



**Office of Education
Performance Audits**

FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DIXIE ELEMENTARY SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

MAY 2012

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Dixie Elementary School in Nicholas County was conducted March 30, 2011.

A Follow-up Education Performance Audit of Dixie Elementary School was conducted March 2, 2012. The purpose of the follow-up review was to verify correction of the findings identified during the original Education Performance Audit. The review was in accordance with West Virginia Code §18-2E-5 and West Virginia Board of Education Policy 2320 which specify that a school that meets or exceeds the performance and progress standards but has other deficiencies shall remain on full accreditation status and a county school district shall remain on full approval status for the remainder of the accreditation period and shall have an opportunity to correct those deficiencies. The Code and policy include the provision that a school “. . . does not have any deficiencies which would endanger student health or safety or other extraordinary circumstances as defined by the West Virginia Board of Education.”

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Carroll Staats

SCHOOL PERFORMANCE

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

62 NICHOLAS COUNTY

Beverly Kingery, Superintendent

206 DIXIE ELEMENTARY SCHOOL – Passed

Glen Tyree, Principal

Grades K - 05

Enrollment 93 (2nd month 2008-2009 enrollment report)

WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	39	39	39	100.00	56.41	Yes	Confidence Interval	✓
White	38	38	38	100.00	57.89	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	30.00	NA	NA	NA
Low SES	26	26	26	100.00	53.84	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	39	39	39	100.00	66.66	Yes	Yes	✓
White	38	38	38	100.00	65.78	NA	NA	NA
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	10	10	10	100.00	20.00	NA	NA	NA
Low SES	26	26	26	100.00	57.69	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.0%

62 NICHOLAS COUNTY
Beverly Kingery, Superintendent
206 DIXIE ELEMENTARY SCHOOL – Passed
Glen Tyree, Principal
Grades K - 05
Enrollment 99 (2nd month 2009-2010 enrollment report)

WESTEST 2009-2010

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	46	48	48	100.00	30.43	Yes	Confidence Interval	✓
White	46	48	48	100.00	30.43	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	15	15	100.00	26.66	NA	NA	NA
Low SES	33	35	35	100.00	30.30	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	46	48	48	100.00	19.56	Yes	Confidence Interval	✓
White	46	48	48	100.00	19.56	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	15	15	15	100.00	0.00	NA	NA	NA
Low SES	33	35	35	100.00	21.21	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.1%

62 NICHOLAS COUNTY
Beverly Kingery, Superintendent
206 DIXIE ELEMENTARY SCHOOL – Passed
Glen Tyree, Principal
Grades K - 05
Enrollment 93 (2nd month 2010-2011 enrollment report)

WESTEST 2010-2011

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	41	42	42	100.00	39.02	Yes	Confidence Interval	✓
White	41	42	42	100.00	39.02	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	11	100.00	18.18	NA	NA	NA
Low SES	30	31	31	100.00	33.33	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	41	42	42	100.00	31.70	Yes	Confidence Interval	✓
White	41	42	42	100.00	31.70	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	11	11	11	100.00	0.00	NA	NA	NA
Low SES	30	31	31	100.00	26.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 99.1%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Achieved Standard.

5.1.1. Achievement.

Dixie Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup in mathematics and reading/language arts only by application of the confidence interval. There were no subgroups with a number (N) greater than 50. The special education (SE) subgroup in reading/language arts included 15 students and showed a 0.0 percent rate of students proficient. The county curriculum staff and school staff are urged to address all subgroups with low percent proficient and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 78.95 percent in mathematics and 84.21 percent in reading; Grade 4 – 68.75 percent in mathematics and 75.00 percent in reading; Grade 5 – 54.55 percent in mathematics and 81.82 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. Response to Intervention (RTI).
2. Intervention Convention.
3. Capturing Kids' Heart Review.
4. WESTEST2 Data Analysis.
5. K-02 Content Vocabulary.
6. Grades 03-05 Content Vocabulary.
7. Parent Involvement Training.
8. DIBELS Analysis.
9. Acuity.
10. Professional Learning Communities.

FOLLOW-UP REVIEW – March 2012

Achieved Standard.

The percentage of students scoring at the proficiency level on the 2011 WESTEST improved for all subgroups except the special education (SE) subgroup.

The Dixie Elementary School staff continues to receive staff development and/or training opportunities.

1. PD 360
2. Instructional Practices Inventory
3. Using WESTEST Data to Improve Instruction
4. Acuity
5. Teacher Academy during the summer
6. Using Technology in Instruction
7. Teaching Reading Comprehension
8. Behavior Management
9. West Virginia Writes
10. Content Writing
11. Instructional Strategies
12. Depth of Knowledge (DOK)

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 educational opportunities including enrichment and acceleration. (Policy 2510)

Depth of Knowledge (DOK) levels in over half of the classes the Team observed was at level 1 or 2. Students were not challenged to work at the higher levels of DOK. All students must be challenged to do their best with high quality instruction.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. Staff training had been conducted to provide teachers with the skills needed to instruct using strategies that challenge students to gain a greater depth of knowledge of the subject being taught. Interviews with teachers provided evidence they understood the instructional techniques used to get students to think at higher levels. These techniques were evident in lesson plans and during classroom observations.

