



**Office of Education  
Performance Audits**

**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**NUTTALL MIDDLE SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**FEBRUARY 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Nuttall Middle School in Fayette County was conducted on October 25, 2007.

A Follow-up Education Performance Audit of Nuttall Middle School in Fayette County was conducted January 22, 2009. 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

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

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**307 NUTTALL MIDDLE SCHOOL – Passed**  
Susan Bossie-Maddox, Principal  
Grades 05 - 08  
Enrollment 172 (2<sup>nd</sup> month 2005-06 enrollment report)

### WESTEST 2005-2006

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	163	172	171	99.41	78.39	Yes	Yes	✓
White	161	170	169	99.41	78.75	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	102	109	108	99.08	76.23	Yes	Yes	✓
Spec. Ed.	11	14	14	100.00	27.27	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	163	172	171	99.41	83.95	Yes	Yes	✓
White	161	170	169	99.41	83.75	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	102	109	108	99.08	82.17	Yes	Yes	✓
Spec. Ed.	11	14	14	100.00	45.45	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.9%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**307 NUTTALL MIDDLE SCHOOL – Passed**  
Susan Bossie-Maddox, Principal  
Grades 05 - 08  
Enrollment 171 (2<sup>nd</sup> month 2006-07 enrollment report)

**WESTEST 2006-2007**

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	159	167	166	99.40	69.62	Yes	Yes	✓
White	157	163	162	99.38	69.87	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	97	104	103	99.03	63.54	Yes	Confidence Interval	✓
Spec. Ed.	15	15	15	100.00	26.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	159	167	166	99.40	81.01	Yes	Yes	✓
White	157	163	162	99.38	80.76	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	97	104	103	99.03	77.08	Yes	Confidence Interval	✓
Spec. Ed.	15	15	15	100.00	40.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 96.2%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**307 NUTTALL MIDDLE SCHOOL – Passed**  
Susan Bossie-Maddox, Principal  
Grades 05 - 08  
Enrollment 174 (2<sup>nd</sup> month 2007-08 enrollment report)

**WESTEST 2007-2008**

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	159	164	164	100.00	73.58	Yes	Yes	✓
White	157	162	162	100.00	73.24	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	105	109	109	100.00	69.52	Yes	Yes	✓
Spec. Ed.	12	13	13	100.00	41.66	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	159	164	164	100.00	79.87	Yes	Yes	✓
White	157	162	162	100.00	79.61	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	105	109	109	100.00	77.14	Yes	Averaging	✓
Spec. Ed.	12	13	13	100.00	50.00	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Attendance Rate = 95.5%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

Nuttall Middle School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The all students (AS) subgroup in mathematics declined in the percent proficient by 8.77 percent from the 2005-2006 testing cycle to the 2006-2007 testing cycle. The school must implement high quality programs to reverse this trend and close the achievement gap. It is further noted that the special education students (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 Five-Year Strategic Plan and apply interventions to improve achievement of all students.

Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery in both mathematics and reading: Grade 5 – 31.58 percent in mathematics; Grade 6 – 31.71 percent in mathematics; Grade 7 – 30.43 percent in mathematics; Grade 8 – 27.27 percent in mathematics and 27.27 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

Results from the 2006-2007 West Virginia Writing Assessment revealed a deficiency at Grade 7. West Virginia had 76 percent of the students at or above mastery, as compared to 77 percent for Fayette County and 63 percent for Nuttall Middle School. The school must continue to address this issue and assure that all teachers provide appropriate feedback to all students weekly.

The following professional development and/or training opportunities were provided.

1. Multicultural Plan.
2. Five-Year Strategic Plan.
3. Special Education Mentoring.
4. Safe Schools Plan.
5. WESTEST Data Analysis.
6. ACT Explore/ACT PLAN.
7. Writing Assessment.
8. Writing Roadmap.
9. Learning Focused Strategies.
10. Amberview.
11. Writing Across the Curriculum.
12. Differentiated Instruction.
13. Digital Resource.
14. Whiteboard Training.

