



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

CHAPMANVILLE EAST ELEMENTARY SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Annual Performance Measures For Accountability - Analysis	8
Education Performance Audit.....	9
High Quality Standards	9
Indicators Of Efficiency.....	13
Building Capacity To Correct Deficiencies.....	14
Identification Of Resource Needs.....	15
Education Performance Audit Summary	17

INTRODUCTION

An unannounced Education Performance Audit of Chapmanville East Elementary School in Logan County was conducted April 23, 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 performance and progress as they relate to the standards outlined in Policy 2320. 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 – Charlene Coburn, Coordinator

West Virginia Department of Education, Technology – Bob McCoy, Coordinator

West Virginia Department of Education, Professional Preparation - Lori Buchanan, Coordinator

West Virginia Department of Education, Assessment and Accountability – Dr. Beth Cipoletti, Assistant Director

TEAM MEMBERS

Name	Title/School	County
Don Johnson	Retired Principal	Braxton County
Kelly Haynes	Principal – Lakewood Elementary School	Kanawha County
Bobbi Lewis	Principal - Alban Elementary School	Kanawha County

SCHOOL PERFORMANCE

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

45 LOGAN COUNTY

Phyllis Doty, Superintendent

204 CHAPMANVILLE EAST ELEMENTARY SCHOOL – TRANSITION

Darren Glandon, Principal
Grades PK-04, Enrollment 356

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 Chapmanville East Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups were making academic progress against the annual academic goals in mathematics and reading/language arts, or the school had reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. 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 Chapmanville East Elementary School.

Designation:	TRANSITION	Next Year's Target:	60.0536
Index Score:	51.1427	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	57.6179	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	13.30
Achievement Gaps Closed (20% of the index score)	17.12
Observed Growth (15% of the index score)	9.38
Adequate Growth (20% of the index score)	6.50
<u>Attendance Rate (5% of the index score)</u>	<u>4.85</u>
Total Accountability Index (out of 100)	51.14

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools received 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 were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Chapmanville East Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 60.05 for 2014 and the proficiency target of 75 percent of 2020, with a current index score of 51.14, Chapmanville East Elementary School has a 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.

- Chapmanville East Elementary School earned 51.14 of the 100 possible points for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 57.61 for 2013 and is 60.05 for 2014).
- At least 50 percent of the subgroups at Chapmanville East Elementary School met the targets in mathematics and reading.
- Chapmanville East Elementary School acquired 17.12 points of the 20 possible points for closing the achievement gap as indicated by the 2013 WVAI.
- Chapmanville East Elementary School acquired 6.50 of 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Chapmanville East Elementary School acquired 4.85 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**CHAPMANVILLE EAST 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	94.81%	57.53%	42.47%	94.81%	53.42%	46.58%
3	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Special Education	91.67%	81.82%	18.18%	91.67%	72.73%	27.27%
3	Total	94.87%	58.11%	41.89%	94.87%	54.05%	45.95%
4	White	> 95%	56.00%	44.00%	> 95%	62.00%	38.00%
4	Special Education	> 95%	83.33%	16.67%	> 95%	>95%	< 5%
4	Total	> 95%	56.00%	44.00%	> 95%	62.00%	38.00%

Attendance Rate = 97.00%

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 44 percent proficiency rate outperformed Grade 3 students (41.89 percent proficient).
- Grade 3 black students demonstrated a proficiency rate of less than 5 percent.
- Grade 3 special education students demonstrated an 18.18 percent proficiency rate followed by Grade 4 (16.67 percent proficient).

Reading/Language Arts.

- Grade 3 students with a 45.95 percent proficiency rate outperformed Grade 4 students (38 percent proficient).
- Grade 3 black students demonstrated a proficiency rate of less than 5 percent proficient.
- Grade 3 special education students demonstrated a 27.27 percent proficiency rate followed by Grade 4 (less than 5 percent proficient).

