



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**WEST CHAPMANVILLE ELEMENTARY SCHOOL**

**LOGAN COUNTY SCHOOL SYSTEM**

**JUNE 2014**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An unannounced Education Performance Audit of West Chapmanville Elementary School in Logan County was conducted April 22, 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 – Allen D. Brock, Coordinator

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

West Virginia Department of Education, Office of Professional Preparation – Lori  
Buchanan, Coordinator

West Virginia Department of Education, Office of Instructional Technology – Gloria  
Burdette, eLearning Program Assistant

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>County</b>
Evelyn (Kelly) Haynes	Principal – Lakewood Elementary School	Kanawha County
Don Johnson	Retired Principal – Sutton Elementary School	Braxton County
Barbara 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

### 222 WEST CHAPMANVILLE ELEMENTARY SCHOOL – TRANSITION

Doug Barrett, Principal

Grades PK-04, Enrollment 421

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 West Chapmanville 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 are making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has 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 West Chapmanville Elementary School.

Designation:	TRANSITION	Next Year's Target:	60.4188
Index Score:	35.4612	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	58.044	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

#### Supporting Data

Proficiency (40% of the index score)	10.95
Achievement Gaps Closed (20% of the index score)	9.95
Observed Growth (15% of the index score)	4.69
Adequate Growth (20% of the index score)	5.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.87</u>
Total Accountability Index (out of 100)	35.46

The West Virginia Accountability Index targets were 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 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.

West Chapmanville Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 60.42 for 2014 and the proficiency target of 75 percent by 2020, West Chapmanville Elementary School has a steep trajectory to achieve both short term and long term targets.

- West Chapmanville Elementary earned 35.46 of the 100 possible points for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 58.04 for 2013 and is 60.42 for 2014.)
- At least 50 percent of the subgroups at West Chapmanville Elementary School met the targets in mathematics and reading.
- West Chapmanville Elementary School acquired 10.95 points of the 40 possible points for proficiency.
- West Chapmanville Elementary School acquired 9.95 points of the 20 possible points for closing the achievement gap.
- West Chapmanville Elementary School acquired 4.69 points of the 15 possible points for observed growth.
- West Chapmanville Elementary School acquired 5.00 of 20 possible points for adequate growth.
- West Chapmanville Elementary School acquired 4.87 points of the 5 possible points for attendance.

**WEST CHAPMANVILLE 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	> 95%	63.64%	36.36%	> 95%	56.06%	43.94%
3	Black	> 95%	> 95%	< 5%	> 95%	> 95%	< 5%
3	Special Education	> 95%	81.25%	18.75%	> 95%	81.25%	18.75%
3	Total	> 95%	64.18%	35.82%	> 95%	56.72%	43.28%
4	White	> 95%	62.50%	37.50%	> 95%	58.33%	41.67%
4	Special Education	93.33%	78.57%	21.43%	93.33%	85.71%	14.29%
4	Total	> 95%	62.50%	37.50%	> 95%	58.33%	41.67%

**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 37.50 percent proficient outperformed Grade 3 students (35.82 percent proficient).
- Grade 4 special education students with a proficiency rate of 21.43 percent proficient outperformed Grade 3 special education students (18.75 percent proficient).

**Reading/Language Arts.**

- Grade 3 students demonstrated a proficiency rate of 43.28 percent proficient followed by Grade 4 students (41.67 percent proficient).
- Grade 3 black students demonstrated a proficiency rate of less than 5 percent proficient.
- Grade 3 special education students demonstrated a proficiency rate of 18.75 percent proficient followed by Grade 4 special education students (14.29 percent proficient).