## **FOLLOW-UP REVIEW**

**MET STANDARD.** Nuttall Middle School achieved adequate yearly progress (AYP) in all subgroups, with only the economically disadvantaged (SES) subgroup achieving AYP only by averaging. Achievement in the special education (SE) subgroup in mathematics and reading/language arts, with a number (N) less than 50, remained below the State's percent proficient level; however, a dramatic increase in these areas was evident from the 2006-2007 school year to the 2007-2008 school year.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

##### **7.1.3. Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**

The Team found that the building environment was not conducive to learning. One classroom had an opened window when the Team members walked into the room. No one was present in the room, but the window had been left opened. The window was at ground level, leading to the football field area. Outside the window was a large drain consisting of trash. To the left of that window was standing water at least two inches deep.

In addition, the Band/Music room was located in a wooded area a great walking distance from the building; and the cafeteria and gymnasium were located across the parking lot, away from the school. This required leaving the side doors unlocked to allow student entry/exit between classes and lunch periods. When the Team inquired what students do during inclement weather, the students responded, "That's why we wear 'hoodies' to school."

The Team found the rest rooms to be unclean and potentially unsafe. The Team observed paint chips falling from the ceiling, large holes (possibly asbestos) in the walls, and large cracks in the walls and ceiling. In addition, the hot water did not work in the boys' rest room.

The Team found several potentially unsafe issues. The breaker box was not enclosed, and was exposed at eye level with students in the bottom hallway of the school. The sidewalks were not safe, the walkways were not covered for inclement weather, and the floors were not smooth (holes in tile, sunken wooden floors).

The Team found the building to be in poor condition and not accessible to individuals with disabilities.

### **FOLLOW-UP REVIEW**

**PARTIAL COMPLIANCE.** The window mentioned in the original Education Performance Audit was closed and the trash and water were no longer an issue.

The Band/Music room remained located in the same area with the same logistic concerns.

The rest rooms were clean and no peeling paint chips were observed. The large cracks in the walls and ceiling remained evident. The hot water works in the rest rooms.

The breaker box remained in the hallway; however, all breakers were in place. The breaker box needed to be secured to keep the power from being cut off in the event of a student tripping the breaker. Work had been done on the sidewalks and the floor/tiles were no longer a tripping hazard.

**7.1.7. Library/educational technology access and technology application.** The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)

Although technology was available, the Team saw no evidence of extensive technology integration by reviewing computer usage logs, student and teacher interviews, and classroom observation.

### **FOLLOW-UP REVIEW**

**COMPLIANCE.** A review of the computer laboratory log and teacher and student interviews indicated a higher computer laboratory use. While greater than 50 percent usage was shown on the laboratory log, the Team recommended that higher usage be sought by teachers and students.

## **7.2. Student and School Performance**

**7.2.1. County and School electronic strategic improvement plans.** An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.

The Team found that the teachers could not speak to the contents of the Five-Year Strategic Plan, had little or no involvement with the creation of this document, and were not fully addressing the plan's goals in their classrooms.



## **FOLLOW-UP REVIEW**

**PARTIAL COMPLIANCE.** While teachers could articulate the educational goals of the school's Five-Year Strategic Plan, teachers still did not have involvement in creating the document. The reason given by the principal was that the school was slated to be closed, but was ordered to be reopened into the school year with little time for teacher input in developing the plan.

### **7.4. Regulatory Agency Reviews**

**7.4.1. 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)

One issue on the most recent Fire Marshal report had not been corrected. The principal stated that there had been three items on the report, and that two had been corrected, but the third one had not. The report was not available for Team review.

## **FOLLOW-UP REVIEW**

**COMPLIANCE.** All items on the most recent Fire Marshal report had been either corrected or a work order had been filed to have the problem corrected.

## 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 Nuttall Middle School in providing a thorough and efficient system of education. Fayette 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 Fayette County or the accreditation status of the schools.

**8.1.1. 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 computer laboratories were not being utilized effectively or efficiently. In view of the achievement of the economically disadvantaged (SES) and special education (SE) subgroups, the Team determined that this technology should be consistently used for a more efficient and effective application to enhance student learning.