CHAPMANVILLE EAST 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	20 (43%)	15 (32%)	12 (26%)	46.0	43.0%	13 (28%)	12 (26%)	21 (46%)	56.0	42.2%
	County	1,330 (38%)	1,091 (31%)	1,051 (30%)	46.0	36.9%	1,312 (38%)	1,100 (32%)	1,052 (30%)	45.0	43.5%
	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	20 (43%)	15 (32%)	12 (26%)	46.0	43.3%	13 (28%)	12 (26%)	21 (46%)	56.0	42.5%
	County	1,279 (38%)	1,041 (31%)	1,013 (30%)	46.0	37.0%	1,263 (38%)	1,059 (32%)	1,004 (30%)	45.0	43.4%
	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	*	*	*	24.0	16.7%	*	*	*	16.0	16.7%
	County	136 (43%)	110 (34%)	73 (23%)	41.0	13.7%	131 (41%)	98 (31%)	90 (28%)	45.0	12.6%
	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	17 (41%)	12 (29%)	12 (29%)	46.0	47.3%	10 (25%)	10 (25%)	20 (50%)	61.0	46.4%
	County	1,194 (38%)	981 (31%)	978 (31%)	47.0	39.8%	1,181 (38%)	1,002 (32%)	962 (31%)	45.0	47.3%
	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	*	*	*	37.0	43.0%	*	*	*	41.0	42.2%
	County	534 (41%)	391 (30%)	384 (29%)	44.0	36.9%	535 (41%)	412 (32%)	356 (27%)	43.0	43.5%
	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 (40%)	8 (27%)	10 (33%)	56.0	(NA)	8 (27%)	8 (27%)	14 (47%)	60.0	(NA)
	County	796 (37%)	700 (32%)	667 (31%)	48.0	(NA)	777 (36%)	688 (32%)	696 (32%)	47.0	(NA)
	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	13 (42%)	11 (35%)	7 (23%)	52.0	42.0%	11 (37%)	7 (23%)	12 (40%)	44.0	39.1%
	County	707 (40%)	551 (31%)	502 (29%)	44.0	35.1%	702 (40%)	570 (32%)	485 (28%)	43.0	34.7%
	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	*	*	*	37.0	44.1%	*	*	*	66.0	45.8%
	County	623 (36%)	540 (32%)	549 (32%)	48.0	38.8%	610 (36%)	530 (31%)	567 (33%)	48.0	52.8%
	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 (red cells), typical (yellow cells), or high (red cells) based on previous performance.

Mathematics.

- All subgroups demonstrated typical growth in mathematics with the exception of the special education subgroup which demonstrated low growth.
- 43 percent of the all subgroup was proficient in mathematics as indicated by the 2013 WESTEST2 data.
- The special education subgroup was 16.7 percent proficient compared to the non-special education subgroup (47.3 percent proficient), which indicated a 30.6 percent achievement gap.
- 43 percent of the low socioeconomic subgroup was proficient in mathematics which mirrored the all subgroup.
- 42 percent of the male subgroup was proficient and 44.1 percent of the female subgroup was proficient.

Reading/Language Arts.

- The female subgroup demonstrated high growth in reading/language arts while the special education subgroup demonstrated low growth. The remaining subgroups demonstrated typical growth.
- 42.2 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 16.7 percent of the special education subgroup was proficient compared to the non-special education subgroup (46.4 percent proficient), which indicated a 29.97 percent achievement gap.
- The low socioeconomic subgroup was 42.2 percent proficient, which mirrored the all subgroup.
- 39.1 percent of the male subgroup was proficient and 45.8 percent of the female subgroup was proficient, which indicated a 6.7 percent achievement gap.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data indicated that East Chapmanville Elementary school demonstrated typical growth in most areas. However, closer analysis of the median percentile scores indicated the school was performing in the low range of typical growth in both mathematics and reading/language for most subgroups. The data indicated a need to provide additional support in mathematics and reading/language arts for the special education students. The data further indicated a need to provide staff professional development in overall mathematics and reading/language arts instruction and in closing the achievement for special education students in mathematics and reading/language arts and male students in reading/language arts.

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

1. Leader in Me.
2. Social Media.
3. Policies and Procedures.
4. Teacher Evaluations.
5. Westest2 Examiner Training.
6. Logan County Schools' Educator Enhancement Summer Academy.

