



**Office of Education  
Performance Audits**

**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**SHERMAN JUNIOR HIGH SCHOOL**

**BOONE COUNTY SCHOOL SYSTEM**

**APRIL 2010**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Sherman Junior High School in Boone County was conducted March 18, 2010. 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 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 – Mary Jane Albin, CAG Liaison,  
Office of Title II - School and School System Improvement

West Virginia Department of Education Team Leader and Technology – Sterling Beane,  
Jr., Coordinator, Office of Instructional Technology

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Beth A. Pitzer	Elementary School Principal	Scott Teays Elementary School Putnam County
Dana R. Snyder	High School Principal	Lincoln County High School Lincoln County
Connie L. Walls	Elementary & Middle School Principal	Baileysville Elementary & Middle School Wyoming County

### 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 – Passed

Todd Barnette, Principal

Grades 07 - 08

Enrollment 235 (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	217	230	226	98.26	75.58	Yes	Yes	✓
White	214	227	223	98.23	75.71	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	116	123	120	97.56	64.60	Yes	Confidence Interval	✓
Spec. Ed.	41	47	44	93.61	31.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	217	230	225	97.82	81.69	Yes	Yes	✓
White	214	227	222	97.79	81.90	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Low SES	116	123	119	96.74	75.22	Yes	Confidence Interval	✓
Spec. Ed.	41	47	44	93.61	39.47	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**

**Attendance Rate = 96.2%**

**06 BOONE COUNTY**  
John G. Hudson, Superintendent  
**401 SHERMAN JUNIOR HIGH SCHOOL – Needs Improvement**  
Todd Barnette, Principal  
Grades 07 - 08  
Enrollment 228 (2<sup>nd</sup> 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
<b>Mathematics</b>								
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
<b>Reading/Language Arts</b>								
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%**

SHERMAN JUNIOR HIGH SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

<b>Mathematics</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	109	103	109	103	100.00	5.83	49.51	33.98	6.80	3.88	44.66
08	115	109	115	109	100.00	24.77	26.61	42.20	6.42	0.00	48.62

<b>Reading</b>											
<b>Class</b>	<b>Tested Enr.</b>	<b>FAY Enr.</b>	<b>Tested</b>	<b>FAY Tested</b>	<b>Part. Rate</b>	<b>Novice</b>	<b>Below Mastery</b>	<b>Mastery</b>	<b>Above Mastery</b>	<b>Distinguished</b>	<b>Proficient</b>
07	109	103	109	103	100.00	4.85	50.49	30.10	12.62	1.94	44.66
08	115	109	115	109	100.00	5.50	41.28	47.71	4.59	0.92	53.21

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

## **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.

## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that Sherman Junior High School had undertaken an initiative for achieving Adequate Yearly Progress (AYP). The prominent initiative and activity included the following.

- 7.1.7. Library/educational technology access and technology application.** Sherman Junior High School was a technology rich school. The Team observed teachers using whiteboards and document cameras in several of the classrooms and it was apparent, through observation and interviews, that the students were familiar with technology and had used it many times before. A technology-eager principal and staff promoted a positive atmosphere for technology. Classroom computers and the mobile computer laboratory were utilized throughout the day. The Team commended the school staff on their use of technology.

## 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.



**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.

**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.

**RECOMMENDATION**

**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.

## 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.

### **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.

## 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.

### **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.**

## **Education Performance Audit Summary**

The Team identified three high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.4. Instruction.
- 7.1.5. Instructional strategies.
- 7.1.8. Instructional materials.

The Team presented one commendation and one recommendation, noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Sherman Junior High 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 initial report to guide Sherman Junior High School in improvement efforts.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Sherman Junior High School and Boone County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report.