



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**JOHN J. CORNWELL ELEMENTARY SCHOOL**

**HAMPSHIRE COUNTY SCHOOL SYSTEM**

**JULY 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of John J. Cornwell Elementary School in Hampshire County was conducted April 3, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate the reason for performance and progress that are persistently below standard. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education, Office of Instructional Technology – Lori Whitt, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>County</b>
L. Wade Armentrout	Principal – Moorefield Elementary School	Hardy County
Paula Athey	Principal – Wiley Ford Primary School	Mineral County
Keri Chilcote	Assistant Principal – Orchard View Elementary School	Berkeley County

## SCHOOL PERFORMANCE

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

### 28 HAMPSHIRE COUNTY

Marianna Leone, Superintendent

### 204 JOHN J. CORNWELL ELEMENTARY SCHOOL – SUPPORT

Pamela Slocum, Principal  
Grades PK-05, Enrollment 111

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated John J. Cornwell Elementary School a Support school. The majority of student groups have not met the annual academic goals in mathematics and reading/language arts; and the school has not reached its goals in attendance or graduation rates, student academic growth, and learning gaps between student groups. The school must show progress in student achievement each year to maintain or improve this designation. A school's designation is determined once a year based on prior school year data, including WESTEST2 results.

#### Designation Status for John J. Cornwell Elementary School.

Designation:	SUPPORT	Next Year's Target:	56.9287
Index Score:	11.1845	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	53.9722	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

#### Supporting Data

Proficiency (60% of the index score)	2.50
Achievement Gaps Closed (0% of the index score)	NA
Observed Growth (15% of the index score)	2.81
Adequate Growth (20% of the index score)	1.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.87</u>
Total Accountability Index (out of 100)	11.18

The West Virginia Accountability Index targets are set for each school to reach progressively higher performance on a defined set of data. Schools have an overall

score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed above are set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets are set at 75 percent for all students in all subgroups by 2020.

John J. Cornwell Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 56.93 for 2014 and the proficiency target of 75 percent of 2020, with a current index score of 11.18, John J. Cornwell Elementary School has an extremely steep trajectory to achieve both the short term and long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

- John J. Cornwell Elementary earned 11.18 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 53.97 for 2013 and is 56.93 for 2014).
- At least 50 percent of the subgroups at John J. Cornwell Elementary School did not meet the targets in mathematics and reading.
- John J. Cornwell Elementary School acquired 2.50 of 20 possible points for proficiency.
- John J. Cornwell Elementary School acquired 2.81 of 15 possible points for observed growth.
- John J. Cornwell Elementary School acquired 1.00 of 20 points possible for adequate growth.
- John J. Cornwell Elementary School acquired 4.87 points of the 5 possible points for attendance.

**JOHN J. CORNWELL ELEMENTARY SCHOOL**  
**Grade-Level Proficiency Data**  
**School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	92.86%	76.92%	23.08%	92.86%	69.23%	30.77%
3	Special Education	> 95%	> 95%	< 5%	> 95%	75.00%	25.00%
3	Low Socioeconomic Status	91.67%	81.82%	18.18%	91.67%	72.73%	27.27%
3	Total	92.86%	76.92%	23.08%	92.86%	69.23%	30.77%
4	White	93.75%	73.33%	26.67%	93.75%	86.67%	13.33%
4	Special Education	> 95%	66.67%	33.33%	> 95%	> 95%	< 5%
4	Low Socioeconomic Status	90.00%	77.78%	22.22%	90.00%	> 95%	< 5%
4	Total	93.75%	73.33%	26.67%	93.75%	86.67%	13.33%
5	White	80.00%	91.67%	8.33%	80.00%	91.67%	8.33%
5	Hispanic	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
5	Special Education	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
5	Low Socioeconomic Status	78.57%	90.91%	9.09%	78.57%	90.91%	9.09%
5	Total	81.25%	92.31%	7.69%	81.25%	92.31%	7.69%

**Attendance Rate = 97.40%**

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

**Mathematics.**

- Grade 4 students with a proficiency rate of 26.67 percent proficient outperformed Grade 3 students (23.08 percent proficient) and Grade 5 students (7.69 percent proficient).
- Grade 4 special education students with a proficiency rate of 33.33 percent proficient outperformed Grade 3 and Grade 5 students (each less than 5 percent proficient).