**WEST CHAPMANVILLE 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	32 ( 46%)	20 ( 29%)	18 ( 26%)	40.0	36.9%	21 ( 30%)	29 ( 41%)	20 ( 29%)	47.0	41.8%
	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	32 ( 46%)	20 ( 29%)	18 ( 26%)	40.0	37.1%	21 ( 30%)	29 ( 41%)	20 ( 29%)	47.0	42.1%
	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	*	*	*	32.0	22.6%	*	*	*	37.0	16.1%
	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	26 ( 45%)	16 ( 28%)	16 ( 28%)	40.0	40.9%	17 ( 29%)	24 ( 41%)	17 ( 29%)	48.0	49.1%
	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	11 ( 42%)	6 ( 23%)	9 ( 35%)	40.0	36.9%	9 ( 35%)	13 ( 50%)	4 ( 15%)	41.0	41.8%
	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	21 ( 48%)	14 ( 32%)	9 ( 20%)	35.0	(NA)	12 ( 27%)	16 ( 36%)	16 ( 36%)	52.0	(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	17 ( 46%)	11 ( 30%)	9 ( 24%)	40.0	35.7%	9 ( 24%)	19 ( 51%)	9 ( 24%)	45.0	34.5%
	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	15 ( 45%)	9 ( 27%)	9 ( 27%)	36.0	38.6%	12 ( 36%)	10 ( 30%)	11 ( 33%)	53.0	52.6%
	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 (green cells) growth based on previous performance. This chart does not include Grade 3. It only includes the scores of students who previously participated in the WESTEST 2 assessment.

### **Mathematics.**

- All subgroups demonstrated typical growth in mathematics with the exception of the special education subgroup which demonstrated low growth.
- 36.9 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- Non-special education students (40.9 percent proficient) outperformed special education students (22.6 percent proficient) which indicated an 18.3 percent achievement gap.
- 36.9 percent of the low socioeconomic subgroup was proficient in mathematics which mirrored the all subgroup.
- Female students (38.6 percent proficient) outperformed male students (35.7 percent proficient), creating a 2.9 percent achievement gap.

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

- All subgroups demonstrated typical growth in reading/language.
- 41.8 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- Non-special education students (49.1 percent proficient) outperformed special education students (16.1 percent proficient) which indicated a 33 percent achievement gap.
- The low socioeconomic subgroup was 41.8 percent proficient which mirrored the all subgroup.
- Female students (52.6 percent proficient) outperformed male students (34.5 percent proficient) which indicated an 18.1 percent achievement gap.



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

Analysis of the data indicated that West Chapmanville Elementary School's index score of 35.4612 was significantly below the index target for 2012-2013 (58.044), but also the target score for 2013-2014 (60.42). Analysis of the medium percentile scores indicated most subgroups demonstrated scores in the low end of the typical growth scale. The school demonstrated typical growth in a majority of the subgroups in mathematics and reading/language arts.

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

1. What is Instructional Practices Inventory (IPI)?
2. "Essential 55" Book Study.
3. Policies and Procedures.
4. Test Data Analysis.
5. Teacher Evaluation.
6. Smartboard Basics.
7. BURST Teacher Implement Training.
8. Online Writing and IPI Results.
9. WESTEST2 Examiner Training.
10. Units of Study of Reading.
11. Title I Orientation.
12. Dibels Next.
13. Arts and Bots Training.

## EDUCATION PERFORMANCE AUDIT

### HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

#### 7.1. CURRICULUM.

**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 hands-on investigation and experimentation in any of the classes, as reported by teachers and through a review of classroom lesson plans. Science instruction mostly involved textbooks and worksheets. West Virginia Board of Education Policy 2520.3, 21<sup>st</sup> Century Science K-8 Content Standards 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." No specific reason was given for this lack of instruction.

**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 could not verify that all students were using technology buildingwide. There was one stationary laboratory, two mobile laboratories, classroom computer stations, elmos, Smart Boards, and laptops available; however, these were being used in less than five classrooms. Teachers were asked to describe the variety of uses of technology and a minimal number of teachers were able to discuss these.

