



**FINAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MEADOW BRIDGE HIGH SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**FEBRUARY 2009**

**WEST VIRGINIA BOARD OF EDUCATION**

## **INTRODUCTION**

An announced Education Performance Audit of Meadow Bridge High School in Fayette County was conducted on October 22, 2007.

A Follow-up Education Performance Audit of Meadow Bridge High School in Fayette County was conducted November 17, 2008. 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  
**503 MEADOW BRIDGE HIGH SCHOOL – Passed**  
Albert Martine, Principal  
Grades 07 - 12  
Enrollment 237 (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	110	116	114	98.27	70.37	Yes	Yes	✓
White	107	112	110	98.21	70.47	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	65	69	69	100.00	67.69	Yes	Yes	✓
Spec. Ed.	16	17	15	88.23	28.57	NA	NA	NA
LEP	**	**	**	**	**	**	**	**
<b>Reading/Language Arts</b>								
All	110	116	114	98.27	79.62	Yes	Yes	✓
White	107	112	110	98.21	80.00	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	**	**	**	**	**	**	**	**
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	65	69	69	100.00	78.46	Yes	Yes	✓
Spec. Ed.	16	17	15	88.23	50.00	NA	NA	NA
LEP	**	**	**	**	**	**	**	**

FAY -- Full Academic Year  
\* -- 0 students in subgroup  
\*\* -- Less than 10 students in subgroup

**Passed by Improvement  
Graduation Rate = 78.9%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**503 MEADOW BRIDGE HIGH SCHOOL – Passed**  
Albert Martine, Principal  
Grades 07 - 12  
Enrollment 238 (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	133	138	137	99.27	75.00	Yes	Yes	✓
White	128	132	131	99.24	74.01	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	91	95	94	98.94	70.00	Yes	Yes	✓
Spec. Ed.	19	21	21	100.00	21.05	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	133	138	137	99.27	76.51	Yes	Yes	✓
White	128	132	131	99.24	76.37	Yes	Yes	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	91	95	94	98.94	73.33	Yes	Confidence Interval	✓
Spec. Ed.	19	21	21	100.00	26.31	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Graduation Rate = 84.4%**

**20 FAYETTE COUNTY**  
Chris Perkins, Superintendent  
**503 MEADOW BRIDGE HIGH SCHOOL – Passed**  
Albert Martine, Principal  
Grades 07 - 12  
Enrollment 251 (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	117	127	124	97.63	68.10	Yes	Yes	✓
White	116	125	123	98.40	67.82	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	65	72	69	95.83	59.37	Yes	Averaging	✓
Spec. Ed.	19	22	22	100.00	31.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	117	127	125	98.42	77.58	Yes	Yes	✓
White	116	125	123	98.40	77.39	Yes	Yes	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	**	**	**
Asian	*	*	*	*	*	*	*	*
Low SES	65	72	70	97.22	68.75	Yes	Confidence Interval	✓
Spec. Ed.	19	22	22	100.00	31.57	NA	NA	NA
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

**Passed**  
**Graduation Rate = 91.7%**

## **ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY**

### **5.1.1. Achievement.**

Meadow Bridge High School achieved adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in 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 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 8 – 27.50 percent in mathematics and 27.50 percent in reading; Grade 10 - 30.77 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.

1. Governor's Academy Digital Tales.
2. College Summit.
3. Positive Behavior Support.
4. Advanced Placement English.
5. Differentiated Instruction.
6. Test Score Analysis.
7. Integrating Technology into Your Classroom.
8. SAS/Power Point/United Streaming.
9. Reading Comprehension.
10. Scaffolding with Technology.
11. 21<sup>st</sup> Century Learning.
12. Five-Year Strategic Plan.
13. 21<sup>st</sup> Century Pillars.
14. Curriculum Coaching.
15. Learning Focus Strategies.

### **FOLLOW-UP REVIEW**

**MET STANDARD.** Meadow Bridge High School continued to achieve adequate yearly progress (AYP) in the economically disadvantaged (SES) subgroup in reading/language arts only by application of the confidence interval. Further, AYP was achieved in the SES subgroup in mathematics by averaging. Achievement declined in mathematics in all subgroups that had a number (N) greater than 50. The school administration is strongly urged to investigate the reason for this decline and implement high quality research based programs to increase student achievement.