- Grade 4 low socioeconomic students with a proficiency rate of 22.22 percent proficient outperformed Grade 3 students (18.18 percent proficient) and Grade 5 students (9.09 percent proficient).

**Reading/Language Arts.**

- Grade 3 students with a proficiency rate of 30.77 percent proficient outperformed Grade 4 students (13.33 percent proficient) and Grade 5 students (7.69 percent proficient).
- Grade 3 special education students with a proficiency rate of 25.00 percent proficient outperformed Grade 4 and Grade 5 students (each less than 5 percent proficient).
- Grade 3 low socioeconomic students with a proficiency rate of 27.27 percent proficient outperformed Grade 5 students (9.09 percent proficient) and Grade 4 students (less than five percent proficient).

**JOHN J. CORNWELL ELEMENTARY SCHOOL**  
**Growth Model School Level Summary**  
**Results by Sub-Group**

*\*Note: Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.*

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Sub-Group	School	19 (66%)	5 (17%)	5 (17%)	22.0	23.9%	14 (48%)	10 (34%)	5 (17%)	37.0	17.4%
	County	604 (32%)	595 (32%)	678 (36%)	52.0	41.7%	713 (38%)	592 (32%)	564 (30%)	45.0	37.8%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
White Sub-Group	School	18 (64%)	5 (18%)	5 (18%)	22.0	24.4%	14 (50%)	9 (32%)	5 (18%)	31.0	17.8%
	County	583 (32%)	579 (32%)	654 (36%)	52.0	41.9%	692 (38%)	569 (31%)	547 (30%)	45.0	38.0%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	22.0	10.0%	*	*	*	59.0	10.0%
	County	107 (41%)	89 (34%)	66 (25%)	42.0	19.7%	112 (43%)	77 (30%)	70 (27%)	43.0	13.3%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	15 (65%)	4 (17%)	4 (17%)	20.0	27.8%	12 (52%)	9 (39%)	2 (9%)	31.0	19.4%
	County	497 (31%)	506 (31%)	612 (38%)	54.0	45.9%	601 (37%)	515 (32%)	494 (31%)	45.0	42.5%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	14 (67%)	4 (19%)	3 (14%)	27.0	22.2%	11 (52%)	8 (38%)	2 (10%)	31.0	13.9%
	County	390 (33%)	394 (34%)	388 (33%)	50.0	36.5%	467 (40%)	338 (29%)	361 (31%)	44.0	32.6%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	*	*	*	12.0	30.0%	*	*	*	42.0	30.0%
	County	214 (30%)	201 (29%)	290 (41%)	57.0	50.8%	246 (35%)	254 (36%)	203 (29%)	46.0	47.2%
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	*	*	*	22.0	23.5%	*	*	*	21.0	5.9%
	County	317 (33%)	307 (32%)	337 (35%)	51.0	44.0%	380 (40%)	282 (30%)	293 (31%)	43.0	33.1%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	*	*	*	20.0	24.1%	*	*	*	37.0	24.1%
	County	287 (31%)	288 (31%)	341 (37%)	53.0	39.2%	333 (36%)	310 (34%)	271 (30%)	46.0	42.8%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

*\*Note: Schools are those schools that have at least a 4th grade.*

*\*Denotes cell size <20.*

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup as compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low, typical, or high growth based on previous performance.

### **Mathematics.**

- All subgroups demonstrated low growth in mathematics.
- 23.9 percent of the all subgroup was proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 24.4 percent of the white subgroup was proficient.
- 10.0 percent of the special education subgroup was proficient compared to the non-special education subgroup (27.8 percent proficient), which indicated a 17.8 percent achievement gap.
- 22.2 percent of the low-socioeconomic subgroup was proficient compared to the non low-socioeconomic subgroup (30.0 percent proficient), which indicated a 7.8 percent achievement gap.
- 24.1 percent of the female subgroup was proficient in mathematics compared to the male subgroup (23.5 percent proficient), which indicated a 0.6 percent achievement gap.