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 active inquiry, investigation, and experimentation in the Grade 04/05 split class. This teacher estimated that the amount is approximately 20 percent. Science instruction mostly involved textbooks and worksheets. 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.” No specific reason was given for this lack of instruction.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The Team reviewed lesson plans and a notebook containing hands-on science activities for this school year (2011-2012), observed instruction, and interviewed the Grade 4/5 teacher and found that the 50 percent active inquires, investigations, and hands-on activities in science instruction were occurring.

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 observed minimal technology was being used during the day of the Education Performance Audit. Additionally, teacher interviews and lesson plan reviews did not provide verification that instructional technology was being used to a great extent throughout the year. Odyssey, Accelerated Reader, and keyboarding were the predominant uses of technology.

The school's website was outdated and the students would benefit by having links to various websites on the school's website.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The school received additional technology equipment this year (2011-2012) including a portable iPad2 Laboratory and a portable laptop computer laboratory. Students used each of these labs daily. The iPad2 computers had many apps that covered all subject areas that students were using. The laptop laboratory and stationary laboratory were being used for basic skills, West Virginia Writes, Acuity, TechSteps, etc. Usage logs for the computer labs showed extensive teacher and student use of all the labs. A part time technology integration specialist (TIS) was assigned to the school to train teachers in using the technology equipment and programs. The TIS also provided technology demonstrations lessons. Teachers interviewed and observed in the classrooms were actively involved in using technology in their instruction.

The school website was updated August 11, 2011, and has been reviewed and updated monthly since then. Links to various websites appropriate for student use were added to the school's website.

7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)

A zero tolerance plan for harassment and bullying was not in place. The school must have a written plan that specifies the procedures to follow to deal with harassment and bullying occurrences.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The Team reviewed a copy of the school's discipline plan which contained a zero tolerance provision for harassment and bullying and specified the procedures to deal with occurrences of harassment and bullying. This policy was included in the school student handbook and posted on the school website.

7.1.13. Instructional day. Priority is given to teaching and learning, and classroom instructional time is protected from interruption. An instructional day is provided that includes a minimum of 315 minutes for kindergarten and grades 1 through 4; 330 minutes for grades 5 through 8; and 345 minutes for grades 9 through 12. The county board submits a school calendar with a minimum 180 instructional days. (W.Va. Code §18-5-45; Policy 2510)

Some classes did not provide the minimum required amount of instructional time. The principal must ensure that Grades K-04 have at least 315 instructional minutes and Grade 5 has at least 330 instructional minutes per day.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. A review of the school master schedule showed the school was providing at least 330 minutes of instructional time for all students.

7.2. Student and School Performance

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Three teachers did not know the goals and action steps of the school's Five-Year Strategic Plan. The goals of this plan are to be a major factor in determining the curriculum in each classroom.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The Team interviewed teachers and they readily discussed the goals and action steps in the school's Five-Year Strategic Plan and activities they were providing to implement the action steps.

7.4. Regulatory Agency Reviews

- 7.4.1. Regulatory agency reviews. Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)**

One citing from the most recent Nicholas County Health Department had not been corrected. The dishwasher continued to have scaling on a drain plug. This had been cited on two consecutive health department reports.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The Team checked the dishwasher and reviewed the past two Nicholas County Health Department Reports dated October 21, 2011 and February 28, 2012 that showed the problem no longer existed.

7.6. Personnel

- 7.6.4. Teacher and principal internship. The county board develops and implements a beginning teacher internship program and a beginning principal internship program that conform with W.Va. Code and West Virginia Board of Education policies. (W.Va. Code §18A-3-2b and 2d; Policy 5899; Policy 5900)**

While one new teacher and the mentor were meeting regularly, the principal was not involved in these meetings. W.Va. Code §18A-3-2b *Beginning teacher internships*, requires monthly meetings of a professional support team. The Code further specifies that a professional support team is comprised of the school principal, who shall chair the professional support team.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. The Team reviewed a copy of a log that showed the meetings of the Professional Support Team, those present, and topics discussed. This log showed the Professional Support Team had been meeting and operating as required by W.Va. Code and West Virginia Board of Education Policy 5900.

7.7. Safe, Drug Free, Violence Free, and Disciplined Schools

- 7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

A schoolwide discipline plan was not in place. The individual teachers dealt with discipline on a class by class basis. While discipline issues were infrequent, the school needed to have an established discipline plan in place.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. A schoolwide discipline plan was in place, published in the student handbook, and posted on the school's website.

7.8. Leadership

- 7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

Due to low student percent proficient and the number of deficiencies found at Dixie Elementary School, the Team determined that assistance from the Nicholas County Central Office administration, the West Virginia Department of Education, and RESA 4 needed to be provided to assist the building administrator in the operation and instructional delivery at the school.

