

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**LUBECK ELEMENTARY SCHOOL**

**WOOD COUNTY SCHOOL SYSTEM**

**JULY 2005**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Lubeck Elementary School in Wood County was conducted on May 31, 2005. 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 persistently below standard 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 to meet the standard.

The Education Performance Audit Team reviewed the Unified School Improvement 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 Brock, Coordinator

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Don Bower	Elementary School Principal	Beale Elementary Mason County
Phyllis Doty	Director of Curriculum	Logan County
Peggy Hawse	Dean of Students	RESA VIII
Phoebe Meadows	Elementary School Principal	Oakvale Elementary Mercer County
William Roebuck	Middle School Principal	Milton Middle Cabell County
Dr. Pat White	Director of Title I	Logan County
Wilma Zigmond	Director of Instruction	Logan County

### SCHOOL PERFORMANCE

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

#### 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
<b>Mathematics</b>								
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	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
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%**

## Adequate Yearly Progress (AYP) Information by Class

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	61	56	61	56	100.00	5.36	37.50	41.07	14.29	1.79	57.14
04	60	58	60	58	100.00	1.72	39.66	41.38	13.79	3.45	58.62
05	84	81	84	81	100.00	2.47	25.93	50.62	18.52	2.47	71.60
06	78	75	77	74	98.72	2.70	22.97	36.49	24.32	13.51	74.32

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
03	61	56	61	56	100.00	16.07	17.86	42.86	21.43	1.79	66.07
04	60	58	60	58	100.00	6.90	22.41	37.93	25.86	6.90	70.69
05	84	81	84	81	100.00	2.47	18.52	39.51	32.10	7.41	79.01
06	78	75	78	75	100.00	4.00	8.00	34.67	32.00	21.33	88.00

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

## Other Relevant Performance Data

### Statewide Writing Assessment Student Frequency and Percentage by Score

#### Grade 4

4.0		3.5		3.0		2.5		2.0		1.5		1.0		N		Total Freq.
Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	
1	2%	2	3%	5	8%	9	15%	39	65%	3	5%	1	2%	0	0%	60

**Note: Ninety-three percent (93%) of the students scored at or above 2.0 on the Statewide Writing Assessment.**

Freq. - Frequency - Number of students  
% - Percentage of students

### Physical Assessment – Presidential Physical Fitness Test Passage Rate

Percentage of Students	School Year
61.19%	2003-04
69.62%	2002-03
67.67%	2001-02

## 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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

6.1.3. **Learning environment.** The Team commended the learning environment of the school. The building was clean, attractive, and visually stimulating to the students. Students were polite, mannerly, and well behaved, even with field day activities being conducted on the day of the Education Performance Audit. The students and staff spoke very highly of their school and exhibited a great deal of pride in their school.

- 6.1.5. **Instructional strategies.** The Team commended the excellent use of the Accelerated Reader program. Staff and students were actively involved with the program and the positive student achievement results were clear.
- 6.1.6. **Instruction in writing.** The librarian used excellent writing strategies for selected students who needed additional help in the writing process. Types of activities that the librarian applied involved an additional writing class one time per week and critiques of written assignments. Furthermore, the librarian exhibited high expectations for students to increase their writing scores.
- 6.1.7. **Library/educational technology access and technology application.** Grade 6 students were given the opportunity to be involved in a program in which they may stay after school and be trained in different technology programs and then teach these technology programs to other students in lower grade levels. This helped the students at the lower levels and improved the skills of the Grade 6 students.
- 6.2.2. **Counseling services.** The Team commended the counseling services offered at the elementary school. During the three days per week that the counselor was at the school, many students' needs were being met and several different programs were implemented to assist them. The counselor conducted an in-depth documentation program to show the number of students served and counseling activities provided.
- 6.5.1. **Parents and the community are provided information.** The Team commended the high level of parent involvement with the school. Of the 525 students in the school, 300 parents participated in the Parent Teacher Association (PTA). At least 65 parents were involved in the field day activities during the day of the audit. Both mothers and fathers were encouraged to be involved in their children's education process.
- 6.8.1. **Leadership.** The principal and assistant principal were well-organized, articulate, goal-oriented, and strong instructional leaders. They presented positive role models to the school's students and staff.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. Achievement – SES).**

### 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).

### **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.

**None identified.**

### 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 Lubeck Elementary School in achieving capacity, the following resources are recommended.

HIGH QUALITY STANDARD	RECOMMENDED RESOURCE
6.1.2. High expectations.	West Virginia Department of Education Office of Instructional Services (304) 558-7805

- 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.

### 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.

**17.1. 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 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*)

**None identified.**

### **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.

**None identified.**

**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>
96-215 Lubeck Elementary	Conditional Accreditation	6.1.2		
			5.1.1 (SES)	May 31, 2007

**Education Performance Audit Summary**

The Team identified one (1) high quality standard – necessary to improve performance and progress to meet 5.1.1. Achievement – for the economically disadvantaged (SES) subgroup.

Lubeck Elementary School’s Education Performance Audit was limited in scope to the performance and process standards and progress related to student and school performance in the area of deficiency (5.1.1. SES). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Lubeck Elementary School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.