

OFFICE OF EDUCATION PERFORMANCE AUDITS



DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

NUTTER FORT PRIMARY SCHOOL

HARRISON COUNTY SCHOOL SYSTEM

APRIL 2006

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Nutter Fort Primary School, a K-2 school in Harrison County was conducted on February 28, 2006. The review was conducted at the specific direction of the West Virginia Board of Education. Section 4.5.2. of Policy 2320 discusses accountability of Kindergarten through Grade 2 schools. “The accountability of public schools without grade assessed (i.e., K-2 schools) will be based on attendance and test scores from the feeder school unless the West Virginia Board of education specifically directs an on-site review of such schools which would substitute for AYP for a three (3) year period.”

The Education Performance Audit Team reviewed the Unified School Improvement Plan (USIP), interviewed school personnel and school system administrators, observed classrooms, and examined school records. The review was limited in scope and concentrated on student performance on the Informal Reading Inventory (IRI), the Informal Math Inventory (IMI), and WESTEST scores from the Grade 3 school results at the receiving school.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen Brock, Coordinator

West Virginia Department of Education Team Leader – John Putnam, Coordinator, Office of Student Assessment

West Virginia Department of Education Team Leader – Brenda West, Assistant Director, Office of Student Assessment

West Virginia Department of Education Team Leader – Lisa Youell, Closing the Achievement Gap (CAG) Liaison, Office of School Improvement

TEAM MEMBERS

Name	Title	School/County
Katrina Andrews	Middle School Science Teacher	Ritchie County Middle School Ritchie County
Karen Stiles	High School Principal	Clay-Battelle High School Monongalia County
Sandra Wolfe	Elementary School Principal	Westover Elementary School Monongalia County
Elizabeth Zuchowski	Middle School Assistant Principal	South Middle School Monongalia County

SCHOOL PERFORMANCE

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

33 HARRISON COUNTY
Dr. Carl H. Friebe, Jr., Superintendent
232 NUTTER FORT PRIMARY SCHOOL
Robert Allen Gorrell, Principal
Grades K - 02
Enrollment 684

First Grade

Disaggregated ThinkLink Assessment results compiled by the school for first grade. The charts below illustrate the results of the January 2006 ThinkLink assessment. The numbers are shown as percentages.

M-Mastery PM-Partial Master NM-NonMastery

R/LA Category	M	All PM	NM		N/A	
Basic	71	20	9	x	x	x
Anlz Txt	50	28	22	x	x	x
Eval & Ext.	75	23	31	x	x	x
Read Strat.	39	29	32	x	x	x
Intro Print	56	30	14	x	x	x
Sent Struct	46	24	30	x	x	x
Writ Strat	17	26	57	x	x	x
Edit	34	24	42	x	x	x

Math Category	M	All PM	NM		N/A	
Number	32	40	28	x	x	x
Comp/Est	55	20	25	x	x	x
Operations	85	14	1	x	x	x
Measure	86	13	1	x	x	x
Geom	99	1	0	x	x	x
Anlz/Stat	47	39	14	x	x	x
Patterns/Alg	82	14	4	x	x	x
Prob Solv	68	23	9	x	x	x

R/LA Category	Male			Female		
	M	PM	NM	M	PM	NM
Basic	60	31	9	74	13	13
Anlz Txt	39	33	28	59	23	18
Eval & Ext.	40	26	34	52	20	28
Read Strat.	35	32	33	42	27	31
Intro Print	49	32	19	61	29	10
Sent Struct	38	26	36	52	22	26
Writ Strat	20	26	54	14	27	59
Edit	28	32	40	37	18	45

Math Category	Male			Female		
	M	PM	NM	M	PM	NM
Number	31	33	36	32	46	22
Comp/Est	58	21	21	51	19	30
Operations	83	14	3	86	13	1
Measure	86	14	0	87	12	1
Geom	99	1	0	99	1	0
Anlz/Stat	40	45	15	56	32	12
Patterns/Alg	81	15	4	83	12	5
Prob Solv	68	21	11	68	23	9

