



**Office of Education
Performance Audits**

INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

MAN ELEMENTARY SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of Man 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 – Allen D. Brock, Coordinator
West Virginia Department of Education, Office of Instructional Technology – Gloria Burdette, e-Learning Program Assistant

TEAM MEMBERS

| Name | Title | County |
|------------------|---|-------------------|
| Ann Smith | Principal – White Sulphur Elementary School | Greenbrier County |
| Greg Furrow | Principal – Whitethorn Elementary School | Mercer County |
| Dr. Sara Stankus | Principal – Union Elementary School | Upshur 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

227 MAN ELEMENTARY SCHOOL – TRANSITION

Linda Burgess, Principal
Grades K-04, Enrollment 298

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 Man 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 Man Elementary School.

| | | | |
|-------------------|------------|---|---------|
| Designation: | TRANSITION | Next Year's Target: | 51.8906 |
| Index Score: | 48.0453 | Met at least 50% of targets in Mathematics and Reading: | YES |
| Index Target: | 48.0944 | Met Participation Rate Indicator: | YES |
| Met Index Target: | NO | | |

Supporting Data

| | |
|--|-------------|
| Proficiency (40% of the index score) | 9.82 |
| Achievement Gaps Closed (20% of the index score) | 13.86 |
| Observed Growth (15% of the index score) | 11.25 |
| Adequate Growth (20% of the index score) | 8.50 |
| <u>Attendance Rate (5% of the index score)</u> | <u>4.61</u> |
| Total Accountability Index (out of 100) | 48.05 |

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.

Man Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 51.89 for 2014 and the proficiency target of 75 percent of 2020, with a current index score of 48.05, Man Elementary School has a steep trajectory to achieve the long term targets. A significant gap exists between current performance of each subgroup and the target of 75 percent.

- At least 50 percent of the subgroups at Man Elementary School met the targets in mathematics and reading.
- Man Elementary School acquired 9.82 points of the 40 possible points for proficiency.
- Man Elementary School acquired 13.86 points of the 20 possible points for closing the achievement gap as indicated by the 2013 WVAI.
- Man Elementary School acquired 11.25 points of the 15 possible points for observed growth.
- Man Elementary School acquired 8.50 of 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Man Elementary School acquired 4.61 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**MAN 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% | 61.67% | 38.33% | > 95% | 66.67% | 33.33% |
| 3 | Special Education | 90.91% | 80.00% | 20.00% | 90.91% | 80.00% | 20.00% |
| 3 | Total | > 95% | 61.67% | 38.33% | > 95% | 66.67% | 33.33% |
| 4 | White | 93.75% | 62.86% | 37.14% | 93.75% | 60.00% | 40.00% |
| 4 | Black | > 95% | 50.00% | 50.00% | > 95% | 25.00% | 75.00% |
| 4 | Special Education | > 95% | 85.71% | 14.29% | > 95% | 78.57% | 21.43% |
| 4 | Total | 93.97% | 62.39% | 37.61% | 93.97% | 58.72% | 41.28% |

Attendance Rate = 92.20%

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 3 students demonstrated greater than 95 percent participation rate followed by Grade 4 with a 93.97 percent participation rate.
- Grade 3 students with a proficiency rate of 38.33 percent proficient outperformed Grade 4 students (37.61 percent proficient).
- 50 percent of Grade 4 black students were proficient.
- Grade 3 special education students, with a proficiency rate of 20 percent proficient outperformed Grade 4 special education students (14.29 percent proficient).

Reading/Language Arts.

- Grade 3 students demonstrated greater than 95 percent participation rate followed by Grade 4 with a 93.97 percent participation rate.
- Grade 4 students with a proficiency rate of 41.28 percent proficient outperformed Grade 3 students (33.33 percent proficient).
- 75 percent of Grade 4 black students were proficient.
- Grade 4 special education students, with a proficiency rate 21.43 percent proficient, outperformed Grade 3 special education students (20.00 percent proficient).

