



FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

CENTRAL CITY ELEMENTARY SCHOOL

CABELL COUNTY SCHOOL SYSTEM

APRIL 2012

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Central City Elementary School in Cabell County was conducted January 26, 2011.

A Follow-up Education Performance Audit of Central City Elementary School was conducted January 25, 2012. 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.”

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

290 CENTRAL CITY ELEMENTARY SCHOOL – Passed

Patrick O'Neal, Principal

Grades PK - 05

Enrollment 575 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

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	186	224	222	99.10	56.21	Yes	Confidence Interval	✓
White	164	192	191	99.47	57.92	Yes	Yes	✓
Black	17	26	25	96.15	37.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	36	45	44	97.77	28.57	NA	NA	NA
Low SES	158	189	188	99.47	56.32	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	186	224	223	99.55	66.48	Yes	Yes	✓
White	164	192	192	100.00	67.07	Yes	Yes	✓
Black	17	26	25	96.15	62.50	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	36	45	44	97.77	25.71	NA	NA	NA
Low SES	158	189	189	100.00	66.45	Yes	Yes	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 96.5%

12 CABELL COUNTY
William A. Smith, Superintendent
290 CENTRAL CITY ELEMENTARY SCHOOL – Needs Improvement

Patrick O'Neal, Principal
Grades PK - 05
Enrollment 551 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

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	197	230	227	98.69	27.31	Yes	No	X
White	175	205	202	98.53	29.06	Yes	Confidence Interval	✓
Black	16	18	18	100.00	0.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	47	46	97.87	23.07	NA	NA	NA
Low SES	157	188	187	99.46	25.64	Yes	No	X
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	197	230	228	99.13	34.35	Yes	Yes	✓
White	175	205	203	99.02	35.26	Yes	Yes	✓
Black	16	18	18	100.00	18.75	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	47	46	97.87	20.51	NA	NA	NA
Low SES	157	188	187	99.46	31.41	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 95.3%

12 CABELL COUNTY
William A. Smith, Superintendent
290 CENTRAL CITY ELEMENTARY SCHOOL – Needs Improvement
Patrick O’Neal, Principal
Grades PK - 05
Enrollment 565 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

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	207	238	237	99.57	25.12	Yes	No	X
White	186	213	213	100.00	25.80	Yes	No	X
Black	15	16	16	100.00	13.33	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	43	49	49	100.00	9.30	NA	NA	NA
Low SES	177	205	204	99.51	22.03	Yes	No	X
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	207	238	237	99.57	24.63	Yes	No	X
White	186	213	213	100.00	24.19	Yes	No	X
Black	15	16	16	100.00	20.00	NA	NA	NA
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	**	**	**	**	**	**	**	**
Spec. Ed.	43	49	49	100.00	2.32	NA	NA	NA
Low SES	177	205	204	99.51	23.72	Yes	No	X
LEP	**	**	**	**	**	**	**	**

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

Passed
Attendance Rate = 95.9%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

This is the 1st year that Central City Elementary School failed to achieve adequate yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Central City Elementary School failed to achieve AYP in the all students (AS) and the economically disadvantages (SES) subgroups in mathematics. Central City Elementary School achieved AYP in the racial/ethnicity white (W) subgroup in mathematics and in the SES subgroup in reading/language arts only by application of the confidence interval. Although not large enough to constitute a subgroup for accountability the racial/ethnicity black (B) and special education (SE) subgroups need attention and plans for improved performance. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 69.44 percent in mathematics and 65.28 percent in reading; Grade 4 – 78.85 percent in mathematics and 75.47 percent in reading; Grade 5 – 71.43 percent in mathematics and 58.57 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Differentiated Instruction.
2. Professional Learning Communities (PLC).
3. Formative and Summative Assessment.
4. Jennifer Ashlock Training.
5. Building Common Assessments.
6. WESTEST2 Data Analysis.
7. Identifying Five Essential Skills.
8. Polycom.
9. Singapore Math.
10. Highly Effective Classrooms.
11. Three Critical Elements to Effective Schools.
12. mClass Reading (DIBELS).
13. mClass Math.
14. AIMSweb Mathematics.
15. Building Collaborative Teams.
16. Whiteboard Training.
17. Smart Responders.
18. SMART Tables.
19. Organizational Health.

20. SMART Goals.
21. Instructional Practice Inventory.
22. CCE Yearly Routine and Procedures.
23. Innovation Zone.
24. First Step to Success.