R/LA Category	White			Non-White		
	M	PM	NM	M	PM	NM
Basic	71	20	9	73	18	9
Anlz Txt	50	28	22	45	18	37
Eval & Ext.	46	23	31	55	27	18
Read Strat.	40	28	32	18	37	45
Intro Print	55	30	15	64	27	9
Sent Struct	41	27	32	55	9	36
Writ Strat	17	26	57	18	27	55
Edit	33	23	44	46	27	27

Math Category	White			Non-White		
	M	PM	NM	M	PM	NM
Number	32	39	29	27	55	18
Comp/Est	55	21	24	55	9	36
Operations	85	13	2	73	18	9
Measure	87	12	1	73	27	0
Geom	98	2	0	100	0	0
Anlz/Stat	47	40	13	55	27	18
Patterns/Alg	82	13	5	82	18	0
Prob Solv	68	23	9	73	18	1

R/LA Category	Special Education				N/A	
	M	PM	NM			
Basic	50	0	50	x	x	x
Anlz Txt	0	0	100	x	x	x
Eval & Ext.	0	0	100	x	x	x
Read Strat.	50	0	50	x	x	x
Intro Print	50	0	50	x	x	x
Sent Struct	0	50	50	x	x	x
Writ Strat	0	0	100	x	x	x
Edit	0	50	50	x	x	x

Math Category	Special Education					
	M	PM	NM			
Number	50	0	50	x	x	x
Comp/Est	50	0	50	x	x	x
Operations	100	0	0	x	x	x
Measure	50	50	0	x	x	x
Geom	100	0	0	x	x	x
Anlz/Stat	50	0	50	x	x	x
Patterns/Alg	100	0	0	x	x	x
Prob Solv	0	50	0	x	x	x

Summary for the all sub-group: An average of 49 percent of Grade 1 students achieved at mastery for reading/language arts and 30 percent were at non-mastery. Writing strategies, editing, and reading strategies continued to be areas targeted for reteaching.

An average of 70 percent of Grade 1 students achieved at mastery for math.

Summary for the male/female sub-group:

	<u>Male</u>	<u>Female</u>
R/LA :	39% at mastery 32% non-mastery	49% at mastery 20% non-mastery
Math	68% at mastery 11% non-mastery	70% at mastery 10% non-mastery

The male population achieved significantly lower than the female population in R/LA.

Summary for the white/non-white sub-group

	<u>White</u>	<u>Non-White</u>
RLA:	44% at mastery 30% non-mastery	47% at mastery 30% non-mastery
Math	70% at mastery 10% non-mastery	67% at mastery 10% non-mastery

No significant difference existed between the white and non-white sub-groups.

Second Grade

Disaggregated ThinkLink Assessment results compiled by the school for second grade. The charts below illustrate the results of the January 2006 ThinkLink assessment. The numbers are in percentages.

M-Mastery PM-Partial Master NM-NonMastery

R/LA Category	M	All PM	NM		N/A	
Basic	56	22	22	x	x	x
Anlz Txt	61	23	16	x	x	x
Eval & Ext.	71	14	15	x	x	x
Read Strat.	46	29	25	x	x	x
Intro Print	67	12	21	x	x	x
Sent Struct	43	25	32	x	x	x
Writ Strat	34	34	32	x	x	x
Edit	29	30	41	x	x	x

Math Category	M	All PM	NM		N/A	
Number	21	35	44	x	x	x
Comp/Est	54	23	23	x	x	x
Operations	65	22	13	x	x	x
Measure	49	31	20	x	x	x
Geom	75	15	10	x	x	x
Anlz/Stat	44	29	27	x	x	x
Patterns/Alg	70	13	17	x	x	x
Prob Solv	44	22	34	x	x	x

R/LA Category	M	Male PM	NM	M	Female PM	NM
Basic	47	26	27	67	19	14
Anlz Txt	56	30	14	69	14	17
Eval & Ext.	65	14	21	77	13	10
Read Strat.	45	25	30	51	34	15
Intro Print	61	12	27	75	13	12
Sent Struct	38	27	35	52	20	28
Writ Strat	23	39	38	48	28	23
Edit	25	30	45	34	29	37