### **Reading/Language Arts.**

- All, special education, non low-socioeconomic, and female subgroups demonstrated typical growth in reading/language arts and the remaining subgroups demonstrated low growth.
- 17.4 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 17.8 percent of the white subgroup was proficient in reading/language arts.
- 10.0 percent of the special education subgroup was proficient compared to the non-special education subgroup (19.4 percent proficient), which indicated a 9.4 percent achievement gap.
- 13.9 percent of the low socioeconomic subgroup was proficient compared to the non low-socioeconomic subgroup (30.0 percent proficient), which indicated a 16.1 percent achievement gap.
- 24.1 percent of the female subgroup was proficient compared to the male subgroup (5.9 percent proficient), which indicated an 18.2 percent achievement gap.

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS**

Analysis of the data indicated that John J. Cornwell Elementary School's index score of 11.1845 was drastically below the index target for 2012-2013 (53.9722), but also the target score for 2013-2014 (56.9287). Overall, achievement scores were higher in mathematics than in reading/language arts. The data indicated a need to provide support to the staff in mathematics and reading/language arts.

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

1. Step Up to Writing.
2. Number Talks.
3. APL: Instructional Skills and Management Videos.
4. APL: Classroom Management Strategies Training.
5. WV Learns.
6. Common Core Training.
7. Educator Enhancement Academies.
8. Special Education Institute.
9. Snakes, Snails, and Puppy Dog Tails: What Little Boys Are Made Of.
10. Title I National Conference.
11. Data Analysis.
12. Policies and Procedures.
13. Focus Schools Workshop.
14. Site Bases Topics: Positive Behavior Support, Rules, STAR, Benchmark Assessment.
15. Teacher Evaluation and Goal Writing.
16. Common Core Shifts.
17. Dr. Schatner's, "The Teaching Doctors."
18. Kagan Strategies for Grouping and Team Building.

## 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)**

One teacher did not exhibit high expectations for all students. The teacher stated that three students were not present; therefore, she could not start a new concept or assignment. When students finished with the worksheet they were assigned, they would come up to the electronic WhiteBoard and work their problems on the board. No higher order thinking skills were observed throughout the entire 30 minute observation period and basic recall was the predominant instruction level. This is the teacher's first year at the school.

**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)**

One teacher did not vary instructional strategies during the 30 minute observation period. Students worked on worksheets during this time and all students were not fully engaged in the activity. At least one-third of the students occupied a minimum of five minutes during the 30 minute observation period with non-educational activities, such as drawing, talking amongst themselves, and looking around the room or out the window.

### RECOMMENDATIONS

**7.1.7. Library/educational technology access and technology application.** While the computer laboratories were being used adequately, the Team noted few classroom computers and electronic WhiteBoards were being used. According to teachers, there were minimal professional development sessions on how to properly use technology in the classrooms. The Team recommends that the principal, with assistance from the Hampshire County Central Office, RESA 8, and the West Virginia Department of Education, investigate and implement high quality professional development to enable students to fully utilize classroom technology properly.

**7.2.4. Data analysis.** While the staff was knowledgeable of the variety of student data, the index score of 11.1845 indicated a need to exercise consistent diligence in addressing individual student needs and whole group requirements. Staff must consistently follow programs and practices in place to effect positive change in student achievement.

## 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 John J. Cornwell Elementary School in providing a thorough and efficient system of education. Hampshire 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 Hampshire 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.**

A variety of teaching strategies must be utilized in all classrooms. It is imperative that all teachers challenge all students in all classrooms to ensure maximum learning opportunities for all students.

John J. Cornwell Elementary School serves a high percentage of low socioeconomic students (72.63 percent). The school has also seen a transition of teachers in Grades 1 and 5 each year for the past four years. The turnover has the potential to be greatly detrimental to the learning process. The school is guided by a ½ time principal, who is also assigned to another elementary school in Hampshire County.

