



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

PADEN CITY ELEMENTARY SCHOOL

WETZEL COUNTY SCHOOL SYSTEM

MAY 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Paden City Elementary School in Wetzel County was conducted March 6, 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. The review was limited in scope and concentrated on the subgroups that failed to achieve adequate yearly progress (AYP).

EDUCATION PERFORMANCE AUDIT TEAM

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

West Virginia Department of Education – Teresa Epperley, Coordinator, Office of Professional Preparation (Certification)

West Virginia Department of Education – Brad Fittro, Coordinator, Office of Professional Preparation (Certification)

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TEAM MEMBERS

Name	Title	School/County
Allen R. Laugh	Elementary School Principal	Creed Collins Elementary School Ritchie County
Thomas N. Wood	General Supervisor	Marshall County

SCHOOL PERFORMANCE

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

92 WETZEL COUNTY

Dennis Albright, Superintendent

203 PADEN CITY ELEMENTARY SCHOOL – SUPPORT

Tammy Chambers, Principal

Grades K-06, Enrollment 206 (2nd month 2012-2013 enrollment report)

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 Paden City 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 Paden City Elementary School.

Designation:	SUPPORT	Next Year's Target:	50.677
Index Score:	30.665	Met at least 50% of targets in Mathematics and Reading:	NO
Index Target:	46.6785	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	8.58
Achievement Gaps Closed (20% of the index score)	7.10
Observed Growth (15% of the index score)	5.00
Adequate Growth (20% of the index score)	5.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.98</u>
Total Accountability Index (out of 100)	30.66

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.

Paden City Elementary School did not achieve the Accountability Index Target for the 2013-2014 school year. Considering the achievement target index of 50.677 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 30.665, Paden City Elementary School has a steep trajectory to achieve both short term and long term targets. A significant gap exists in both the WVAI target and the target of 75 percent proficient by 2020.

**PADEN CITY 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%	70.37%	29.63%	> 95%	66.67%	33.33%
3	Asian	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Multiracial	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Special Education	> 95%	75.00%	25.00%	> 95%	75.00%	25.00%
3	Low Socioeconomic Status	> 95%	84.62%	15.38%	> 95%	84.62%	15.38%
3	Total	> 95%	72.41%	27.59%	> 95%	68.97%	31.03%
4	White	> 95%	75.00%	25.00%	> 95%	65.00%	35.00%
4	Multiracial	> 95%	>95%	< 5%	> 95%	>95%	< 5%
4	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
4	Low Socioeconomic Status	> 95%	>95%	< 5%	> 95%	90.00%	10.00%
4	Total	> 95%	77.27%	22.73%	> 95%	68.18%	31.82%
5	White	> 95%	70.59%	29.41%	> 95%	47.06%	52.94%
5	Multiracial	> 95%	66.67%	33.33%	> 95%	66.67%	33.33%
5	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
5	Low Socioeconomic Status	94.44%	82.35%	17.65%	94.44%	47.06%	52.94%
5	Total	> 95%	70.27%	29.73%	> 95%	48.65%	51.35%
6	White	90.32%	64.29%	35.71%	90.32%	53.57%	46.43%
6	Special Education	> 95%	>95%	< 5%	> 95%	>95%	< 5%
6	Low Socioeconomic Status	85.71%	75.00%	25.00%	85.71%	83.33%	16.67%
6	Total	90.32%	64.29%	35.71%	90.32%	53.57%	46.43%

Attendance Rate = 99.60%

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.

In mathematics, Grade 6 had the highest level of proficiency with 35.71 percent proficient, followed by Grade 5 with 29.73 percent proficient, Grade 3 with 27.59 percent proficient, and Grade 4 with 22.73 percent proficient.

In reading/language arts, Grade 5 had the highest level of proficiency with 51.35 percent proficient, followed by Grade 6 with 46.43 percent proficient, Grade 4 with 31.82 percent proficient, and Grade 3 with 31.03 percent proficient.