Math Category	M	Male PM	NM	M	Female PM	NM
Number	19	33	48	23	41	36
Comp/Est	58	22	20	53	26	21
Operations	57	29	14	72	18	10
Measure	42	32	26	62	26	12
Geom	73	14	13	80	16	4
Anlz/Stat	36	34	30	57	22	21
Patterns/Alg	73	12	15	72	13	15
Prob Solv	40	23	37	52	26	22

R/LA	White			Non-White		
Category	M	PM	NM	M	PM	NM
Basic	54	25	21	69	6	25
Anlz Txt	60	23	17	75	19	6
Eval & Ext.	70	14	16	75	13	12
Read Strat.	46	30	24	56	25	19
Intro Print	64	12	24	75	6	19
Sent Struct	45	24	31	56	31	13
Writ Strat	36	31	33	25	50	25
Edit	26	28	46	50	44	6

Math	White			Non-White		
Category	M	PM	NM	M	PM	NM
Number	20	35	45	27	33	40
Comp/Est	54	25	21	67	13	20
Operations	64	23	13	73	27	0
Measure	50	30	20	53	40	7
Geom	75	18	7	73	7	20
Anlz/Stat	44	30	26	53	20	27
Patterns/Alg	72	13	15	73	14	13
Prob Solv	45	23	32	38	25	37

Summary for the all sub-group: An average of 51 percent of Grade 2 students achieved at mastery; 26 percent were at non-mastery. Editing, reading strategies, and writing strategies have been targeted for improvement in the Five-Year Strategic Plan and are areas identified for reteaching.

An average of 53 percent of Grade 2 students achieved at mastery; 24 percent were at non-mastery. Students have shown improvement in operations, which was targeted for improvement in the Five-Year Strategic Plan. Last May only 29 percent were at mastery and increased to 65 percent in January 2006. The number subtest revealed serious weakness and has been identified for reteaching.

Summary for the male/female sub-group:

	<u>Male</u>	<u>Female</u>
R/LA :	45% at mastery 30% non-mastery	59% at mastery 20% non-mastery
Math	50% at mastery 25% non-mastery	59% at mastery 18% non-mastery

The male population scored significantly lower than the female population in R/LA. Though not as severe, the male population is also behind in mathematics.

Summary for the white/non-white sub-group

	<u>White</u>	<u>Non-White</u>
RLA:	50% at mastery 27% non-mastery	60% at mastery 16% non-mastery
Math	53% at mastery 22% non-mastery	57% at mastery 21 % non-mastery

The numbers show that the white subgroup scored significantly lower in R/LA than the non-white subgroup and somewhat lower in mathematics.

Passed
Attendance Rate = 94.3%

**WESTEST RESULTS FOR FEEDER SCHOOL
NUTTER FORT INTERMEDIATE 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	147	132	147	132	100.00	2.27	10.61	49.24	26.52	11.36	87.12

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	147	132	147	132	100.00	5.30	12.12	46.97	29.55	6.06	82.58

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

Note: The Team noted that the Grade 3 Class scores were quite good at Nutter Fort Intermediate School with over 80 percent of students proficient in both mathematics and reading/language arts.

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

Percentage of Students	School Year
42.13%	2003-04
45.04%	2002-03
33.94%	2001-02

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.5. Instructional strategies.** The varied use of instructional strategies and the professional development necessary to facilitate these strategies were extraordinary. Examples included the use of learning centers (work stations) involving challenging content integrated with technology, inquiry based/student centered learning, musical modalities, and kinesthetic strategies.

The Team commended the partnership with Fairmont State College to provide fitness videos telecast schoolwide every morning for ten minutes. Every student participated in the aerobic-based activity. The Team considered this an innovative instructional strategy for physical education.

The Nutter Fort Primary Learning Corner P.R.O.M.I.S.E. after-school program was integral in providing K-5 students with a variety of enrichment activities. Parental involvement was also encouraged by providing classes and informational meetings. Fifty students have benefited by this after-school program.

- 6.1.7. Library/educational technology access and technology application.** The Team noted the schoolwide initiative to utilize technology in the delivering of the West Virginia Content Standards and Objectives (CSOs). Technological examples included: Student use of the multimedia computer laboratory, performance mathematics, united streaming, Odyssey, and teacher use of palm pilots to administer and monitor students' reading progress. A grant was being pursued to integrate distance learning into the curriculum.