FOLLOW-UP REVIEW – March 2012

COMPLIANCE. Assistance for the school had been provided by all the listed agencies and the Dixie Elementary School principal and staff worked to address the deficiencies in the original Education Performance Audit report. The Nicholas County Superintendent and central office staff provided monthly reviews of the school's progress with suggestions for further improvements. Staff development was provided in the forms of a Summer Academy for Teachers, Use of Acuity to monitor instruction, PD 360 training, and Data Analysis. Assistance with the development of a plan to address the Education Performance Audit report deficiencies was provided. The West Virginia Department of Education staff provided assistance with updating the school technology plan and RESA 4 provided assistance by conducting the Instructional Practices Inventory (IPI) for the school and training teachers in how to use the results.

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 Dixie Elementary School in providing a thorough and efficient system of education. Nicholas 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 Nicholas County or the accreditation status of the schools.

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

A thorough review of the school and student needs should be conducted followed by corresponding staff development and implementation of the staff development to correct the deficiencies presented in this report. All curricular decisions must be based on student data, the West Virginia 21st Century content standards and objectives (CSOs), and the needs of the school as determined by the school's Five-Year Strategic Plan. The Team reported many areas of curricular concern and each area must be given attention through a plan of action as to how the issues will be corrected and student achievement will be improved.

FOLLOW-UP REVIEW CONCLUSION – March 2012

The follow-up review of Dixie Elementary School found the principal and school staff, with assistance from the Nicholas County Superintendent and central office staff, RESA 4 staff and the West Virginia Department of Education, had made good strides in addressing the deficiencies presented in the original Education Performance Audit report and continued to work diligently to provide appropriate educational opportunities for the students. The school's Five-Year Strategic Plan and technology plan were reviewed and updated to better address the students' educational needs. The staff was implementing the action steps in the Five-Year Strategic Plan, using test data to identify student needs, and preparing strategies to address the identified needs.

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 Dixie 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.**

Capacity building needs to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. A thorough understanding of the needs of the school and the areas of weakness must provide the groundwork on which the corrections are based.

The Office of School Improvement will be contacting the school and county regarding the necessary revisions for the school's strategic plan and providing assistance through the West Virginia Department of Education State System of Support.

FOLLOW-UP REVIEW CONCLUSION – March 2012

The school's strategic plan had been revised and a plan of action was prepared to address the deficiencies shown in the original Education Performance Audit report. The staff analyzed data from the WESTEST2 and the Acuity Benchmarking Tests to determine student educational weaknesses and devised strategies to address the weaknesses in lesson planning and instruction. The percentage of students scoring at the proficient level and above on the 2011 WESTEST2 improved for all subgroups (except the special education [SE] subgroup), although there is still much work to be done to get all students to the proficient level. The principal and school staff exhibited true interest in their students and were working hard to improve educational opportunities for student learning.

Identification of Resource Needs

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

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

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

- 19.1.1. School location.** The school site was not 11 usable acres and the site was not large enough for future expansion.
- 19.1.4. Counselor's office.** The counselor's office did not have adequate space, did not insure privacy, and did not provide easy access to student records.
- 19.1.5. Library/media and technology center.** Electronic card catalogs, automated circulation capacity, online periodical indexes, copying equipment, and other materials that are adequate for general reading and reference were not provided. The library was very small.
- 19.1.7. K classrooms.** The Kindergarten classroom was not of adequate size.

- 19.1.8. Grades 1-12 classrooms.** The size of the academic learning areas was not adequate and did not have various communication technologies. Storage was not adequate and instructional technology was not available. Rooms lacked controllable lights and a sufficient number of outlets.
- 19.1.10. Specialized instructional areas.** Art and music were taught in the individual classrooms by the classroom teachers. The physical education facility did not have forced ventilation, a data projector or 50 inch screen monitor, network connection, Internet access, audio equipment, or a ceiling height of 20-24 feet.
- 19.1.14. Food service.** The food service area was not convenient to the service drive for deliveries and waste removal. The following were not available: A chalkboard or bulletin board, teachers' dining area of adequate size, locker/dressing room, or chairs.
- 19.1.15. Health service units.** A health service unit was not available.

FOLLOW-UP REVIEW CONCLUSION – March 2012

All facility resource needs remained the same as identified in the original Education Performance Audit report with the exception of the following:

- 19.1.10. An exhaust fan had been installed in the physical education facility for ventilation.**

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 Team reported that Dixie Elementary School has the potential to achieve at a higher level than is currently being realized. Elements are in place to improve student achievement; however, these elements will need guided support and direction to show significant and sustained student achievement.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP REVIEW TEAM SUMMARY – March 2012

The school staff continued to implement the action steps in the school improvement plan and the percentage of students scoring at the proficient level increased in all subgroups in mathematics and reading on the 2011 WESTEST2 (except in the special education subgroup). With all the additional effort to improve student learning, the staff was looking forward to further improve on student achievement on the 2012 WESTEST2.

COMPLETED BY THE OFFICE OF EDUCATION PERFORMANCE AUDITS

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
Dixie Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Dixie Elementary School and the school continue to demonstrate progress in student and school performance.