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)

The Team reported that more than half of the teachers interviewed indicated they were using the 21st Century Content Standards and Objectives and not the approved West Virginia Next Generation Content Standards and Objectives. Classroom observations revealed a heavy reliance on teaching manuals for instruction, which indicated teachers were relying on the manual to guide curriculum as opposed to implementing the State approved content standards. Furthermore, the Team could not verify that Grades 3 and 4 teachers were utilizing the Lucy Calkins Reading Units of Study that were purchased by Logan County School System. These units are closely aligned to the West Virginia Next Generation Content Standards and Objectives.

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)

The Team determined that while most classrooms were well managed and student behavior was positive, at least two-thirds of the teachers were not challenging students to think at high levels. Observations revealed certain teachers provided instruction in which students were engaged and were provided opportunities to work together in groups, answer high level questions, and justify answers; however, most classroom instruction was at the basic recall level and students were not encouraged to do the highest quality work. Examples of this included: Recall questions about proper capitalization, completing a worksheet together one question at a time, and coloring sheets. Additionally, one teacher was having students think of a compound word and write it on the board one student at a time. Students became disengaged when they were not at the board.

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)

Lesson plan reviews revealed the absence of social studies and science lesson plans. During interviews teachers indicated they integrated science and social studies with other subjects. Both teachers and students reported “they didn’t really get to it.” 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.” In regard to social studies and science instruction in Grades K-2, Policy 2510 states, “All content areas may be integrated but must be taught in an inquiry-based, hands-on experimental manner. Specific instruction in the given content areas may or may not be offered daily. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century or next generation content standards and objectives for each subject”. In regard to social studies and science instruction in Grades 3-4, Policy 2510 states, “Intermediate elementary students will be taught the given content areas through whole group, small group, and learning centers activities as a block or throughout the school day. Sufficient emphasis must be placed on the given content areas to ensure that students master content knowledge and skills as specified in the 21st century content or Next Generation Standards and Objectives for each subject.” The Team did not find evidence that social studies and science were being offered daily for Grades 3-4, nor could they verify significant emphasis was being placed on social studies and science to assure students master the content knowledge in Grades K-2.

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

The Team reported one computer laboratory was being used for testing on the day of the Education Performance Audi. While individual classrooms had teacher stations, projectors, Elmo document cameras, laptops, and an interactive WhiteBoard, technology was minimally integrated into instruction. Preschool and Kindergarten classrooms had WhiteBoards that appeared to have not been used at all. A WhiteBoard in one preschool classroom was not accessible due to toys piled in front of it, and the whiteboard had many papers taped to it. Teacher interviews indicated they would like more training with integration of technology. The team recommended the leadership team, with the support of the technology director, plan professional development in technology application that is specific to the needs of Chapmanville East Elementary.

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.

The Team verified seven of 14 lesson plans reviewed were not sufficient for a substitute teacher to instruct the class. Many plans consisted of photocopies of teachers' manuals while others were vague and consisted of phrases such as, "lesson 10", "vocabulary test", and "parts of speech". Several teachers only had plans for reading and math, but they consisted of copies from teachers' manuals and times were not provided, which would make it difficult for a substitute to follow when instructing.

7.6. PERSONNEL.

7.6.2. Licensure. Professional educators and other professional employees required to be licensed under West Virginia Board of Education policy are licensed for their assignments including employees engaged in extracurricular activities. (W.Va. Code §18A-3-2; Policy 5202)

The West Virginia Department of Education, Office of Professional Preparation, reviewed professional educators' licensure. The results involved five teachers. The following issues were identified.

1. Four teachers did not hold certification or the subject(s) in which they provided instruction.
2. Four teachers were determined as not highly qualified. Four teachers were on permit.
3. Four teachers did not hold appropriate endorsements on their permits. one teacher did not hold appropriate special education endorsement or elementary endorsement on their permit, one Title I teacher did not hold appropriate elementary endorsements on their permit or a reading endorsement, one Title I teacher did not hold the appropriate reading endorsement on their permit, and one teacher did not hold the appropriate preschool endorsement on their permit.
4. One teacher did not hold certification in Communication Disorders.

