

OFFICE OF EDUCATION PERFORMANCE AUDITS



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

LUBECK ELEMENTARY SCHOOL

WOOD COUNTY SCHOOL SYSTEM

MAY 2006

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

The West Virginia Office of Education Performance Audits conducted an Education Performance Audit of Lubeck Elementary School in Wood County on May 31, 2005.

A Follow-up Education Performance Audit of Lubeck Elementary School in Wood County was conducted March 31, 2006. 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
2003-2004**

96 WOOD COUNTY

William A. Niday, Superintendent

215 LUBECK ELEMENTARY SCHOOL - Needs Improvement

Mary E. Thomas, Principal

Grades K - 06

Enrollment 525

Group	Number Enrolled for FAY	Number Enrolled on April 20	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
Mathematics								
All	270	283	282	99.65	66.54	Yes	Yes	✓
White	267	280	279	99.64	66.91	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	102	111	110	99.10	52.47	Yes	No	✗
Spec. Ed.	35	38	38	100.00	28.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	270	283	283	100.00	77.03	Yes	Yes	✓
White	267	280	280	100.00	77.15	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	**	**	**	**	**	NA	NA	NA
Low SES	102	111	111	100.00	65.68	Yes	Confidence Interval	✓
Spec. Ed.	35	38	38	100.00	22.85	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.7%

SCHOOL PERFORMANCE 2004-2005

This section presents the performance measures and the Follow-up Education Performance Audit Team's findings. The high quality educational standards and performance measures were investigated through the examination of documents; observation of practices; and interviews with personnel, students, and parents.

96 WOOD COUNTY

William A. Niday, Superintendent

215 LUBECK ELEMENTARY SCHOOL - Passed

Mary Elizabeth Thomas, Principal

Grades K - 06

Enrollment 503

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	262	288	288	100.00	72.51	Yes	Yes	✓
White	261	287	287	100.00	72.41	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	106	121	121	100.00	57.54	Yes	Confidence Interval	✓
Spec. Ed.	37	40	40	100.00	37.83	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
Reading/Language Arts								
All	262	288	288	100.00	79.38	Yes	Yes	✓
White	261	287	287	100.00	79.69	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	106	121	121	100.00	70.75	Yes	Confidence Interval	✓
Spec. Ed.	37	40	40	100.00	37.83	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 98.7%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Below Standard

5.1.1. Achievement.

Lubeck Elementary School failed to achieve adequately yearly progress (AYP) in one or more subgroups designated in 5.1.1. Achievement. One subgroup designated in 5.1.1. Achievement, included economically disadvantaged students (SES) in mathematics. In accordance with Section 9.5 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education issued the school Temporary Accreditation status at the September 10, 2004 State Board meeting.

The school revised its Unified School Improvement Plan (USIP) to improve performance and progress on the standard and the West Virginia Board of Education upgraded Lubeck Elementary School to Conditional Accreditation status with a May 31, 2007 Date Certain to achieve AYP.

Lubeck Elementary School achieved AYP in the SES subgroup in reading/language arts only by application of the confidence interval. It is further noted that the special education (SE) subgroup with the number (N) less than 50, scored far below the State's percent proficient level in mathematics and reading/language arts. The county curriculum staff and school staff are urged to address these subgroups in the county and school Unified Improvement Plan and apply interventions to close the achievement gap for the SES and SE students.

Adequate yearly progress (AYP) information by class showed a high percentage of students in Grades 3 and 4 achieving below mastery in mathematics (Grade 3 was 37.50 percent and Grade 4 was 39.66 percent). These scores have implication for developing the Unified School Improvement Plan (USIP) and school improvement.

FOLLOW-UP REVIEW

COMPLIANCE. The school achieved adequate yearly progress (AYP). All subgroups increased the percent proficient. The score of the economically disadvantaged (SES) subgroup continued to be substantially lower than the all students (AS) and racial ethnicity/white (W) subgroups and only achieved AYP by application of the confidence interval. Lubeck Elementary School and Wood County must continue to concentrate efforts on improving the achievement of the SES subgroup.

