provide quality services to actively engage all students to the highest possible levels.

FOLLOW-UP CONCLUSION

Culloden Elementary School, with the support of the Cabell County Central Office personnel, corrected the identified deficiencies in this report and found ways to actively engage students in education activities in the classrooms.

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*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

- 19.1.1. School location.** The school site was not five acres and was not large enough for future expansion.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln. The physical education facility did not have a display case or seating available.
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided. A locker/dressing room was not available.

19.1.15. Health service units. The health service unit did not have a refrigerator with locked storage.

FOLLOW-UP CONCLUSION

The facility resource needs remained the same as identified in the Draft Education Performance Audit Report with the exception of the following:

19.1.15. Health service units. A refrigerator with locked storage was provided.

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.

Performance data indicated that Culloden Elementary School will be challenged to meet adequate yearly progress (AYP) in the future. The decline in achievement in both mathematics and reading/language arts percent proficient is a compelling reason for the school staff to examine the curriculum and the void in high expectations for achievement, instruction, and enhanced school improvement efforts.

FOLLOW-UP TEAM SUMMARY

The school achieved adequate yearly progress (AYP) the year following this report. The WESTEST percent proficient showed a significant increase in mathematics percent proficient in 2007 and slight decrease in reading/language arts.

The school staff had a system for analyzing data from tests and applied this information to classroom instruction that targeted student needs and should provide the opportunity for all students to receive challenging instruction.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-221 Culloden Elementary	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 Culloden Elementary School.