- 6.1.8. Instructional materials.** The school established "guided reading library" included resource material, listening centers, sets of books, research-based professional development resources, big books, and audio resources. The guided reading library supported the schoolwide reading program.

- 6.5.1. Parents and the community are provided information.** The Drop Everything and Read (D.E.A.R.) program was commended for its way of including the community and parents to proactively support reading. Parent volunteers operate the program in which children self-select books that are pulled through the school in a red wagon by a parent wearing antlers. This innovative program causes the K-2 student body to become excited about reading. Monthly recognition of students and pictures posted in the school's hallway showcase the merits of this program.

- 6.8.1. Leadership.** The administrators were positive and strong instructional leaders. The principal and assistant principal clearly communicated the school's Five-Year Strategic Plan in a way that improves instruction and sets school vision. The orchestration of grade-level teams with common planning times, instructional teams, Local School Improvement Council initiatives, and the innovative use of Instructional Support and Enhancement (ISE) days demonstrated a proactive and thoughtful approach to school leadership.

RECOMMENDATION

- 6.2.2. Counseling services.** While the students and staff indicated that the guidance counselor was accessible and provided quality services to the students, the Team noted that a counselor to student ratio of 1:684 is too high for student needs to be met. The Team recommended that other avenues be explored to provide additional counseling to better meet the needs of students.

Exemplary Programs & Practices

6.1.2 High expectations.

Title: Balanced Literacy Approach.

Description of Program

Nutter Fort Primary school staff committed to redesigning its literacy program and developed a goal to emphasize reading, the most important tool for students to become life-long learners.

Nutter Fort Primary School's staff determined to implement a research-based program that would serve all students. Staff determined that a successful program would have to be student centered and solicited the service and expertise of Debbie Diller, a national specialist and noted author in literacy instruction. With her guidance and the dedication of teachers, a literacy program was designed to serve all students at their individually assessed reading levels.

Guided reading, the heart of the Balanced Literacy Approach, focuses on each child's present reading level and specific needs. The school adopted an instructional system that would engage students in small groups and students working independently, while classroom teachers and reading specialists directed other small groups of children at their individual reading levels.

Because leveled readers are vital to the implementation of this approach, the staff designed and built a guided reading book resource room. Teachers now have a large variety of books at all needed levels to engage and appropriately serve their students.

The DIBELS assessment is used to monitor student achievement beginning at kindergarten. The assessment provides formative evidence of student progress and is administered at frequent intervals to check student progression and to adjust interventions as necessary.

Summary of Results

The West Virginia Department of Education requested that the school host other schools seeking a research-based literacy approach. The school hosted schools from Putnam County and Marion County.

Contact: Carole Kniceley Phone: 304-624-3275 Email: cdknicel@access.k12.wv.us

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 Nutter Fort Primary School in achieving capacity, the following resources are recommended.

None identified.

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*)

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.

- 17.1.1. School location.** The school's location did not have stable, well-drained soil free of erosion. There was not sufficient on-site, solid surface parking for staff, visitors, and individuals with limited mobility. There was not a playground/recreational area separated from streets and parking.
- 17.1.3. Teachers' workroom.** The teachers' work area was not of adequate size.
- 17.1.5. Library/media and technology center.** The library did not have newspapers.
- 17.1.8. Grades 1-12 classrooms.** The classrooms did not have adequate storage.
- 17.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facilities did not have folding chairs, music stands, or a podium. The physical education facilities did not have provisions for two or more teaching stations and adequate seating.
- 17.1.14. Food service.** The food service area did not have a teachers' dining area of adequate size or a kitchen of adequate size.

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

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-232 Nutter Fort Primary	Full Accreditation		Not Applicable	

Education Performance Audit Summary

The Team presented one recommendation and noted one exemplary program.

Nutter Fort Primary 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 recommended that this school be considered for Exemplary Accreditation status during the 2006-2007 cycle of reporting school district and school ratings if the final assessment documents 80 percent of students at mastery or above.