



FINAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

SHERMAN JUNIOR HIGH SCHOOL

BOONE COUNTY SCHOOL SYSTEM

JUNE 2011

WEST VIRGINIA BOARD OF EDUCATION

INTRODUCTION

An announced Education Performance Audit of Sherman Junior High School in Boone County was conducted March 18, 2010.

A Follow-up Education Performance Audit of Sherman Junior High School in Boone County was conducted April 21, 2011. 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.

06 BOONE COUNTY

John G. Hudson, Superintendent

401 SHERMAN JUNIOR HIGH SCHOOL – Needs Improvement

Todd Barnette, Principal

Grades 07 - 08

Enrollment 228 (2nd month 2008-09 enrollment report)

WESTEST 2008-2009

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	212	224	224	100.00	46.69	Yes	Confidence Interval	✓
White	210	222	222	100.00	46.66	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	119	126	126	100.00	34.45	Yes	No	✗
Spec. Ed.	39	43	43	100.00	12.82	NA	NA	NA
LEP	**	**	**	**	**	NA	NA	NA
Reading/Language Arts								
All	212	224	224	100.00	49.05	Yes	Confidence Interval	✓
White	210	222	222	100.00	49.04	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	119	126	126	100.00	36.97	Yes	No	✗
Spec. Ed.	39	43	43	100.00	10.25	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed

Attendance Rate = 95.5%

06 BOONE COUNTY
John G. Hudson, Superintendent
401 SHERMAN JUNIOR HIGH SCHOOL – Passed
Todd Barnette, Principal
Grades 07 - 08
Enrollment 222 (2nd month 2009-10 enrollment report)

WESTEST 2009-2010

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	209	222	218	98.19	39.51	Yes	Yes	✓
White	209	221	217	98.19	39.51	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	42	39	92.85	10.81	NA	NA	NA
Low SES	107	114	110	96.49	27.18	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**
Reading/Language Arts								
All	209	222	219	98.64	46.60	Yes	Yes	✓
White	209	221	218	98.64	46.60	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	40	42	39	92.85	13.51	NA	NA	NA
Low SES	107	114	111	97.36	28.84	Yes	Confidence Interval	✓
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year

* -- 0 students in subgroup

** -- Less than 10 students in subgroup

Passed
Attendance Rate = 96.3%

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

Met Standard.

5.1.1. Achievement.

Sherman Junior High School failed to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in mathematics and reading/language arts. This was the first year out in these areas. Sherman Junior High School achieved AYP in the all students (AS) and the racial/ethnicity white (W) subgroups in mathematics and reading/language arts only by application of the confidence interval. It is further noted that the special education (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 Plans 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 7 – 55.34 percent in mathematics and 55.34 percent in reading; Grade 8 – 51.38 percent in mathematics and 46.78 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.

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

1. West Virginia Teacher Leadership Institute.
2. Boone County Schools Technology Plan Workshop.
3. Data Disaggregation.
4. Five-Year Strategic Plan.
5. Principal's Curriculum Meeting.
6. E-Portfolio Sessions 1, 2, and 3.
7. FitnessGram.
8. Differentiated Instruction.
9. West Virginia State Mathematics Conference.
10. Analyzing WESTEST 2 Writing.
11. Ruby Payne – Understanding Poverty.
12. Technology Refresher Course.
13. Inclusion and Co-teaching.

FOLLOW-UP REVIEW

MET STANDARD. Sherman Junior High School achieved adequate yearly progress (AYP) in all subgroups for the 2009-2010 school year. The principal had spearheaded various initiatives to increase student achievement. These included the following:

1. **Greater emphasis on data analysis to plan instruction with a special emphasis on the economically disadvantaged (SES) subgroup.**

2. Focused professional development in Differentiated Instruction, gender differences and learning styles, understanding poverty and its effects, and successful inclusion practices.
3. Greater emphasis and improvement in the planning process as teachers created plans beginning first with the student individual needs.
4. Greater emphasis on classroom rigor through analyzing all areas of instruction through the latest research on Depth of Knowledge, Bloom's Taxonomy, and Larry Lazotte's Effective Schools strategies.

EDUCATION PERFORMANCE AUDIT HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. Curriculum

- 7.1.4. Instruction.** Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)

Two teachers, one English teacher and one mathematics teacher, taught multiple classes of the same subject with the same lesson plans. Classes were kept at the same pace with no adjustments in the curriculum or instruction for opportunities to ensure that all students developed in-depth understanding of the program of study. This practice did not consider class variations in learning and students were either accelerated or held back to keep the classes at the same level.

It was not evident that the grade level West Virginia 21st Century content standards and objectives (CSOs) were being taught in some of the self-contained special education classes. Extremely low level lessons were being taught in one Behavioral Disorders class while the general education classes were working on the Pythagorean Theorem.