**MAN 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 | 34 (30%) | 34 (30%) | 45 (40%) | 56.0 | 39.0% | 35 (31%) | 35 (31%) | 43 (38%) | 55.0 | 36.7% |
| | 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% |
| Black Sub-Group | School | * | * | * | 74.0 | 50.0% | * | * | * | 44.0 | 75.0% |
| | County | 38 (35%) | 39 (36%) | 31 (29%) | 48.0 | 33.3% | 41 (38%) | 30 (28%) | 36 (34%) | 51.0 | 43.1% |
| | State | 2,677 (37%) | 2,180 (30%) | 2,303 (32%) | 47.0 | 32.1% | 2,581 (36%) | 2,216 (31%) | 2,308 (32%) | 48.0 | 38.5% |
| White Sub-Group | School | 34 (31%) | 33 (30%) | 42 (39%) | 56.0 | 38.7% | 34 (31%) | 34 (31%) | 41 (38%) | 55.0 | 35.8% |
| | 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 | * | * | * | 19.0 | 16.0% | * | * | * | 54.0 | 20.0% |
| | 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 (26%) | 32 (32%) | 41 (41%) | 58.0 | 42.8% | 32 (32%) | 30 (30%) | 37 (37%) | 55.0 | 39.5% |
| | 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 | 15 (36%) | 8 (19%) | 19 (45%) | 58.0 | 39.0% | 16 (38%) | 14 (33%) | 12 (29%) | 44.0 | 36.7% |
| | 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 | 19 (27%) | 26 (37%) | 26 (37%) | 56.0 | (NA) | 19 (27%) | 21 (30%) | 31 (44%) | 59.0 | (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 (29%) | 19 (32%) | 23 (39%) | 54.0 | 36.1% | 20 (34%) | 18 (31%) | 21 (36%) | 54.0 | 27.8% |
| | 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 | 17 (31%) | 15 (28%) | 22 (41%) | 59.0 | 42.5% | 15 (28%) | 17 (31%) | 22 (41%) | 55.0 | 47.5% |
| | 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 Growth Model School Level Summary Results by Sub-Group chart identifies the percent proficient in each subgroup compared to the county and State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high growth (green cells) based on previous performance. This chart does not include grade 3. It only includes the scores of students who previously participated in WESTEST2 assessment.

Mathematics.

- All subgroups demonstrated typical growth in mathematics with the exception of the black subgroup, which demonstrated high growth, and the special education subgroup, which demonstrated low growth.
- 39 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 50 percent of the black subgroup was proficient in mathematics compared to the white subgroup (38.7 percent proficient).
- 16 percent of the special education subgroup was proficient in mathematics compared to the non-special education subgroup (42.8 percent proficient), which indicated a 26.8 percent gap.
- The low socioeconomic subgroup mirrored the all subgroup at 39 percent proficient.
- The female subgroup (42.5 percent proficient) outperformed the male subgroup (36.1 percent proficient), which indicated a gap of 6.4 percent.

Reading/Language Arts.

- All subgroups demonstrated typical growth in reading/language arts.
- 36.7 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 75 percent of the black subgroup was proficient in reading/language arts compared to the white subgroup (35.8 percent proficient).
- 20 percent of the special education subgroup was proficient in reading/language arts compared to the non-special education subgroup (39.5 percent proficient), which indicated a 19.5 percent gap.
- The low socioeconomic subgroup mirrored the all subgroup at 36.7 percent proficient.
- The female subgroup (47.5 percent proficient) outperformed the male subgroup (27.8 percent proficient), which indicated a 19.7 percent gap.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data indicated that Man Elementary School's index score of 48.05 was minimally below the index target for 2012-2013 (48.09), and slightly below the target score for 2013-2014 (51.89). The school demonstrated typical growth in a majority of the subgroups in mathematics and reading/language arts; the special education subgroup in mathematics showed low growth and the black subgroup in mathematics showed high growth.

