



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DIXIE ELEMENTARY SCHOOL

NICHOLAS COUNTY SCHOOL SYSTEM

JUNE 2011

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. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are declining and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures as it considers necessary to improve performance and progress.

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 concentrated on the declining student achievement.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator
West Virginia Department of Education Team Leader and Technology – Bodie Fulford, Coordinator, Office of Instructional Technology

TEAM MEMBERS

Name	Title	School/County
Jason D. Browning	Middle School Principal	Chapmanville Middle School Logan County
Adam E. Grygiel	High School Principal	Mount View High School McDowell County

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%

DIXIE ELEMENTARY SCHOOL

Adequate Yearly Progress (AYP) Information by Class

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	19	19	19	19	100.00	26.32	52.63	15.79	0.00	5.26	21.05
04	16	16	16	16	100.00	25.00	43.75	31.25	0.00	0.00	31.25
05	13	11	13	11	100.00	36.36	18.18	27.27	18.18	0.00	45.45

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	19	19	19	19	100.00	52.63	31.58	15.79	0.00	0.00	15.79
04	16	16	16	16	100.00	43.75	31.25	25.00	0.00	0.00	25.00
05	13	11	13	11	100.00	63.64	18.18	9.09	9.09	0.00	18.18

Enr. - Enrollment
FAY - Full Academic Year
Part. - Participation

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

Mathematics			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	46	14	32
White	46	14	32
Special Education	15	4	11
SES	33	10	23

Reading/Language Arts			
	Number Enrolled for FAY	Number Proficient	Number Not Proficient
All	46	9	37
White	46	9	37
Special Education	15	0	15
SES	33	7	26

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.

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.

- 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.

- 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.

- 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.

- 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

Education Performance Audit Summary

Dixie Elementary School's Education Performance Audit concentrated on the declining student achievement. The Team also conducted a resource evaluation to assess the resource needs of the school.

The Team identified 10 high quality standards necessary to improve performance and progress.

- 7.1.2. **High expectations** (students were not being challenged).
- 7.1.4. **Instruction** (science was less than 50 percent experimentation).
- 7.1.7. **Library/educational technology access and technology application** (minimal technology usage).
- 7.1.12. **Multicultural activities** (zero tolerance plan for harassment not in place).
- 7.1.13. **Instructional day** (some classes short of minimum time requirement).
- 7.2.1. **County and School electronic strategic improvement plans** (three teachers unfamiliar with strategic plan).
- 7.4.1. **Regulatory agency reviews** (dishwasher issue cited previously).
- 7.6.4. **Teacher and principal internship** (principal not involved).
- 7.7.2. **Policy implementation** (discipline plan not in place).
- 7.8.1. **Leadership** (principal needed assistance).

The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Dixie Elementary School and Nicholas County to correct the findings noted in the report by the next accreditation cycle.