Teachers had been provided professional development/training sessions, and the principal must ensure these sessions are implemented properly in the classrooms. The principal must monitor student achievement and ensure that the professional development is implemented that addresses student needs. Continued assistance from the Hampshire County Central Office, RESA 8, the West Virginia Center for Professional Development, and the West Virginia Department of Education must be sought to ensure that high quality programs and practices are readily available, especially for new teachers.

## **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 John J. Cornwell Elementary School in achieving capacity, the following resources are recommended.

The school and students will receive additional support. The majority of services will be led by the local school district, with support from the Regional Education Service Agency (RESA) and the West Virginia Department of Education (WVDE). The school will complete a targeted strategic plan and will be monitored throughout the year to review progress. The local school system and the local RESA will partner to provide professional development, technical assistance, interventions and develop an improvement plan. The school must show progress in student achievement each year to improve this designation. A school's designation is determined each year based on prior school year data, including WESTEST2 results.

**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.**

### **Building Capacity - Support**

John J. Cornwell Elementary School met the target for participation rate; however, at least 50 percent of the subgroups did not meet targets in mathematics and reading/language arts. The school failed to meet the index target due to low proficiency rates. The school will determine interventions and will be supported by the Hampshire County Central Office. The school will complete a targeted strategic plan and will be monitored occasionally for progress. Technical assistance, professional development, and monitoring may be requested in conjunction with RESA 8. With an index score of 11.1845 and a target index of 53.9722, the staff of John J. Cornwell Elementary School must develop the capacity to increase 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 11 usable acres and was not large enough for future expansion. (Did not adversely impact program and student performance.)
- 19.1.2. Administrative and service facilities.** An adequate reception/waiting room was not provided. (Did not adversely impact program and student performance.)
- 19.1.3. Teachers' workroom.** A teachers' workroom of adequate size was not provided. There was no access to communication technology. (Did not adversely impact program and student performance.)
- 19.1.4. Counselor's office.** Easy access to student records was not provided. (Did not adversely impact program and student performance.)

- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, on-line periodical indexes, and copying equipment were not provided. (May adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The art facility did not have counter space, mechanical ventilation, a ceramic kiln, or black-out areas. The music facility was not located away from quiet areas of the building and did not have music chairs with folding arms, music stands, a podium, an instructor's station, or acoustical treatment. The physical education facility was not located away from quiet areas of the building or acoustically treated with direct access to outdoor or recreational areas, and did not have provisions for two or more teaching stations. (May adversely impact program and student performance.)
- 19.1.14. Food service.** A teachers' dining area of adequate size was not provided and there was no locker/dressing room. (Did not adversely impact program and student performance.)
- 19.1.15. Health service units.** A health services unit of adequate size was not provided. The school did not have curtained or small rooms with cots, a bulletin board, toilet, lavatory, refrigerator with locked storage, or a work counter. (May adversely impact student health and safety.)

## 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.**

While the principal is guiding two schools, the Team believed that she had the ability to guide the school, given the support and assistance from the Hampshire County Central Office and various state agencies. The staff is working with the various student data through “Data Days”, data conferences with students, and vertical team meetings. The principal is stressing the importance of varying instruction, and the implementation of the Instructional Practices Inventory (IPI) is providing evidence to classroom teachers related to both the teacher’s instructional practices as well as student engagement.

## **EDUCATION PERFORMANCE AUDIT SUMMARY**

John J. Cornwell Elementary School's Education Performance Audit examined performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide John J. Cornwell Elementary School in improvement efforts.

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

7.1.2. High expectations.

7.1.5. Instructional strategies.

The Team presented two recommendations (7.1.7. Library/technology access and technology application and 7.2.4. Data analysis), noted an indicator of efficiency (8.1.1. Curriculum), offered capacity building resources, and noted an early detection and intervention concern.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct John J. Cornwell Elementary School and Hampshire County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.