#### 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)**

A majority of the lesson plans could not be followed by a substitute teacher. There was insufficient material contained in the plans to enable a substitute teacher to continue the flow of the classroom and an administrator would have difficulty in identifying the Next Generation standards being addressed in all classrooms.

## 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 six individual teachers.

- Two teachers could not be identified due to invalid social security numbers in the personnel database.
- One teacher did not hold the appropriate endorsement for kindergarten/elementary education.
- One teacher did not hold the appropriate endorsement for preschool.
- Four teachers were not highly qualified for the position in which they taught.

## RECOMMENDATION

**7.1.3. Learning environment.** The storage areas and hallways in the building were cluttered and needed cleaning. Two laminating machines in the hallway could potentially be a burning hazard if the machines were left on and unattended by staff. The Team recommended that the storage areas and hallways be cleaned and the laminating machines be secured away from student access.

## 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 West Chapmanville 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.**

While instruction was evident buildingwide, a more extensive array of the curriculum delivery would be more effective and efficient with the application of varied instructional strategies and greater technology use. West Chapmanville Elementary School had an abundance of test data from which to build stimulating curriculum that met individual and collective student needs. Logan County curriculum staff and the principal are strongly urged to ensure that all classrooms concentrate on curriculum delivery that is effective and efficient and results in greater student achievement.

## **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 West Chapmanville 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 occasionally for progress. The local school systems may partner with the local RESA and others to provide professional development, technical assistance and interventions.

**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 - Transition School**

The Team determined that West Chapmanville Elementary School and Logan County had the capacity to correct the identified deficiencies. However, capacity must be developed in utilizing technology to aid in curriculum delivery. The Team recommended that the Logan County School System Director of Elementary Curriculum and the school administrator engage the Professional Development Director at RESA 2 in developing the school's capacity to improve the student achievement.

## IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

**19.1. Facilities, equipment, and materials.** Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

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

**19.1.1. School location.** The school site was not five usable acres and was not large enough for future expansion. The location was not removed from hazards and undesirable noise and traffic. The site was not suitable for special instructional needs, i.e., outdoor learning. (Did not adversely impact program delivery and student performance.)

**19.1.5. Library/media and technology center.** There was not a library/resource/media center of adequate size. There were no computer work stations, capacity for on-line research, electronic card catalogs, automated circulation capacity, on-line periodical indexes, copying equipment, or other materials that are adequate for general reading and reference. (May adversely impact program delivery and student performance.)

**19.1.10. Specialized instructional areas.** There was no art room, as art was taught in the classrooms. There was no music facility, as music was taught in the

classrooms. The physical education facility did not have a data projector or 50 inch screen monitor. (May adversely impact program delivery and student performance.)

- 19.1.14. Food service.** The food service area did not provide for receiving, storage, cooking, serving, dining, and dishwashing. The food service area was not convenient to a service drive for delivery and removal of wastes. The food service seating area was not at least 8-14 square feet per student. There was no dry erase board or bulletin board.

A teachers' dining area of adequate size was not provided and there was no locker/dressing room, lavatory, chairs, or toilet. (Did not adversely impact program delivery and student performance.)

- 19.1.15. Health service units.** A health services area of adequate size was not provided. There were no curtained or small rooms with cots, bulletin board, toilet, lavatory, scales, refrigerator with locked storage, first aid kit, work counter, desk and chair, or locked medication box. (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.**

Given the achievement levels of students and the school did not meet the index target by a significant margin, West Chapmanville Elementary School and Logan County must continue to implement high yield instructional practices that will improve achievement. Logan County must actively pursue assistance from RESA 2, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven and instruction must be relevant to the curriculum and provide all students the opportunity to learn.



## EDUCATION PERFORMANCE AUDIT SUMMARY

West Chapmanville 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 West Chapmanville Elementary School in improvement efforts.

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

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.

The Team presented one recommendation (7.1.3. Learning environment), 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 West Chapmanville 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.