PADEN CITY 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	47 (54%)	28 (32%)	12 (14%)	32.0	28.3%	28 (32%)	29 (33%)	30 (34%)	48.0	42.5%
	County	568 (38%)	481 (32%)	461 (31%)	46.0	35.8%	520 (35%)	459 (31%)	520 (35%)	49.0	45.9%
	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	48.8%
White Sub-Group	School	46 (55%)	25 (30%)	12 (14%)	32.0	29.2%	27 (33%)	29 (35%)	27 (33%)	47.0	44.2%
	County	558 (38%)	473 (32%)	447 (30%)	46.0	35.9%	507 (35%)	452 (31%)	508 (35%)	49.0	46.0%
	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	*	*	*	24.0	7.1%	*	*	*	42.0	7.1%
	County	116 (46%)	85 (34%)	52 (21%)	38.0	11.4%	95 (38%)	89 (35%)	67 (27%)	43.0	11.4%
	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	41 (53%)	25 (32%)	11 (14%)	32.0	31.1%	26 (34%)	26 (34%)	25 (32%)	48.0	47.2%
	County	452 (36%)	396 (32%)	409 (33%)	47.0	40.9%	425 (34%)	370 (30%)	453 (36%)	50.0	53.0%
	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	18 (45%)	18 (45%)	4 (10%)	37.0	14.5%	13 (33%)	9 (23%)	18 (45%)	52.0	30.9%
	County	303 (41%)	238 (32%)	192 (26%)	43.0	23.9%	280 (39%)	208 (29%)	239 (33%)	46.0	33.1%
	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	40.8%
Non-LSES Sub-Group	School	29 (62%)	10 (21%)	8 (17%)	29.0	40.0%	15 (32%)	20 (43%)	12 (26%)	42.0	52.3%
	County	265 (34%)	243 (31%)	269 (35%)	49.0	47.2%	240 (31%)	251 (33%)	281 (36%)	52.0	58.2%
	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	23 (51%)	15 (33%)	7 (16%)	33.0	32.3%	15 (33%)	15 (33%)	15 (33%)	55.0	43.5%
	County	282 (36%)	273 (35%)	224 (29%)	47.0	38.4%	289 (38%)	242 (31%)	239 (31%)	47.0	39.9%
	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	24 (57%)	13 (31%)	5 (12%)	25.0	24.1%	13 (31%)	14 (33%)	15 (36%)	42.0	41.4%
	County	286 (39%)	208 (28%)	237 (32%)	45.0	33.1%	231 (32%)	217 (30%)	281 (39%)	52.0	52.1%
	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 the 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. Paden City Elementary School scores showed low growth for every subgroup in mathematics except for the low socio-economic subgroup which showed typical growth. All reading/language arts subgroups showed typical growth.

Mathematics. As the chart indicates, the percent proficient in mathematics was 28.3 percent. The special education subgroup percent proficient was 7.1 percent proficient while the non-special education subgroup percent proficient was 31.1 percent, indicating a gap of 24.0 percent. The low socioeconomic subgroup percent proficient was 14.5 percent while the non-low socioeconomic subgroup proficiency was 40.0 percent, indicating a gap of 25.5 percent. Males scored 8.2 percent higher proficiency than females.

Reading/Language Arts. The percent proficient in reading/language arts was 42.5. The special education subgroup percent proficient was 7.1 percent while the non-special education subgroup proficiency was 47.2 percent, indicating a 40.1 percent gap. The low socioeconomic subgroup percent proficient was 30.9 percent while the non-low socioeconomic subgroup proficiency was 52.3 percent, indicating a 21.4 percent gap. Males scored 2.1 percent higher proficiency than females.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Schoolwide, mathematics scores were the lowest in the last four years. In reading/language arts, achievement increased from 2009-2010 to 2011-2012, then declined by almost eight percent in 2012-2013. Mathematics scores declined by 17.92 percent from 2009-2010 to 2012-2013 and reading/language arts scores had increased by 8.22 percent over the same time period. The low socioeconomic status subgroup declined from 2011-2012 to 2012-2013 by 12.28 percent in mathematics, and increased by 2.33 percent in reading/language arts over the same time period. The State's accountability focus in 2012-2013 moved to growth and scores indicated that almost all subgroups in mathematics showed low growth and all subgroups in reading/language arts demonstrated typical growth.

According to the principal, the following professional development and/or training opportunities were provided to the staff.

1. RESA 6 Educator Enhancement Academy.
2. New Evaluation System/Self-Reflection – Begin SMART Goals.
3. Reading/Language Arts and Mathematics Next Generation Standards.
4. Strategic Plan Webinar.
5. Think Critical Review.
6. Lessonplan.com.
7. Microsoft One-Note.
8. What is a Support School?
9. WESTEST2 Data Analysis.
10. Electronic Registrar Online – eSchool Solutions.
11. Reasoning Mathematics.
12. K-4 Professional Learning Communities.
13. Principal Regional Institute.
14. Activities for Math/Reading Strategies for Evaluation.
15. TechSteps/Acuity/WV Writes/Think Central/PCE Website/Ticket to Read/Voyager Math.
16. Modified Diagnostic.
17. Attention Deficit Hyperactive Disorder.
18. Crisis Prevention Intervention.

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)

While the Team saw evidence of high expectations throughout the building in a majority of the classrooms, two classes did not exhibit these same high expectations.

One Grade 5-6 teacher did not challenge students with a high quality curriculum. Students were not required to use investigative thinking skills as instruction was at a Depth of Knowledge Level 1. The Team believed this to be detrimental to the WESTEST2 scores and overall student achievement.

One Grade 1 classroom had two long-term substitutes. There were 26 students in the classroom and almost all students were off task for a time period throughout the class. The class was disorganized and students were disengaged from the learning process. Due to the disorganization and classroom chaos, little to no meaningful classroom instruction was occurring.

RECOMMENDATION

7.1.3. Learning environment. The boys' and girls' rest rooms have doors to the individual commode areas. The doors open toward the school hallway and the doors did not lock. This made it possible for a student to open the door and a student in the rest room would be visible to students and adults in the hallway. The Team recommended that the school and county investigate means to ensure student privacy in the rest rooms.