Although the special education (SE) subgroup was not considered in accreditation because the number (N) was less than 50, this subgroup showed the greatest improvement in percent proficient. The Team encouraged the school to continue to develop skill mastery of the SE subgroup and continue to improve achievement.

The school addressed achievement in several ways. The following training, programs, and activities were used for school improvement.

- 1. The curriculum had been prioritized and instruction had been focused on the Content Standards and Objectives (CSOs).**
- 2. The school administration monitored instruction daily through the five by five classroom walkthroughs.**
- 3. The staff has had extensive professional development in utilizing multiple instructional strategies, i.e., graphic organizers, teaching vocabulary in its context, previewing, scaffolding, etc.**
- 4. The Accelerated Reader program was being emphasized and awards had been added to motivate students and to increase student participation.**
- 5. The principal opened the school library one morning each week during the summer for students to check out books and/or read in the library.**
- 6. Teachers were provided the opportunity to collaborate with other grade level teachers.**

EDUCATION PERFORMANCE AUDIT

NONCOMPLIANCE

6.1. Curriculum

- 6.1.2. 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)**

One teacher did not exhibit high expectations for students. This was evident by the following events observed: One student was asleep and four students were off task out of the 18 students in the class; the teacher could not provide or relate information from the five by five walk-through observations that had been provided by the administration; a comment was made that Learning Focus Strategies and Content Mapping were not being used in the class because the students were not old enough or ready for those programs.

Two Grade 1 teachers could not articulate the modifications that were required in special education students' Individualized Education Programs (IEPs).

FOLLOW-UP REVIEW

COMPLIANCE. The Team observed classrooms and interviewed the principal and teachers and reported that all teachers were actively teaching and all students were on task. The modifications required in student Individualized Education Programs (IEPs) had been discussed between the special education teachers and the general education teachers during grade level planning periods and between the special education teachers and general education teachers responsible for the students' instruction. These modifications were being implemented in the classrooms. The staff had studied "best practices" and was implementing them in the classrooms.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

- 16.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county Unified 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 Lubeck Elementary School and Wood County Schools have the capacity to correct the identified deficiencies and increase student achievement to meet adequate yearly progress (AYP).

Given the low performance of the economically disadvantaged (SES) subgroup and the special education (SE) subgroup Lubeck Elementary School and Wood County need to target skills that students have not mastered to prepare them for success at the next level. Additionally, class scores for Grades 3 and 4 in mathematics showed that over 37 percent of students at those grade levels were below mastery. Providing that assessment scores from May 2005 do not show substantial improvement, the Office of Education Performance Audits recommends that RESA V and the West Virginia Department of Education provide assistance to the specific subgroups and subject areas and classes noted in this report.

FOLLOW-UP CONCLUSION

The achievement of students in the economically disadvantaged (SES) subgroup increased in the 2004-2005 school year and this subgroup met adequate yearly progress (AYP) by application of the confidence interval.

Wood County provided staff development on “Characteristics of Special Education Children” and “Guided Reading Instruction”. The county also provided “teacher coaches” who worked with classroom teachers.

RESA V provided staff to repair technology and provided staff development activities for teachers and administrators. RESA V provided an ongoing Administrators Leadership Series in which the principal participated.

The West Virginia Department of Education provided staff development to K-03 teachers on “Response to Intervention” and Reading Strategies. The school participated in the DIBELS pilot program in special education provided by the West Virginia Department of Education, Office of Special Education.

SCHOOL SYSTEM APPROVAL AND SCHOOL ACCREDITATION STATUS

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
96-215 Lubeck Elementary	Full Accreditation			

Education Performance Audit Summary

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Approval status of the Wood County School System and continue the Full Accreditation status of Lubeck Elementary School.