



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

NUTTER FORT PRIMARY SCHOOL

HARRISON COUNTY SCHOOL SYSTEM

APRIL 2009

WEST VIRGINIA BOARD OF EDUCATION

Table of Contents

	Page
Introduction	2
Education Performance Audit Team	2
School Performance	3
Education Performance Audit.....	5
Initiatives for Achieving Adequate Yearly Progress	5
Exemplary Programs & Practices.....	6
Indicators of Efficiency.....	8
Identification of Resource Needs	8
Early Detection and Intervention	9
Education Performance Audit Summary	9

INTRODUCTION

An announced Education Performance Audit of Nutter Fort Primary School in Harrison County was conducted on March 11, 2009. 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 grades 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 Five-Year Strategic 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 D. Brock, Coordinator

West Virginia Department of Education Team Leader – Sarah Lyons, Coordinator,
Office of Instructional Technology

West Virginia Department of Education Team Leader – Donna Peduto, Coordinator,
Office of Title II – School and School System Improvement

TEAM MEMBERS

Name	Title	School/County
Diane M. Betler	Elementary/High School Principal	Pickens Elementary/High School Randolph County
Christine E. Miller	Junior High School Principal	East Fairmont Junior High School Marion County
Kristina L. Peterman	Elementary School Principal	Jayenne Elementary School Marion County
Jennifer D. Ramsey	Elementary School Assistant Principal	Mineral Wells Elementary School Wood County
Debra L. Schmidlen	Elementary/High School Principal	Harman Elementary/High 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

Susan Lee Collins, Superintendent

232 NUTTER FORT PRIMARY SCHOOL

Frank Marino, Principal

Grades K - 02

Enrollment 690 (2nd month 2007-2008 enrollment report)

DIBELS RESULTS

SCHOOL LEVEL (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	51	49	51	0
2006-2007	61	59	53	-8
2007-2008	58	60	67	9
2008-2009	59	63	NA	NA

KINDERGARTEN (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	54	43	59	5
2006-2007	57	64	67	10
2007-2008	54	65	75	21
2008-2009	55	66	NA	NA

FIRST GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	52	52	49	-3
2006-2007	71	61	53	-18
2007-2008	73	56	64	-9
2008-2009	73	61	NA	NA

SECOND GRADE (% BENCHMARK)				
	BOY	MOY	EOY	% GROWTH
2005-2006	47	54	45	-2
2006-2007	50	53	38	-12
2007-2008	49	58	63	14
2008-2009	51	60	NA	NA

BOY - Beginning of Year

MOY - Middle of Year

EOY - End of Year

NA - Not Available

While Nutter Fort Primary has not shown the expected growth on the DIBELS assessment, the school has identified the areas for targeted instruction and expect the End-of-Year (EOY) benchmark to show substantial growth.

The following professional development and/or training opportunities were provided as reported by the principal.

1. Baldrige Based Classroom Management.
2. Intervention Time Strategies and Toolkit.
3. CSO Rollout.
4. Data Day.
5. Response to Intervention (RTI).
6. Data Analysis.
7. Math Matters.
8. Book Study "About Teaching Mathematics".
9. Book Study "Classroom Discussions: Using MATH TALK to Help Students Learn.
10. Odyssey.
11. WebDesign.
12. Thinkfinity.
13. Live Grades.
14. Techsteps.

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.

- 7.1.3. Learning environment.** The school atmosphere was educationally stimulating and clearly student centered. Through teacher and student interviews and Team observations, it was evident that all staff held student achievement as their highest priority.
- 7.1.4. Instruction.** Nutter Fort Primary staff held weekly team meetings during common planning time for all grade levels for collaborative planning, data analysis, and identifying specific strategies for individual students. The team leader shared school information, attended county trainings, and shared with the team members. Team information was posted online; assignments were posted online; weekly newsletters were posted online; and parent memos were sent home every week. This communication and devotion to student needs were reflective of the high quality of the school and staff.
- 7.2.4. Data analysis.** The school's data notebook included data analysis/intervention logs/phonics screener/error analysis and cumulative Tier II intervention records. A process was used at the first of the year/mid-year/end of year where staff could visually see how the children moved from one tier to another. Extensive data analysis was done for each child with the accompanying instruction.
- 7.8.1. Leadership.** The principal and assistant principal exemplified high quality leadership and a devotion to student success. These individuals represented the school in a positive and professional manner and provided guidance and direction to ensure student achievement.

Exemplary Programs & Practices

7.1.3. Learning environment.

Title: Learning Corner

Description of Program

Nutter Fort Primary School's after school learning corner program provides a vital component to the academic and social success of student participants. Students and staff members actively participate in academics, physical education, computer, character education, community services, and cultural activities. Students in this program are also served a five item dinner daily.

The after school program is held Monday through Thursday from 2:30 p.m. - 5:00 p.m. The enrollment is currently 165 students with a daily attendance average of approximately 109 students. Three buses transport students home. Four grant funding sources enabled the school to expand student services to the current status.

Summary of Results

Nutter Fort Primary's after school program has been in existence for 10 years. Since its inception, enrollment has grown from 30 students to the present 165 students. Character Education surveys and other data indicate an improvement in school behavior, attendance, and academic success.

Contact: Terry Jo Morrison, Director
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Phone: 304-624-3275 ext 6292

7.1.3. Learning environment.

Title: Responsible Classroom Management

Description of Program

Nutter Fort Primary School's new classroom management program provides students, teachers, administrators, and staff members techniques to monitor and improve the overall quality of student behavior. The program focuses on student behavior accountability and student ownership for successful classroom performance. This framework gives students the opportunity to actively manage and check their behavior. The students use a set of three colored cards to manage their behavior choices. Green card: good choices; yellow card: needs help to make good choices; red card: did not make good choices.

Students chart their behavior daily on a behavior calendar using the color that corresponds with their behavior for the day. The behavior calendar is sent home weekly for parents to review and sign. Students graph their progress monthly in data collection folders. If warranted, students are also responsible for creating action plans for further success.

Summary of Results

The classroom management framework was implemented during the 2008-2009 school year. The staff reports that students are more aware of their behavior and have demonstrated ownership and responsibility for successful conduct. Students proudly report, "I'm on green today!"

The table below shows significant improvement in student conduct grades from 2007-08 to 2008-09.

First Semester	D Conduct Grades	F Conduct Grades
2007/2008	15	6
2008/2009	3	1

Contact: Joann Gilbert, Assistant Principal Phone: 304-624-3275
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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.

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.** Playgrounds/recreational areas were not separated from streets and parking.
- 19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. (Did not impede education)
- 19.1.15. Health service units.** The health service unit did not have curtained or small rooms with cots.

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.

Education Performance Audit Summary

Nutter Fort Primary School's Education Performance Audit revealed that the staff and administration were meeting the needs of the students and were providing high quality programs and practices to increase student achievement and met all standards.