The Five-Year Strategic Plan needed to be effectively implemented and applied to result in improved student, school, and school system performance.

### FOLLOW-UP CONCLUSION

**Technology use at the school had been dramatically increased. Students and teachers reportedly were utilizing technology regularly and a review of laboratory logs supported this.**

**The Five-Year Strategic Plan remained a concern in that teachers were not involved in the writing of the plan. However, given the circumstances of the school being reopened during the summer, this was understandable. The administrator is required to see that teachers have a role in the development of the plan in future years.**

## **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 Nuttall Middle School in achieving capacity, the following resources are recommended.

- 18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic 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.**

Capacity building needed to be developed for educators at the school in strategically targeting resources to the teaching and learning process as indicated in the Five-Year Strategic Plan to improve student and school achievement. The plan was not articulated by the staff to fulfill this intent.

### **FOLLOW-UP CONCLUSION**

**The Team believed that the new principal has the ability to correct the issues at the school. Curriculum staff development had been put into place and the Fayette County Central Office had aggressively addressed the facility issues.**

## 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.** All areas of the building were not easily accessible. Sidewalks were not adequate with designated crosswalks, curbcuts, and correct slope. Sufficient on-site, solid surface parking for staff, visitors, and handicapped was not available.
- 19.1.3. Teachers' workroom.** The teachers' work area did not have adequate space and did not have access to communication technology, such as fax machine, telephone, or computer.
- 19.1.4. Counselor's office.** The counselor's office did not have easy access to student records.

- 19.1.5. Library/media and technology center.** The Library/Resource/Media Center did not have adequate space. Space for technology, including computer laboratories, was not provided and utilized.
- 19.1.8. Grades 1-12 classrooms.** All academic learning areas did not have various communication technology.
- 19.1.10. Specialized instructional areas.** The art facility did not have two deep sinks, display facilities, or mechanical ventilation. The physical education facility did not have forced ventilation, a display case, or a bulletin board.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not located with easy access to outdoor activities and isolated to keep odors from the remainder of the building. The following equipment/materials were not available in all classes: sink, hot and cold water, gas, AC and DC current, air vacuum, chalkboard, bulletin boards, open and closed shelving, ventilation fume hood, demo table, sufficient laboratory workspace, fire extinguisher, blanket, emergency showers, balance cases, chairs/tables, darkening provisions, or main gas shut-off. Classes had to share science materials and equipment.
- 19.1.12. Grades 7-12 auditorium/stage.** The middle school stage was not of adequate size and was not located to have convenient access to language arts and music instructional areas and close to seating. Fire resistant curtains, acoustical panels, and controlled illumination were not available.
- 19.1.15. Health service units.** Curtained or small rooms with cots, a toilet, lavatory, medicine chest, and refrigerator with locked storage were not available.

### **FOLLOW-UP CONCLUSION**

**The facility resource needs remained as identified in the original Education Performance Audit report with the exception of the following.**

- 19.1.5. Space for technology had been provided and was being utilized by all staff and students.**
- 19.1.8. All academic learning areas had communication technology.**

**The Fayette County Central Office provided extensive support for the school once it was revealed that the school would be reopened. Learning environment items, such as paint and structural support, had been provided and continued to be provided. The age of the school makes it difficult to provide the high quality, educationally stimulating learning environment that students need, but a great deal of effort by all staff had been put into place.**

## **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 economically disadvantaged students (SES) and special education (SE) subgroups, Nuttall Middle School and Fayette County must implement high yield instructional practices and instruction that will improve students' achievement. Fayette County must actively pursue assistance from RESA IV, the West Virginia Department of Education, and the West Virginia Center for Professional Development to assist with school improvement efforts. Curriculum must be data-driven, the Five-Year Strategic Plan must be fully implemented in all classrooms, and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

### **FOLLOW-UP TEAM SUMMARY**

**With a new administration and a high percentage of new staff, the Team believes that student achievement will increase. The Fayette County Central Office appeared to be dedicated to providing the support needed by the school to close the achievement gap.**

### 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>
20-307 Nuttall Middle	Full Accreditation			