FOLLOW-UP REVIEW

STANDARD NOT MET. Central City Elementary School declined in all subgroups in mathematics and reading/language arts. Declines were made in mathematics in the all students (AS) subgroup (-2.19 percent), the racial/ethnicity white (W) subgroup (-3.26), the special education (SE) subgroup (-13.77 percent), and the economically disadvantaged (SES) subgroup (-3.61 percent). Significant declines in reading/language arts were made in the AS subgroup (-9.72 percent), the racial/ethnicity white (W) subgroup (-11.07 percent), the SE subgroup (-18.19 percent) and the SES subgroup (-7.69 percent). The principal and Cabell County Central Office must continue to investigate and implement high quality staff development and monitor classroom activities to ensure high quality curriculum delivery and teacher effectiveness.

Central City Elementary School failed to achieve adequate yearly progress (AYP) in the all students (AS) and the economically disadvantaged (SES) subgroups in mathematics for two consecutive years. Central City Elementary School failed to achieve AYP in the all students (AS), the racial/ethnicity white (W), and the economically disadvantaged (SES) subgroups in reading/language arts, and in the W subgroup in mathematics for the 2010-2011 school year. Although not large enough to constitute a subgroup for accountability the special education (SE) subgroup needs immediate and dramatic attention and plans for improved performance.

Central City Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. Two subgroups designated in 5.1.1. Achievement, included: All students (AS) and economically disadvantaged (SES) in mathematics. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the January 2012 State Board meeting.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.1. Curriculum based on content standards and objectives. The curriculum is based on the content standards and objectives approved by the West Virginia Board of Education. (Policy 2510; Policy 2520)

While Grades K, 4, and 5 teachers discussed and demonstrated the proper use of the West Virginia 21st Century content standards and objectives (CSOs), the Team could not verify that the CSOs were the basis for the curriculum in Grades 1, 2, and 3.

FOLLOW-UP REVIEW

NONCOMPLIANCE. Through teacher interviews the Team found that the Grade 3 teachers could adequately articulate the proper content standards and objectives (CSOs) implementation and the importance of the CSOs in curriculum delivery. The Grades 1 and 2 teachers remained weak in this area and could not adequately discuss or demonstrate proper CSO implementation.

7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)

The Team observed 12 students unsupervised for 15 minutes while they were waiting for lunch. This was a safety concern for the school and students. The Team also observed a student sitting outside a classroom unsupervised.

During the day of the Education Performance Audit, students were dismissed two hours early due to adverse weather. During the time from the announcement of early dismissal and when the students left the school, the Team witnessed numerous parent calls to teachers and very little instruction was taking place in any of the classes observed. This occurred over an hour and a half of time. It was evident that there was no schoolwide plan or a plan that was expeditiously followed for early dismissal. It appeared that many teachers and students were disorganized and unsure of the proper procedures.

FOLLOW-UP REVIEW

COMPLIANCE. The principal was monitoring student supervision and all teachers stated that students are constantly under adult supervision. The Team did not observe any students who were not supervised during the Follow-up Education Performance Audit.

A comprehensive plan was in place in the event of any disruption to the school day. Student lists were observed in classrooms as to where students were to go in the event of early dismissals.

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Science was not being instructed with 50 percent minimum active inquiry, hands-on investigation, and experimentation in all classes. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3 – 21st Century Science K-8 Content Standard and Objectives for West Virginia Schools, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

FOLLOW-UP REVIEW

NONCOMPLIANCE. Grade 3 teachers stated that they were not delivering science instruction with at least 50 percent minimum active inquiry, hands-on investigation, and experimentation. Percentages given by the teachers ranged from “10 percent” to “35-40 percent” to “47 percent” in three different classrooms. These teachers stated that a new science program will be instituted in the Grade 3 classrooms and they anticipated that the percentages of active science participation would increase dramatically. This program is already in place in the Grades 4 and 5 classrooms and these teachers stated that they were well in excess of the 50 percent requirement.

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)

While writing instruction was occurring at least one time per week in all classrooms, teachers indicated that feedback was not given to students. Students were not made aware of corrections to improve their individual writing skills.

FOLLOW-UP REVIEW

COMPLIANCE. Writing continued to be conducted at least one time per week in all classrooms and teachers verified that all students receive feedback on their writing assignments. The Team observed and reviewed numerous examples of this feedback buildingwide.

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.