FOLLOW-UP REVIEW

COMPLIANCE. All classes were taught at the pace of the class. No separate classes were being taught at the same pace and the Team observed Differentiated Instruction taking place. The content standards and objectives (CSOs) were being delivered in all classes and the principal monitored their delivery on a regular basis.

7.1.5. Instructional strategies. Staff demonstrates the use of the various instructional strategies and techniques contained in Policies 2510 and 2520. (Policy 2510; Policy 2520)

There was no evidence of modifications for the special education students in some of the inclusion classes. This could contribute to the lower test scores on the WESTEST2 for the special education subgroup.

FOLLOW-UP REVIEW

COMPLIANCE. Modifications were in place and were being used by all special educators and general educators.

7.1.8. Instructional materials. Sufficient numbers of approved up-to-date textbooks, instructional materials, and other resources are available to deliver curricular content for the full instructional term. (Policy 2510)

A required materials list was posted in the student agenda book that was given to students at the beginning of the school year. Teachers verified that this was a required list for students.

FOLLOW-UP REVIEW

COMPLIANCE. No materials lists were given to students or parents. A statement in the student handbook listed materials that were recommended, but there would be no penalty for a student not bringing these materials.

7.2.2. Counseling services. While the counselor was meeting with students at least 75 percent of the time, a number of students stated they could not meet with the counselor if needed due to the counselor being “too busy”. The students stated that they felt as if they could talk to the teachers, but the students in these three groups stated that they could not talk to the counselor. The Team recommended that the principal investigate this matter.

FOLLOW-UP REVIEW

COMPLIANCE. All extra duties were eliminated from the counselor’s schedule taken from her schedule and the counselor reportedly being accessible to all students. The counselor student contact time was nearly 90 percent.

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 Sherman Junior High School in providing a thorough and efficient system of education. Boone 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 Boone 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.

This was the first year for the principal at the school. He was extremely well-organized and had a clear vision for the school. The principal had completed extensive data analyses and had observed all teachers and promoted staff development to ensure student success. He was a National Board Certified Teacher (NBCT). The following strategies had been implemented to improve student achievement at Sherman Junior High School since the arrival of the new principal.

1. Continuous examination of test data and using this data to target weaknesses in student understanding of the West Virginia 21st Century content standards and objectives (CSOs).
2. An emphasis on increasing rigor and the role of technology in delivering instruction and increasing student achievement.
3. A focus on 21st Century instructional strategies within the classrooms.
4. Identifying at risk/low economically disadvantaged (SES) students and creating a student-centered approach for each child to maximize that child's educational performance.

FOLLOW-UP CONCLUSION

The principal provided a great deal of staff development on data analysis, depth of knowledge, the West Virginia 21st Century content standards and objectives (CSOs), and approaches to reach the economically disadvantaged (SES) subgroup. The principal continued to exhibit high expectations for all teachers and students and the staff responded by providing high quality instruction.

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 Sherman Junior High 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.**

The Team believed that under the guidance of the new principal Sherman Junior High School and Boone County have the capacity to correct the deficiencies identified at the school.

The Team recommended that the Boone County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of Organizational Effectiveness & Leadership at 304-558-3199 for guidance in revising the school's Five-Year Strategic Plan.

FOLLOW-UP CONCLUSION

The principal and staff exhibited the capacity to correct the deficiencies found in the original Education Performance Audit. It is recommended that the endeavors by the administration and staff continue. The Team further recommended that staff continue research on the development and/or implementation of programs and practices to increase student achievement.

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.** Sufficient on-site, solid surface parking for staff, visitors, and individuals with disabilities was not provided.
- 19.1.10. Specialized instructional areas.** The physical education facility was not adequate in size and did not have a data projector or 50 inch screen monitor or a ceiling height of 20-24 feet.
- 19.1.11. Grades 6-12 science facilities.** All science facilities were not adequate in size and did not have the following equipment and materials: Sink, hot and cold water, gas, AC and DC current, compressed air, instructional boards, open and closed shelving, ventilation fume hood, demo table, laboratory workspace, fire extinguisher, blanket, emergency showers, darkening provisions, main gas shut-off, and adequate storage. Science teachers were

able to provide 50 percent minimum hands-on investigation and experimentation in all classes.

FOLLOW-UP CONCLUSION

All items remained the same from the original Education Performance Audit.

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.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

FOLLOW-UP TEAM SUMMARY

The principal and staff took the original findings very seriously and were determined to correct the issues and implement high quality instruction in all classes.

EDUCATION PERFORMANCE AUDIT SUMMARY

School	Accreditation Status	Education Performance Audit High Quality Standards	Annual Performance Measures Needing Improvement	Date Certain
06-401 Sherman Junior High	Full Accreditation			

The Office of Education Performance Audits recommends that the West Virginia Board of Education continue the Full Accreditation status of Sherman Junior High School.