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 Paden City Elementary School in providing a thorough and efficient system of education. Wetzel 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 Wetzel 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.

It is imperative that all students be challenged with a high quality, standards based curriculum. Given the small number of students in Grades 3-6, even one classroom with areas of low expectations will impact WESTEST2 results. The principal must ensure that all teachers have high expectations for all students and that all students are expected to do their highest quality work.

One area that has had a negative effect on mathematics scores was that Grades 6 had four different mathematics teachers in the last four years. This high turnover has been detrimental to the learning process as it is difficult for the students to have consistency and for the teachers to become comfortable with the school learning environment and discern the areas of individual student weaknesses. Student proficiency in mathematics was very low (28.3 percent - all students) on the 2013 WESTEST2.

The principal, in cooperation with the Wetzel County Central Office, RESA 6, and the West Virginia Department of Education, had implemented professional development to aid teachers in classroom planning and curricular strategies to increase 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 Paden City Elementary School in achieving capacity, the following resources are recommended.

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

Building Capacity - Support

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.

The Team determined that Paden City Elementary School and Wetzel County have the potential to develop capacity to correct the deficiencies identified in this report. However, the principal must ensure that all teachers have high expectations for all students and instruction is challenging and meaningful to increase student achievement. The Team recommended that the Wetzel County School System Director of Curriculum and the school administrator engage the Director of Curriculum and the Professional Development Director at RESA 6 in developing the school's capacity to improve the school's achievement.

The school had implemented a variety of programs and practices buildingwide this school year to increase student achievement.

- A. Professional staff worked together to develop strategic plan goals to address academic areas for all students and close the gap between the All and Low SES subgroups. The staff then used this to tie into individual SMART goals as part of the evaluation process, making one of those goals schoolwide focusing on mathematics.
- B. As part of the daily schedule, the school has an intervention block of 40 minutes. In the past, the focus was on reading. For the 2013-2014 school year, the school implements mathematics intervention on Thursday and Friday. As in the past, grouping is flexible and students move in and out of groups upon mastery or need.

- C. The school used the 7:30am - 8:00am common planning, Instructional Support and Enhancement days, Continuing Education days, and snow days to share and explore mathematics, reading, and writing strategies.
- D. The staff of Paden City Elementary joined with New Martinsville School staff in a professional learning community (PLC) format, meeting at least one time per month. During these sessions teachers share ideas, receive instruction on specific strategies, and take those strategies back to the classroom to use. They follow up the success or struggle of using the strategies by reporting out at the next meeting.
- E. The school used the School Improvement Model shared from another school in Wetzel County to analyze WESTEST2 data. A spreadsheet was being used to enter individual student scores to identify growth for mathematics and reading. This gives teachers more information on students to identify areas of weakness.
- F. Two teachers were trained this year to begin an Instructional Practices Inventory (IPI) process to observe student engagement in the classrooms. This practice will continue buildingwide to benefit all teachers and students.
- G. Tutoring was offered to students every Wednesday morning from 7:30am to 8:00am. Also, more teachers are implementing stations in their classrooms to enhance mathematics and reading skills.
- H. RESA 6 staff facilitated a Modified Diagnostic and presented the results to the staff to encourage growth and identify strengths and weaknesses buildingwide.

The 2014 WESTEST2 results will indicate if the school has demonstrated the capacity to improve 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. The sidewalks did not have designated crosswalks, curbcuts, and correct slope. The playgrounds/recreational areas were not well equipped and appropriate for the age level. (May adversely impact health and safety.)
- 19.1.5. Library/media and technology center.** Online periodical indexes were not available. (May adversely impact program and student performance.)
- 19.1.10. Specialized instructional areas.** The art facilities did not have a ceramic kiln or black-out areas. The music facilities did not have music chairs with folding arms or acoustical treatment. The physical education facility did not have a data projector or 50 inch screen monitor. (May adversely impact program and student performance.)
- 19.1.11. Grades 6-12 science facilities.** The science facilities did not have AC and DC current, compressed air, ventilation fume hood, demo table, fire extinguisher, blanket, first aid kit, darkening provisions, and main gas shut-off. (May adversely impact program and student performance.)

- 19.1.12. Grades 7-12 auditorium/stage.** The auditorium/stage facility did not have broadcasting capabilities and was not acoustically treated. (Did not adversely impact program and student performance.)
- 19.1.15. Health service units.** The health services unit did not have a toilet, lavatory, or work counter available. (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 had identified professional development and other programs and practices to increase student achievement. It is imperative that the principal continue to monitor all classrooms and ensure that every teacher challenges students to produce high quality work. The changes that the principal and staff have installed buildingwide should have a positive effect on student achievement.

EDUCATION PERFORMANCE AUDIT SUMMARY

Paden City 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 Paden City Elementary School in improvement efforts.

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

7.1.2. High expectations.

The Team presented one recommendation (7.1.3. Learning environment), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention observation.

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 Paden City Elementary School and Wetzel 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.