

# OFFICE OF EDUCATION PERFORMANCE AUDITS



**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**NUTTER FORT INTERMEDIATE 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 Intermediate 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. 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

West Virginia Department of Education Team Leader – Monica Beane, Coordinator, Office of Professional Preparation (Certification)

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Sharon Hammer	Administrative Assistant	Hardy County
Bruce Kolsun	Elementary School Principal	Malden Elementary School Kanawha County
Suzanne Offutt	Elementary School Principal	Shepherdstown Elementary School Jefferson County
David Roth	Middle School Principal	Elkins Middle School Randolph 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

#### 233 NUTTER FORT INTERMEDIATE SCHOOL – Needs Improvement

Ron Poole, Principal

Grades 03 - 05

Enrollment 531

#### WESTEST 2004-2005

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	477	521	520	99.80	76.68	Yes	Yes	✓
White	444	487	486	99.79	76.29	Yes	Yes	✓
Black	33	33	33	100.00	81.81	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	303	345	344	99.71	68.87	Yes	Yes	✓
Spec. Ed.	96	109	108	99.08	50.52	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA
<b>Reading/Language Arts</b>								
All	477	521	519	99.61	78.73	Yes	Yes	✓
White	444	487	485	99.58	78.28	Yes	Yes	✓
Black	33	33	33	100.00	84.84	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
Asian	*	*	*	*	*	*	*	*
Low SES	303	345	343	99.42	70.76	Yes	Confidence Interval	✓
Spec. Ed.	96	109	107	98.16	42.55	Yes	No	✗
LEP	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.3%**

## 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
04	187	172	187	172	100.00	5.81	20.93	40.12	18.60	14.53	73.26
05	187	173	186	172	99.47	8.72	19.19	54.07	15.70	2.33	72.09

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
04	187	172	186	171	99.47	6.43	18.13	45.61	25.15	4.68	75.44
05	187	173	186	172	99.47	4.07	16.86	50.00	22.09	6.98	79.07

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

## Other Relevant Performance Data

### 2004-2005 Writing Assessment Distribution of Performance Across All Performance Levels Grade 4

	Total # Tested	% Novice	% Partial Mastery	% Mastery	% Above Mastery	% Distinguished	% Below # Mastery	% At or # Above Mastery
STATE - WV	20498	4%	19%	49%	18%	5%	24%	74%
HARRISON COUNTY	835	2%	19%	45%	22%	8%	21%	77%
NUTTER FORT INTERMEDIATE	177	4%	22%	45%	17%	8%	27%	71%

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

Percentage of Students	School Year
45.47%	2003-04
61.24%	2002-03
40.504%	2001-02

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

**Below Standard.**

### **5.1.1. Achievement.**

**Nutter Fort Intermediate School failed to achieve adequately yearly progress (AYP) in 5.1.1. Achievement for the special education (SE) subgroup in mathematics and reading/language arts. In accordance with Section 9.4 of West Virginia Board of Education Policy 2320, *A Process for Improving Education: Performance Based Accreditation System*, the West Virginia Board of Education continued the school's Conditional Accreditation status at the September 2005 State Board meeting.**

**Nutter Fort Intermediate School achieved AYP in the economically disadvantaged (SES) subgroup in reading/language arts subgroup only by application of the confidence interval. Furthermore, a significant achievement gap existed between the SES subgroup and that of the all students (AS), racial/ethnicity white (W) and black (B) subgroups. Writing Assessment performance at 71 percent was significantly below the county and state's levels. The county curriculum staff and school staff are urged to continue to investigate quality programs and apply interventions to close the achievement gap for the SES students.**

**The Adequately Yearly Progress (AYP) Information by Class data showed a significant decrease in student achievement in mathematics from Grade 3 to Grade 5. A decrease in achievement results, although not as severe, was also shown in reading.**

**The student performance results provided a compelling need for Harrison County to review program delivery and support programs (Title I and special education) to assess that the programs are fulfilling their intended purpose and objectives.**

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 6.1.2. High expectations.** The Team commended the faculty for the development and implementation of a “Check-In/Check-Out” system. This system of daily communication between general and special education teachers served as a direct line of communication between teachers concerning the progress and achievement level of each special education student. Both the general and special education teachers maintained confidentiality when utilizing this system.
- 6.1.3. Learning environment.** The Team commended the professionalism of the staff, as shown through teacher/student interviews and classroom observations. Students indicated during student interviews that they felt safe and were encouraged to do their best every day, by every teacher. Students indicated that they were treated fairly by all staff members. The mutual respect between administration, staff and students provided a climate that was conducive to learning.
- 6.1.5. Instructional strategies.** The Team observed an array of varied instructional strategies being used throughout the classes. Teachers utilized different teaching modalities as suggested by West Virginia Board of Education Policy 2510 and students were actively engaged at all grade levels.
- 6.1.7. Library/educational technology access and technology application.** The Team commended the administration and staff for the effective integration of technology. A student created a morning announcement segment which was aired daily on TV monitors throughout the school. All students participated in a technology skills class that consisted of 45 minute bi-weekly sessions. The technology teacher worked directly with classroom teachers to develop lessons that fully integrated the use of 21<sup>st</sup> Century Learning Skills in all areas of the curriculum. Several teachers were utilizing a teacher created electronic lesson plan format that indicated the Content Standards and Objectives (CSOs) being taught for each lesson.
- 6.1.12. Multicultural activities.** The multicultural activities, including a zero tolerance policy, were commendable. Students were exposed to a variety of multicultural activities throughout the school year. The school has adopted a “sister school” in Haiti and all students and teachers were directly involved with this partnership, which provided first-hand exposure to conditions in parts of the world that differed from their community. The school participated in a program in which the students raised funds to provide lunches for the students in the Haitian school.