Approximately half of the teachers could not discuss the goals and action steps of the school's Five-Year Strategic Plan or how they were to be implemented in the classrooms. The Five-Year Plan must be a driving force in curriculum delivery.

FOLLOW-UP REVIEW

COMPLIANCE. All teachers were well-versed on the goals and action steps of the school's Five-Year Strategic Plan. The goals were posted throughout the building, written on every school agenda, and were covered in every grade-level meeting.

- 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)

The Team could not verify that all lesson plans were reviewed at least once per quarter. It was reported that substitute teachers had to develop lesson plans in some instances. Nearly half of the lesson plans could not be followed by a substitute teacher and two teachers did not have lesson plans for the Team to review.

FOLLOW-UP REVIEW

NONCOMPLIANCE. While all lesson plans were reviewed by the principal or assistant principal weekly, lesson plans throughout the various grade levels were very weak. Minimal information was contained in these plans and a substitute teacher could not teach from these plans. The teachers used lesson plan templates and information in the forms was sketchy in most cases. At least two teachers did not have lesson plans from prior weeks for the Team to review. There were instances where it would be difficult, if not impossible, to verify the amount of instructional time in classes based on lesson plans.

7.6. Personnel

- 7.6.4. Teacher and principal internship.** The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)

While the beginning teacher and mentor were meeting, the principal was not giving input to these meetings and did not have verification of involvement in these meetings. The principal was not a member of a professional support team required by W.Va. Code §18A-3-2b.

FOLLOW-UP REVIEW

COMPLIANCE. The Cabell County Central Office had developed and implemented a thorough and concise beginning teacher internship program and new teachers reported that it was effective in allowing them to easily transition into the teaching position for which they were hired.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.1. School rules, procedures, and expectations.** School rules, procedures, and expectations are written; clearly communicated to students, parents, and staff; and enforced. (Policy 2510; Policy 4373)

A schoolwide discipline plan was not in place. Teachers reported that they would like to have a consistent plan to deal with student discipline. Teachers handled discipline in their own manner. The Team noted that student discipline was excellent during the day of the Education Performance Audit.

FOLLOW-UP REVIEW

COMPLIANCE. The school had developed and implemented a thorough schoolwide discipline plan and teachers were implementing this plan in the individual classrooms. It was reported by the teachers that the communication between all staff and the administration was excellent and that all students and staff felt safer with the implementation of this discipline plan.

7.8. Leadership

- 7.8.1. Leadership.** Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)

Due to the number of deficiencies found at Central City Elementary School, the Team determined that assistance needed to be provided by the Cabell County Central Office administration, the West Virginia Department of Education, and

RESA 2 to assist the building administrator in improving the operation of the school.

FOLLOW-UP REVIEW

COMPLIANCE. The principal had requested and received assistance from the various agencies and the school had made progress in correcting the deficiencies found in the original Education Performance Audit. While improvements had been made, the school must ensure that the remaining deficiencies (7.1.1. Curriculum based on content standards and objectives; 7.1.4. Instruction; and 7.2.3. Lesson plans and principal feedback) are corrected and that student achievement improves.

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 Central City 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.

There was a dramatic decline in student achievement at Central City Elementary School from the 2008-2009 school year to the 2009-2010 school year. The principal had implemented numerous high quality staff development sessions and was knowledgeable of the school's needs. The principal must ensure that the school does not lose sight of its primary goal "improved student performance".

FOLLOW-UP CONCLUSION

The decline in student achievement continued from the 2009-2010 school year to the 2010-2011 school year, with alarming declines in the special education (SE) subgroup in mathematics and reading/language arts. The OEPA recommends that the principal and staff at Central City Elementary School seek additional assistance and training to aid in improved performance of the special education subgroup.

The following professional development programs had been implemented to increase student achievement.

- 1. Singapore Math: Number Sense and Model Drawings.**
- 2. Core (Shared) Reading and Differentiated (Guided) Reading.**
- 3. Writing Support from County Instructional Coach.**
- 4. Creating Common Assessment Based on Current CSOs.**
- 5. Creating Self-Assessment for Student Understanding.**

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 Central City 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.**

Capacity building needs to continue to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement.

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

FOLLOW-UP CONCLUSION

While a majority of the original deficiencies had been corrected, the principal and central office administration must continue to monitor the remaining deficiencies to ensure that the staff is meeting the requirements of the various policies that encompass those deficient standards. Student achievement must continue to be a major area of focus.

