



**Office of Education
Performance Audits**

DRAFT EDUCATION PERFORMANCE AUDIT REPORT

FOR

NUTTALL MIDDLE SCHOOL

FAYETTE COUNTY SCHOOL SYSTEM

DECEMBER 2007

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An announced Education Performance Audit of Nuttall Middle School in Fayette County was conducted on October 25, 2007. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to determine if standards are being met in individual schools as part of the county-wide performance audit.

The Education Performance Audit Team reviewed the Five-Year Strategic 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 – Monica Beane, Assistant Director,
Office of Instruction

TEAM MEMBERS

Name	Title	School/County
Lisa Canterbury	Middle School Principal	Peterstown Middle Monroe County
Bobby Meadows	High School Principal	Independence High Raleigh County

SCHOOL PERFORMANCE

20 FAYETTE COUNTY
Chris Perkins, Superintendent

307 NUTTALL MIDDLE SCHOOL – Passed

Susan Bossie-Maddox, Principal
Grades 05 - 08

Enrollment 172 (2nd month 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

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 174 (2nd month 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
Mathematics								
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	*	*	*	*	*	*	*	*
Reading/Language Arts								
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%

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
05	40	38	40	38	100.00	2.63	28.95	55.26	13.16	0.00	68.42
06	45	41	45	41	100.00	4.88	26.83	48.78	19.51	0.00	68.29
07	47	46	47	46	100.00	0.00	30.43	56.52	13.04	0.00	69.57
08	35	34	34	33	97.14	0.00	27.27	48.48	24.24	0.00	72.73

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
05	40	38	40	38	100.00	2.63	15.79	50.00	26.32	5.26	81.58
06	45	41	45	41	100.00	4.88	17.07	46.34	26.83	4.88	78.05
07	47	46	47	46	100.00	4.35	6.52	47.83	34.78	6.52	89.13
08	35	34	34	33	97.14	0.00	27.27	42.42	12.12	18.18	72.73

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

Other Relevant Performance Data

2006-2007 Writing Assessment Distribution of Performance Across All Performance Levels Grade 7

	Total # Tested	% At Distinguished	% At Above Mastery	% At Mastery	% At Partial Mastery	% At Novice	% With No Score	% of Students at or Above Mastery	% of Students Below Mastery
STATE – WV	20311	3	18	54	21	2	1	76	24
FAYETTE COUNTY	508	4	18	56	20	2	1	77	23
NUTTALL MIDDLE	46	2	9	52	35	0	2	63	37

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.

EDUCATION PERFORMANCE AUDIT

INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.11. Guidance and advisement.** The Team commended the guidance counselor for the successful implementation of the RAZE program at Nuttall Middle School. The program was reported to have been recognized by the West Virginia Department of Education, Office of Healthy Schools, as the most active RAZE crew in West Virginia.

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.

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.

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.

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.

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.

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.

HIGH QUALITY STANDARDS	RECOMMENDED RESOURCES
7.1.3. Learning environment.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.7. Library/educational technology access and technology application.	West Virginia Department of Education Office of Instructional Technology (304) 558-7880
7.2.1. Unified County and School Improvement Plan (Five-Year Strategic Plan).	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199
7.4.1. Regulatory agency reviews.	West Virginia Department of Education Office of School Facilities (304) 558-2711

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.

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.

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.

School Accreditation Status

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
20-307 Nuttall Middle	Full Accreditation	7.1.3; 7.1.7; 7.2.1; 7.4.1		

Education Performance Audit Summary

The Team identified four high quality standards – necessary to improve performance and progress. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Nuttall Middle 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 submits this draft report to guide Nuttall Middle School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.