- 6.2.4. Data analysis.** The Team commended staff for the enhancement of the Think-link program. The staff utilized this program daily to gauge student progress. Skills were monitored as immediate feedback was given to teachers in a report that was easy to dissect. This program data, in addition to other student data (WESTEST, Writing Assessment, etc.), were evaluated regularly to adjust the curriculum being taught. In addition, a Content Standards and Objectives (CSOs) checklist was maintained in conjunction with teacher lesson plans and was monitored by the administration.

Due to the economically disadvantaged (SES) and special education (SE) cell performance, the administration and staff had taken great measures to analyze student data and provide a curriculum that meets the needs of each individual child. This analysis began prior to the start of the school year and continued throughout the school year. Teachers communicated across grade levels and content areas to ensure that student progress occurred beyond one school year.

- 6.8.1. Leadership.** The Team commended the administrators' staff on their leadership in helping teachers with instruction to meet WESTEST standards. The principal and assistant principal demonstrated professional behavior and devotion to student education. The administrators were well prepared and organized and exhibited a true commitment for educational endeavors. This served as a model of high expectations for all staff and students.

## HIGH QUALITY STANDARDS

### Necessary to Improve Performance and Progress to Meet the Standard (5.1.1. - SE)

#### 6.4. Facilities

- 6.4.1. Regulatory agency reviews.** Determine during on-site reviews and include in reports whether required reviews and inspections have been conducted by the appropriate agencies, including, but not limited to, the State Fire Marshal, the Health Department, the School Building Authority of West Virginia, and the responsible divisions within the West Virginia Department of Education, and whether noted deficiencies have been or are in the process of being corrected. The Office of Education Performance Audits may not conduct a duplicate review or inspection nor mandate more stringent compliance measures. (W.Va. Code §§18-9B-9, 10, 11, 18-4-10, and 18-5A-5; Policy 1224.1; Policy 8100; W.Va. Code §18-5-9; Policy 6200; Section 504, Rehabilitation Act of 1973 §104.22 and §104.23; Policy 4334; Policy 4336)

Two findings from the West Virginia State Fire Marshal report had not been corrected. The findings were: "Do not obstruct vision into the classrooms" and "remove storage area from under the stairwell."



## RECOMMENDATIONS

- 6.1.7. Library/educational technology access and technology application.** While the students have a scheduled library time of 45 minutes every two-week period and are allowed to check out books on an as-needed basis, the Team found that library access for all students was limited. The library served both Nutter Fort Intermediate and Nutter Fort Primary school; therefore, two classes were scheduled in the library at any given time. The Team recommended that the administration explore other avenues to increase library accessibility throughout the school day.
- 6.1.11. Guidance and advisement.** While the Team was able to confirm, through counselor logs and teacher/student interviews, that the counselor was meeting the 75 percent direct student contact requirement, the Team expressed an overall concern that the diverse needs of the student population prevented full developmental guidance from occurring in the classrooms. The reason for this was that only one counselor served the entire student body. The Team recommended that the administration seek other avenues to provide more time for the delivery of developmental guidance.
- 6.5.4. Physical assessment.** While the physical education teacher was provided initial professional development regarding the use of the FitnessGram, she indicated that further professional development was needed. The Team recommended that the administration provide professional development opportunities for the physical education teacher to fully implement the FitnessGram.

## 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 Nutter Fort Intermediate School in providing a thorough and efficient system of education. Harrison 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 Harrison County or the accreditation status of the schools.

**7.1.1. 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.**

The administration and staff have taken a proactive approach to the special education (SE) deficiencies and have modified instruction in order to decrease the achievement gap. It is imperative that the school continue to investigate and evaluate the teaching strategies that are employed to ensure student success. The Team believed that the steps taken will result in an improvement in student scores and achievement.

The economically disadvantaged (SES) subgroup constituted a high percentage of the school's enrollment, yet the achievement of this subgroup lagged behind the all students (AS), racial/ethnicity white (W), and black (B) subgroups. This has significance regarding support programs for the SES subgroup to close the achievement gap. The school and county need to examine the support services and their effectiveness.

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

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
6.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711

- 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 Nutter Fort Intermediate School and Harrison County have the capacity to correct the identified deficiency.

### 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.**

- 17.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, a ceramic kiln, and black-out areas. The physical education facilities did not have a drinking fountain, a display case, bulletin board, adequate seating, or a recording device.
- 17.1.15. Health service units.** The health service unit did not have a refrigerator with locked storage.

### **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.

**Given the achievement levels of students in the special education (SE) subgroup, Nutter Fort Intermediate School and Harrison County must continue to implement high-yield instructional practices and instruction that will improve students' achievement.**

**School Accreditation Status**

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
33-233 Nutter Fort Intermediate	Conditional Accreditation	6.4.1		
			5.1.1 (SE)	May 31, 2007

**Education Performance Audit Summary**

The Team identified one high-quality standard – necessary to improve performance and progress to meet 5.1.1 Achievement – for the special education (SE) subgroup. The Team presented three recommendations, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Nutter Fort Intermediate School’s Education Performance Audit was limited in scope to the performance and progress standards related to student and school performance in the area of deficiency (5.1.1 SE). The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this draft report to guide Nutter Fort Intermediate School in improvement efforts. The school and county have until the next accreditation cycle to correct the deficiency noted in the report and a May 31, 2007 Date Certain to achieve adequate yearly progress (AYP).