Central City Elementary School is rich in personnel resources, but has not utilized these resources effectively in alleviating the deficiencies identified in the assessment and accountability process and improve student achievement. The school has failed to demonstrate the capacity to improve student achievement.

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 usable acres, plus one acre for each 100 students over 240 and was not large enough for future expansion. Visitor parking was insufficient and very limited.
- 19.1.5. Library/media and technology center.** Automated circulation capacity and on-line periodical indexes were not available.
- 19.1.7. K classrooms.** The Kindergarten classrooms did not have hot water.
- 19.1.10. Specialized instructional areas.** The art facility did not have hot water, mechanical ventilation, a ceramic kiln, or black-out areas.

The music facility did not have acoustical treatment.

The physical education facilities were not acoustically treated with direct access to outdoor or recreational activities. There was no drinking fountain or provisions for two or more teaching stations.

19.1.15. Health service units. A refrigerator with locked storage was not available.

FOLLOW-UP CONCLUSION

19.1.5. Automated circulation capacity and on-line periodicals were available.

19.1.10. The art facility had hot water, mechanical ventilation, and black-out areas. The music facility had acoustical treatment. The physical education facility had a drinking fountain.

19.1.15. The health service unit had a refrigerator with locked storage.

All other facility resource needs remained as previously 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.

It is recommended that Central City Elementary School pursue assistance from the Cabell County Central Office, RESA 2, and the West Virginia Department of Education (WVDE) to increase student achievement in all areas. Given the low performance in all subgroups, it is imperative that programs and practices be implemented immediately in order to address these issues.

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

Central City Elementary School is one of the consortium of elementary (Innovation Zone) schools in Cabell County. The Innovation Zone fundamental purpose stated in the grant application was “. . . to establish high performing professional learning communities . . . embedded in the work day of teachers.” Cabell County requested and received a waiver from West Virginia Board of Education Policy 2510 in the length of the instructional day as well as flexibility from the precise number of instructional minutes required for particular subjects. Consequently, instructional time was eliminated from consideration by the Educational Performance Audit for this school.

The county and school have worked hard to establish professional learning communities (PLCs) at Central City Elementary School. Implementation of PLCs at the school has several levels of PLCs that appeared to be carefully orchestrated and closely connected. Spring 2011 WESTEST2 results will show if the goal of the Innovation Zone is being achieved.

FOLLOW-UP TEAM SUMMARY

The staff of Central City Elementary School voted to leave the Innovation Zone. Assistance from the Cabell County Central Office, RESA 2, and the West Virginia Department of Education had been received; however, WESTEST2 results showed that more assistance is needed to increase student achievement. While the school had worked on the deficiencies in the original Education Performance Audit report, a focused approach must be made to reverse the declining achievement.

Central City Elementary School and Cabell County will need to look at what differences in curriculum and instruction must be made to contribute to student learning and what the educators in direct contact with students can do about it.

Student achievement has drastically declined each year over a three year period (2008-2009 to 2010-2011). The three year data are indicative that the total school program will need to be examined. This includes the curriculum, use of instructional time, program effectiveness, and teacher and principal effectiveness. This is a call for immediate action by the Cabell County School District to bring about changes that will improve student achievement.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-290 Central City Elementary	Conditional Accreditation	7.1.1; 7.1.4; 7.2.3		September 4, 2012
			5.1.1	May 31, 2015

Education Performance Audit Summary

Three findings (7.1.1. Curriculum based on content standards and objectives; 7.1.4. Instruction; and 7.2.3. Lesson plans and principal feedback) from the original Education Performance Audit continued as issues at the school.

Pursuant to W.Va. Code §18-2E-5, the Office of Education Performance Audits (OEPA) recommends that the West Virginia Board of Education issue Central City Elementary School Conditional Accreditation status with a September 4, 2012 Date Certain to correct the remaining findings and improve student achievement in all subgroups. The OEPA further recommends that the school be given a May 31, 2015 Date Certain to achieve adequate yearly progress (AYP). If the noncompliances are not corrected by the Date Certain, the school will be recommended for Low Performing status and the ensuing consequences in W. Va. Code §18-2E-5. (n) (6). The same consequences apply if the school does not make AYP by the Date Certain for student achievement.

The OEPA will conduct another follow-up review after September 4, 2012 to determine that improvement efforts have been sustained and the remaining standards have been corrected and student achievement improves.