



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

DANESE ELEMENTARY SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

FEBRUARY 2009

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Danese Elementary School in Fayette County was conducted on October 22, 2007.

A Follow-up Education Performance Audit of Danese Elementary School in Fayette County was conducted November 17, 2008. The purpose of the follow-up 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.”

SCHOOL PERFORMANCE

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

20 FAYETTE COUNTY

Chris Perkins, Superintendent

204 DANESE ELEMENTARY SCHOOL – Passed

Cheryl Mills, Principal

Grades K - 05

Enrollment 91 (2nd month 2005-2006 enrollment report)

WESTEST 2005-2006

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	30	31	31	100.00	76.66	Yes	Yes	✓
White	30	31	31	100.00	76.66	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	25	25	100.00	70.83	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	30	31	31	100.00	86.66	Yes	Yes	✓
White	30	31	31	100.00	86.66	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	24	25	25	100.00	83.33	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.9%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
204 DANESE ELEMENTARY SCHOOL – Passed
Cheryl Mills, Principal
Grades K - 05
Enrollment 95 (2nd month 2006-2007 enrollment report)

WESTEST 2006-2007

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	27	30	30	100.00	77.77	Yes	Yes	✓
White	27	30	30	100.00	77.77	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	20	23	23	100.00	80.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	27	30	30	100.00	66.66	Yes	Averaging	✓
White	27	30	30	100.00	66.66	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	20	23	23	100.00	60.00	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.8%

20 FAYETTE COUNTY
Chris Perkins, Superintendent
204 DANESE ELEMENTARY SCHOOL – Passed
Cheryl Mills, Principal
Grades K - 05
Enrollment 90 (2nd month 2007-2008 enrollment report)

WESTEST 2007-2008

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	33	39	39	100.00	78.78	Yes	Yes	✓
White	33	39	39	100.00	78.78	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	32	32	100.00	78.57	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	33	39	39	100.00	90.90	Yes	Yes	✓
White	33	39	39	100.00	90.90	NA	NA	NA
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	28	32	32	100.00	89.28	NA	NA	NA
Spec. Ed.	**	**	**	**	**	**	**	**
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 98.6%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Danese Elementary School had no individual cells with a number (N) greater than 50. The achievement of the students tested resulted in the percentage proficient at a level that would have achieved adequate yearly progress (AYP) for the all students (AS), racial/ethnicity white (W), and economically disadvantaged (SES) subgroups in mathematics. However, the scores for those same cells would have been below the percent proficient level for reading/language arts.

Adequate yearly progress (AYP) information by class indicated scores below mastery in both mathematics and reading: Grade 3 – 45.45 percent in reading; Grade 5 – 44.44 percent in mathematics and 33.33 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 4. West Virginia had 70 percent of the students at or above mastery, as compared to 63 percent for Fayette County and 44 percent for Danese Elementary School. The school must address this issue by developing a writing rubric to address the West Virginia Writing Assessment and assure that all teachers provide appropriate feedback to all students on a minimum of a weekly basis.

The following professional development and/or training opportunities were provided.

1. Phonemic Awareness.
2. Balanced Literacy.
3. Vocabulary and Composition.
4. Textbook Training.
5. Odyssey Training.
6. K-02 Report Card.
7. Vocabulary Strategies.
8. K-03 Literacy Team.
9. WESTEST Analysis.
10. Difficult Parents.
11. 21st Century Learning.
12. Benchmarking.
13. CSO Mapping.
14. Five-Year Strategic Plan.
15. Response to Intervention (RTI).
16. Lucy Calkins' Units of Study.

FOLLOW-UP REVIEW

MET STANDARD. Enrollment at Danese Elementary School remained at a level where no individual cells exceeded the number (N) of 50 for adequately yearly progress (AYP). Achievement in mathematics remained steady from the 2006-2007 school year to the 2007-2008 school year, which was above the percent proficient to achieve AYP had the N been above 50. Achievement in reading/language arts dramatically increased in all reporting cells. The all students (AS) and the racial/ethnicity white (W) subgroups increased from 66.66 percent proficient to 90.90 percent proficient and the economically disadvantaged (SES) subgroup increased from 60 percent proficient to 89.28 percent proficient from the 2006-2007 school year to the 2007-2008 school year.

EDUCATION PERFORMANCE AUDIT

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

From student and staff interviews, the Team determined that 50 percent of science instruction was not hands on. A majority of the instruction was based on textbook and supplemental materials.

FOLLOW-UP REVIEW

COMPLIANCE. Through interviews and Team observations, it was evident that science instruction exceeded 50 percent hands-on.

RECOMMENDATION

7.6.3. Evaluation. Teacher observations had been conducted; however, the Team noted that there was not a lot of detail in the reports. The Team recommended that the principal provide more detailed feedback concerning the observations to enable teachers to make instructional changes as needed.

FOLLOW-UP REVIEW

RECOMMENDATION FOLLOWED. The Team reported that the principal had provided a great deal of feedback in all observations and evaluations. All observations and evaluations were written to meet the individual teacher's needs.

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 Danese Elementary School in providing a thorough and efficient system of education. Fayette 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 Fayette 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.

Under the leadership of the principal, the school had conducted extensive data analysis to target the areas of deficiency. The Team believed that student test scores will increase due to the curricular changes at the school.

FOLLOW-UP CONCLUSION

Data analysis had been used to improve student achievement and positive results were shown in the 2007-2008 WESTEST data.

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 Danese 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.**

The Team determined that Danese Elementary School and Fayette County have the capacity to correct the identified deficiency. The principal is a strong leader and had the vision necessary to assist the teachers in increasing student achievement.

FOLLOW-UP CONCLUSION

The identified deficiency at the school had been corrected.

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.** Sufficient handicapped parking was not available.
- 19.1.3. Teachers' workroom.** Communication technology (fax machine, telephone) was not available for teacher use.
- 19.1.5. Library/media and technology center.** Newspapers, periodicals, pamphlets, recordings, and tapes were not available for student use.
- 19.1.9. Grades K-12 remedial.** The location of the remedial areas was not adjacent to general instructional areas.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, hot and cold water, a ceramic kiln, or black-out areas. The music facility did not have folding chairs, a podium, or acoustical treatment. The physical

education facilities did not have a drinking fountain, provisions for two or more teaching stations, or a display case.

19.1.14. Food service. The food service area did not have water or a chalkboard.

19.1.15. Health service units. The health service unit did not have curtained or small rooms with cots, a bulletin board, toilet, lavatory, medicine chest, refrigerator with locked storage, desk and chair, or locked medication box.

FOLLOW-UP CONCLUSION

19.1.1. A work order had been submitted to increase the handicapped parking at the school.

19.1.3. Communication technology was available.

19.1.5. Newspapers and periodicals were available.

19.1.9. No remedial classrooms were in place at the school.

19.1.14. A whiteboard was available.

19.1.10. and 19.1.15. remained as identified in the original Education Performance Audit report.

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 believed that student achievement will increase given the changes in curricular delivery and the leadership of the principal.

FOLLOW-UP TEAM SUMMARY

Student achievement was on the rise at the school and the Team believed this was due to the high quality programs and practices at the school and the leadership and teacher commitment to student needs.

SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-204 Danese Elementary	Full Accreditation			