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)

While there did not appear to be an abundance of discipline issues during the day of the review, the team found evidence the teachers did not follow a uniform set of rules and expectations for student behavior. Interviews with teachers indicated a desire for

consistency when dealing with discipline and a better communication system from the administration once students were disciplined. The principal interview revealed that the school followed the county code of conduct when dealing with discipline issues. The staff in general expressed the need for a school specific positive behavior support plan. The Team recommended that the school leadership team, along with input from the grade level teams, adopt a positive behavior support plan tailored to meet the needs of the Chapmanville East Elementary students.

RECOMMENDATION

7.1.12. Multicultural activities. Interviews with the principal and teachers indicated that Chapmanville East Elementary School did not have a schoolwide multicultural plan in place. The Team recommended that the school leadership team, along with support from central office staff, create a schoolwide plan with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment and violence.

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 Chapmanville East Elementary School in providing a thorough and efficient system of education. Logan 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 Logan County or the accreditation status of the schools.

8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.

The school lacked a sound plan to address the delivery of West Virginia Next Generation Content Standards and Objectives. Due to demonstrating achievement in the low range of typical growth in the *Growth Model Grade School Level Summary* in mathematics and reading/language arts, it is crucial that the school develop a plan for delivering the mathematics and English language arts standards. The Team believed that student achievement would increase in these areas if teachers were provided ongoing, embedded professional development offerings personalized to Chapmanville East Elementary. The Team also recommended the principal and staff utilize the professional learning community (PLC) time to become more familiar with the West Virginia Next Generation Content Standards and Objectives, review student work, and analyze data to plan differentiated reading and writing instruction to meet the needs of all students.

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 Chapmanville East Elementary School in achieving capacity, the following resources are recommended.

Building Capacity - Transition School

18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

The school and students may 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) at the school's request. The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance, and interventions

Due to lack of utilization of the West Virginia Next Generation Content Standards and Objectives, the Team recommended both areas become a prioritized focus for professional development offerings personalized to Chapmanville East Elementary School. The Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in delivering the West Virginia Next Generation Math and English language Arts Content Standards and Objectives, as well as support in integrating social studies and science that will assure sufficient emphasis is being placed on these subjects to guarantee mastery of the content standards.

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 location was not removed from hazardous and undesirable noise and traffic. The site was not well landscaped. Sidewalks were not adequate with designated crosswalks, curb cuts, and correct slope. Sufficient on-site solid surface parking for staff, visitors, and individuals with disabilities was not available. (May adversely impact program delivery and student performance).

19.1.2. Administrative and service facilities. Administrative office area did not include adequate reception and waiting area. Administrative personnel were not provided sufficient work space and privacy (May adversely impact program delivery and student performance).

19.1.5. Library/media and technology center. The library/media center did not provide appropriate space, computer work stations, capacity for on-line research, electronic catalog, automated circulation capacity, on-periodical indexes, copying

equipment, other materials for general reading and reference, and space for technology. (May adversely impact program delivery and student performance.)

19.1.7. K classrooms. Kindergarten classrooms did not have a sink with hot and cold water. (May adversely impact program delivery and student performance.)

19.1.10. Specialized instructional areas. The art and music facility areas were not adequate in size. (May adversely impact program delivery and student performance.)

19.1.14. Food service. A teachers' dining area of adequate size was not available. The food and non-food storage was not adequate, and a locker and dressing room with chairs was not available. (Did not adversely impact program delivery and student performance.)

19.1.15. Health service units. A health services unit with adequate size, curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator, first aid kit, work counter, desk and chair, locked medicine box was not available. (May adversely impact student health and safety.)

EDUCATION PERFORMANCE AUDIT SUMMARY

Chapmanville East 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 Chapmanville East Elementary School in improvement efforts.

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

7.1.1. Curriculum based on content standards and objectives.

7.1.2. High expectations.

7.1.4. Instruction.

7.1.7. Library/educational technology access and technology application.

7.2.3. Lesson plans and principal feedback.

7.6.2. Licensure.

7.7.1. School rules, procedures and expectations.

The Team presented one recommendation, (7.1.12. Multicultural activities), noted an indicator of efficiency (8.1.1. Curriculum), and offered capacity building resources.

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 Chapmanville East Elementary School and Logan 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.