## **EDUCATION PERFORMANCE AUDIT**

### **HIGH QUALITY STANDARDS**

**Necessary to Improve Performance and Progress.**

#### **7.1. Curriculum**

**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)**

The primary instructional method observed throughout the school was lecture. Students spent time note taking, answering questions, and listening. When students were in groups it was more to work together on a homework assignment, not with specific roles defined.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. The Team observed multiple instructional strategies throughout the building and students actively engaged in the learning process. The school made substantial progress and needed to continue efforts to increase student achievement.**

**7.1.12. Multicultural activities. Multicultural activities are included at all programmatic levels, K-4, 5-8, and 9-12 with an emphasis on prevention and zero tolerance for racial, sexual, religious/ethnic harassment or violence. (Policy 2421)**

While the students and staff understood Character Education, they mistook this for multicultural activities. There was a lack of multicultural activities, understanding, and planning for activities from the staff.

#### **FOLLOW-UP REVIEW**

**COMPLIANCE. The Team observed numerous multicultural activities throughout the building which were incorporated in school assemblies.**

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

**7.2.3. Lesson plans and principal feedback. Lesson plans that are based on approved content standards and objectives are prepared in advance and the principal reviews, comments on them a minimum of once each quarter, and provides written feedback to the teacher as necessary to improve instruction. (Policy 2510; Policy 5310)**

Many lesson plans were incomplete and did not show evidence of differentiated instruction. When questioned about differentiated instruction, at least five teachers could not tell the Team more than two different instructional strategies that were used on a regular basis. The principal must monitor lesson plans

more closely and give staff development and leadership on creating plans that lead to differentiated instruction and instructional strategies.

**FOLLOW-UP REVIEW**

**COMPLIANCE.** Lesson plans were thorough and well-written. The Team observed various instructional strategies in the lesson plans and the administrator had provided written feedback on the plans.



## 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 Meadow Bridge High 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.**

Students at Meadow Bridge High School would be better served if the school's curriculum delivery was designed to meet the needs of all subgroups. An effective and efficient curriculum involves using available resources and ensuring that student interest is maintained throughout the entire class period.

Programs are needed to assist teachers in the proper development of lesson plans.

### FOLLOW-UP CONCLUSION

**Curriculum at the school appeared to be directed toward all students in all subgroups. While reading/language arts WESTEST scores remained steady from the 2006-2007 school year to the 2007-2008 school year, mathematics scores declined approximately seven percent in the all students (AS) subgroup over the same time period. Fayette County and the administration are strongly urged to take appropriate measures to reverse this decline.**

## **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 Meadow Bridge 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 determined that Meadow Bridge High School and Fayette County have the capacity to correct the identified deficiencies. Although the number (N) is less than 50, the capacity must be developed in the special education department to provide quality services to all students to close the achievement gap. The Team recommended that the Fayette County School System Director of Special Education and the school administrator engage the Special Education Director and the Professional Development Director at RESA IV in developing the school's capacity to improve the school's achievement of the special education students.

### **FOLLOW-UP CONCLUSION**

**The identified deficiencies were corrected in a satisfactory manner.**

## 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*)

The principal did not identify resource needs on the Facilities Checklist. However, the county level facility reviewers noted numerous facility issues at Meadow Bridge High School. Refer to the Regulatory Agency section of the Fayette County Report for detailed facility issues.

## **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.

While 21 students were tested in the special education (SE) subgroup and were not considered because of the number (N) less than 50, 21.05 percent of students in this subgroup were proficient in mathematics and 26.31 percent were proficient in reading/language arts. 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 and instruction must be relevant to the curriculum and provide all students the opportunity to learn.

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

**High quality research based instructional strategies must continue to be explored and implemented at the school to increase student achievement. All students must continue to be targeted for this instruction and a special emphasis must be placed on the mathematics curriculum to reverse the decline in student achievement.**

### 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>
20-503 Meadow Bridge High	Full Accreditation			