



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**DANESE ELEMENTARY SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Danese Elementary School in Fayette County was conducted on October 22, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of a county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic 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 Team Leader – Denise White, Coordinator, Office of Instruction

## TEAM MEMBERS

Name	Title	School/County
Stephen Comer	Principal	Spanishburg School Mercer County

**SCHOOL PERFORMANCE**

**20 FAYETTE COUNTY**

Mr. Chris Perkins, Superintendent

**204 DANESE ELEMENTARY SCHOOL – Passed**

Ms. Cheryl Mills, Principal

Grades K - 05

Enrollment 91 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.9%**

**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 90 (2<sup>nd</sup> month 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
<b>Mathematics</b>								
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.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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.	**	**	**	**	**	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.8%**

## 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	12	11	12	11	100.00	0.00	18.18	45.45	18.18	18.18	81.82
04	9	7	9	7	100.00	0.00	0.00	42.86	57.14	0.00	100.00
05	9	9	9	9	100.00	0.00	44.44	44.44	11.11	0.00	55.56

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	12	11	12	11	100.00	0.00	45.45	27.27	27.27	0.00	54.55
04	9	7	9	7	100.00	0.00	14.29	42.86	42.86	0.00	85.71
05	9	9	9	9	100.00	11.11	22.22	55.56	11.11	0.00	66.67

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

## Other Relevant Performance Data

### 2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	19433	5	16	49	24	5	1	70	30
FAYETTE COUNTY	485	4	44	15	31	5	1	63	37
DANESE ELEMENTARY	9	0	33	11	44	11	0	44	56

## 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. 21<sup>st</sup> Century Learning.
12. Benchmarking.
13. CSO Mapping.
14. Five-Year Strategic Plan.
15. Response to Intervention (RTI).
16. Lucy Calkins' Units of Study.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

**The Education Performance Audit Team reported that Danese Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.**

- 7.1.3. Learning environment.** The school environment was orderly and students were well-behaved. The Team observed no interruptions of classroom instruction by intercom or telephone. All teachers were instructing or working with small groups of students. The students expressed that they felt safe and valued and the atmosphere was very conducive to learning.
- 7.1.6. Instruction in writing.** After analyzing the results of their writing assessments, the school implemented the Lucy Calkins' Units of Study, a scripted writing program designed to improve written expression skills and interest in writing. The writing block was extended to 45-60 minutes per day. Teachers used rubrics to analyze student work and compare to identified writing benchmarks.
- 7.2.4. Data analysis.** Extensive data analysis was conducted using county-prescribed tests in K-02 (Diagnostic Reading Assessment, word writing, high frequency words) and WESTEST at Grades 3-5. Instruction was targeted in the area of reading and for intervention instruction based on these scores and informal classroom assessments. Teachers were aware of the results and were using strategies to address identified problems.
- 7.5.4. Physical assessment.** The staff was concerned about childhood obesity; therefore, the cafeteria staff implemented a program to encourage students to eat more healthy foods. The Good Eats program offered second helpings of only fruits and vegetables. The Physical Education/Health teacher instructed students on nutrition and healthy foods. Students were encouraged to sample new healthy foods. The nurse also tied in the Grade 5 Cardiac Project that monitors (with parent permission) cholesterol and blood enzyme levels.



## 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.

### 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.

## 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.

### 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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.4. Instruction.	West Virginia Department of Education Office of Instruction (304) 558-5325

- 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.

### 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.

### **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.**

**School Accreditation Status**

<b>School</b>	<b>Accreditation Status</b>	<b>Education Performance Audit High Quality Standards</b>	<b>Annual Performance Measures Needing Improvement</b>	<b>Date Certain</b>
20-204 Danese Elementary	Full Accreditation	7.1.4		

**Education Performance Audit Summary**

The Team identified one high quality standard – necessary to improve performance and progress. The Team presented one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Danese Elementary School’s Education Performance Audit was limited in scope to the 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 draft report to guide Danese Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct the deficiency noted in the report.