



SECOND FOLLOW-UP EDUCATION PERFORMANCE AUDIT REPORT

FOR

CENTRAL CITY ELEMENTARY SCHOOL

CABELL COUNTY SCHOOL SYSTEM

MARCH 2013

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.”

A Second Follow-up Education Performance Audit at Central City Elementary School occurred February 27, 2013, to confirm the previous findings have been corrected.

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 – Passed
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 – Passed
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%

12 CABELL COUNTY
William A. Smith, Superintendent
290 CENTRAL CITY ELEMENTARY SCHOOL – Passed
Patrick O’Neal, Principal
Grades PK - 05
Enrollment 564 (2nd month 2011-2012 enrollment report)

WESTEST 2011-2012

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	195	243	243	100.00	38.46	Yes	Safe Harbors	✓
White	182	218	218	100.00	37.91	Yes	Safe Harbors	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	50	59	59	100.00	26.00	Yes	Safe Harbors	✓
Low SES	166	211	211	100.00	35.54	Yes	Safe Harbors	✓
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	195	243	243	100.00	41.53	Yes	Confidence Interval	✓
White	182	218	218	100.00	39.56	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	**	**	**	**	**	**	**	**
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	50	59	59	100.00	14.00	Yes	Safe Harbors	✓
Low SES	166	211	211	100.00	39.75	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

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

Passed
Attendance Rate = 96.5%

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.

SECOND FOLLOW-UP REVIEW

STANDARD MET. Central City Elementary School achieved adequate yearly progress (AYP) in all subgroups in both mathematics and reading/language arts by application of either the safe harbor or confidence interval provision. As noted in the chart below, the school saw significant gains in the percent of students proficient in all subgroups in both mathematics and reading/language arts from 2010-2011 to 2011-2012.

<u>Math</u>	<u>2010-2011</u>	<u>2011-12</u>	<u>Gains</u>
All Students (AS)	25.12	38.46	+13.34
White Racial/Ethnicity (W)	25.80	37.91	+12.11
Special Education (SE)	9.30	26.00	+16.70
Economically Disadvantaged (SES)	22.03	35.54	+13.51
<u>Reading/Language Arts</u>	<u>2010-2011</u>	<u>2011-12</u>	<u>Gains</u>
All Students (AS)	24.63	41.53	+16.90
White Racial/Ethnicity (W)	24.19	39.56	+15.37
Special Education (SE)	2.32	14.00	+11.68
Economically Disadvantaged (SES)	23.72	39.75	+16.03

The following professional development, training opportunities, and/or activities have been implemented as reported by the principal.

- Structured Professional Learning Communities (PLC)
- Common Assessment and Student Evaluation
- Singapore Math
- Core Instructional Time
- Guided Reading
- Differentiated Instruction
- Shared Reading
- Read Aloud
- Learning Framework – PD 360
- Walk Throughs

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.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Through teacher interviews the Team found that Grades 1 and 2 teachers could adequately articulate the proper content standards and objectives (CSOs) implementation and the importance of the CSOs in curriculum delivery. Collaborative planning time was being utilized to provide Grades 1 and 2 teachers opportunity to plan, map, and assess delivery of the CSOs in their instruction.

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.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. All Grade 3 teachers indicated that they were delivering science instruction with at least 50 percent or greater active inquiry, hands-on investigation, and experimentation. Interviews with students substantiated the increased use of active inquiry, hands-on investigation and experimentation in science instruction. Students further indicated that this made learning science more interesting. The school has created a separate room for science instruction and activities and the school has purchased two Foss Science activity/instruction kits for each grade level to increase hands-on investigation and experimentation. All teachers have been trained in how to utilize the kits.

7.2. Student and School Performance

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.

SECOND FOLLOW-UP REVIEW

COMPLIANCE. Overall, there has been improvement in lesson plans. Lesson plans have been monitored and commented on regularly by the principal and assistant principal. Central Office staff members have also been involved in monitoring lesson plans periodically throughout the year.

RECOMMENDATION. While lesson plans have improved somewhat over the previous follow-up review, the school must give further attention to developing lesson plans that are clear and discernible, focus on delivery of instructional objectives, and cover the instructional time allotted for the class or subject.

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.

SECOND FOLLOW-UP CONCLUSION

Central City Elementary School has turned the tide of declining student achievement performance that has occurred over the past three years. The school

has seen significant gains in the percent of students proficient in all subgroups in both mathematics and reading/language arts. The school is continuing the use of programs listed in the previous section while adding the following to increase staff performance and student achievement.

1. Utilizing Student Self Reflection
2. Implementing Differentiated Instruction in Reading and Math
3. Implementing Instructional Practices Inventory (IPI)
4. Requiring Agendas and Minutes for Collaborative (PLC) Team Meetings
5. Utilizing FOSS Kits in Science Instruction
6. Participated in Common Core Training
7. Participated in Vertical Team Training
8. Utilizing Moby Math Skills Maintenance Program

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.

SECOND FOLLOW-UP CONCLUSION

As evidenced in the 2010-2011 and 2011-2012 WESTEST2 results, Central City Elementary School has demonstrated the capacity to improve student achievement. The school has seen double-digit gains in the percent of students proficient in all subgroups in both mathematics and reading/language arts.

Teacher interviews indicated that the school is utilizing collaborative planning through PLCs to improve instruction and student performance. PLC meetings are focused on instruction, curriculum, data, and student behavior.

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.

SECOND FOLLOW-UP CONCLUSION

19.1.7 The kindergarten classrooms were equipped with hot water.

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.

SECOND FOLLOW-UP TEAM SUMMARY

While the staff of Central City Elementary School has reversed the three year decline in student academic performance, the percent of students proficient in all subgroups in both mathematics and reading/language arts remains well below 50 percent. The performance of special education students is the lowest of all subgroups in both subject areas. Therefore, the school must continue to seek assistance from the Cabell County Central Office, RESA 2, and the West Virginia Department of Education to improve instruction and student achievement for all students. The school is strongly encouraged to reflect and build on the actions, programs, and professional behaviors that were evident in reversing the declining student performance.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
12-290 Central City Elementary	FULL Accreditation			

Education Performance Audit Summary

The three remaining findings (7.1.1. Curriculum, 7.1.4. Instruction, 7.2.3. Lesson plans and principal feedback.) had been corrected. The Office of Education Performance Audits recommends that the West Virginia Board of Education issue Central City Elementary Full Accreditation status.