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

1. Leader in Me.
2. Title I Orientation.
3. Roll-out Units of Study of Writing.
4. Phonemic Awareness for Pre-K.
5. Classroom Assessment Scoring System.
6. Dibels 3D.
7. Units of Study Reading.
8. Alignment of Next Generation Standards and the Reading Workshop Next Steps.
9. Guided Reading and Small Group Reading Instruction Work Group.
10. FOSS (Full Option Science System).
11. On-line Writing Training.
12. WESTEST2 Training.
13. Test Data Analysis.
14. Educator Enhancement Academy.
15. First in Math.
16. Classroom Instruction that Works.
17. Special Education Best Practices.
18. Number Talks.
19. 7 Habits of Highly Effective Families.
20. Classroom Environment and Developmentally Appropriate Practices for Pre-K.
21. Support for Personalized Instruction.
22. K-04 Using Common Core Standards Based Reporting and Formative Assessments.

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Man Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.2. High expectations. High expectations were evident buildingwide. Through the interview process and classroom observations, it was evident that the decisions made by the principal and staff revolved around the needs of students. Teachers were thoroughly aware of student data and student weaknesses and were articulate concerning steps taken to change curriculum delivery to meet student needs.

The school had a Student Leadership Team for Grades 3 and 4. This group met with the counselor, Title I teacher, and the principal regularly to give input into various school activities and assisted the principal and teachers with assemblies and student government types of activities.

All staff was working with the “Leader in Me – 7 Habits of Happy Kids” initiative. This program began leadership development with the young students by providing them opportunity for greater responsibility. The staff was also immersed in the “10 Strategies for Creating a Classroom Culture of High Expectations”.

7.5.1. Parents and the community are provided information. The school had student led parent conferences in which the students assumed ownership of their achievement and classroom behaviors. The students discussed their use of data notebooks and the multiple groups that they rotated through in their classroom. The student Data Notebooks had all subject area assessments, benchmarks, and behavior charts. The teachers fielded questions during the parent conferences from parents after the students had presented/shared the information.

At the fall leadership day, the students were an integral part of the program. The students were the speakers; they arranged the microphones, signed in guests at the door, and arranged the seating. The students sang a song about the 7 Habits of Happy Kids and the “Man in the Mirror.” Guests included community leaders, board members, a House of Delegates member, a pastor, a West Virginia State Trooper, and various local businessmen. The students also developed questions for the guests to answer.

7.8.1. Leadership. The principal provided the students and staff an excellent example of leadership. The principal was knowledgeable, compassionate, and exhibited the highest expectations for students, staff and self. The principal was highly organized and had a clear vision for the school. The teachers provided quality leadership as

demonstrated through classroom management and facilitating student learning via a variety of instructional strategies, excellent use of technology, and high expectations.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

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)

- One teacher had incomplete information and could not be identified by the West Virginia Department of Education, Office of Professional Preparation.
- Two teachers were not highly qualified for the position for which they taught.

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 Man 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.

None Identified

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 Man 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.

Building Capacity - Transition School

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.

The Team believed that the principal and staff of Man Elementary School have the capacity to increase student achievement. The school missed the index target by less than 0.05 percent. Through a concerted effort between the principal, staff, Logan County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education, the areas of weakness will continue to be well defined and a curricular approach further developed to eliminate these achievement weaknesses.

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.

- 19.1.10. Specialized instructional areas.** Art was taught in the classrooms. The music facility did not have adequate storage, music chairs with folding arms, music stands, or acoustical treatment. (May adversely impact program delivery and student performance.)
- 19.1.15. Health service units.** There was no refrigerator with locked storage. (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.

The principal and staff of Man Elementary School had conducted extensive data analysis and had implemented high quality professional development to address areas of weakness in student achievement. The principal will need to continue electing assistance from the Logan County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education to investigate new programs and practices to aid teachers in increasing student achievement.

EDUCATION PERFORMANCE AUDIT SUMMARY

Man 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 Man Elementary School in improvement efforts.

The Team identified one high quality standard necessary to improve performance and progress.

7.6.2. Licensure.

The Team presented three commendations (7.1.2. High expectations, 7.5.1. Parents and the community are provided information, and 7.8.1. Leadership), offered capacity building resources, and presented an early detection and intervention recommendation.

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 Man Elementary School and Logan County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.