



**Office of Education  
Performance Audits**

**DRAFT EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**MEADOW BRIDGE HIGH SCHOOL**

**FAYETTE COUNTY SCHOOL SYSTEM**

**DECEMBER 2007**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of Meadow Bridge High School in Fayette County was conducted on October 22, 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 – Elizabeth Judy, Coordinator, Office of Assessment/Accountability

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
Greg LeMaster	Middle School Principal	Hurricane Middle Putnam County
Jack Parker	High School Assistant Principal	Independence High Raleigh County
Clarence Woodworth	Middle School Principal	Winfield Middle Putnam County

**SCHOOL PERFORMANCE**

**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 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	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
<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	**	**	**	**	**	NA	NA	NA
Hispanic	**	**	**	**	**	NA	NA	NA
Indian	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA

FAY -- Full Academic Year

\* -- 0 students in subgroup

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

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

**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

**503 MEADOW BRIDGE HIGH SCHOOL – Passed**

Albert Martine, Principal

Grades 07 - 12

Enrollment 251 (2<sup>nd</sup> 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
<b>Mathematics</b>								
All	133	138	137	99.27	75.00	Yes	Yes	✓
White	128	132	131	99.24	74.01	Yes	Yes	✓
Black	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
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	**	**	**	**	**	NA	NA	NA
Hispanic	*	*	*	*	*	*	*	*
Indian	**	**	**	**	**	NA	NA	NA
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%**

## 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	54	53	54	53	100.00	5.66	13.21	50.94	26.42	3.77	81.13
08	43	40	43	40	100.00	5.00	22.50	62.50	10.00	0.00	72.50
10	41	40	40	39	97.56	7.69	23.08	48.72	20.51	0.00	69.23

<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	54	53	54	53	100.00	7.55	15.09	37.74	33.96	5.66	77.36
08	43	40	43	40	100.00	0.00	27.50	45.00	20.00	7.50	72.50
10	41	40	40	39	97.56	5.13	15.38	43.59	23.08	12.82	79.49

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

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	20311	3	18	54	21	2	1	76	24
<b>FAYETTE COUNTY</b>	508	4	18	56	20	2	1	77	23
<b>MEADOW BRIDGE HIGH</b>	54	4	17	59	19	2	0	80	20

**2006-2007 Writing Assessment  
Distribution of Performance Across All Performance Levels  
Grade 10**

	<b>Total # Tested</b>	<b>% At Distinguished</b>	<b>% At Above Mastery</b>	<b>% At Mastery</b>	<b>% At Partial Mastery</b>	<b>% At Novice</b>	<b>% With No Score</b>	<b>% of Students at or Above Mastery</b>	<b>% of Students Below Mastery</b>
<b>STATE – WV</b>	<b>19327</b>	<b>8</b>	<b>29</b>	<b>50</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>87</b>	<b>13</b>
<b>FAYETTE COUNTY</b>	<b>491</b>	<b>3</b>	<b>29</b>	<b>55</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>87</b>	<b>13</b>
<b>MEADOW BRIDGE HIGH</b>	<b>42</b>	<b>5</b>	<b>45</b>	<b>45</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>95</b>	<b>5</b>

## **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.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

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

- 7.1.3. Learning environment.** The staff provided a safe and nurturing learning environment that was conducive to learning. It was obvious the students had a close relationship with the staff and felt safe and valued. There was no evidence of bullying or threatening behavior. Staff enjoyed working together and working with the students. Staff knew each student, their background, and their needs. There was an obvious sense of community and community support. The band had grown from very small to over 50 members, which allowed for greater student involvement. The school had started entering band competitions again for the first time in 23 years and instilled a strong sense of pride for the school.
- 7.1.6. Instruction in writing.** Writing Road Map 2 was being used to increase student writing scores, which already exceeded West Virginia and Fayette County at Grades 7 and 10. Writing across the curriculum was strongly evident in all classrooms. Student journal writing and a variety of written communication helped strengthen student writing.
- 7.1.11 Guidance and advisement.** Students felt they had access to the guidance counselor, teachers, and office staff and that these individuals cared and readily assisted them with plans, questions, or concerns. The counselor was in the classrooms providing programs and informing students of opportunities available for their educational needs.
- 7.5.2. Codes of conduct.** Codes of Conduct were enforced and observed throughout the school. Students and teachers were informed of the Codes of Conduct at the beginning of the school year. There was a clear and understandable procedure for handling infractions of the Codes of Conduct. These steps provided for a non-threatening atmosphere where instruction could be the main focus for all students.

## 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.

- 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.

#### 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.

## **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.

**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.

<b>HIGH QUALITY STANDARDS</b>	<b>RECOMMENDED RESOURCES</b>
7.1.5. Instructional strategies.	West Virginia Department of Education Office of Instruction (304) 558-5325
7.1.12 Multicultural activities.	West Virginia Department of Education Office of ESL/International Schools (304) 558-2691
7.2.3. Lesson plans and principal feedback.	West Virginia Department of Education Office of School and School System Improvement (304) 558-3199

**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.

### **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.**

**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	7.1.5; 7.1.12; 7.2.3		

**Education Performance Audit Summary**

The Team identified three high quality standards – necessary to improve performance and progress to meet 5.1.1 Achievement. The Team noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

Meadow Bridge 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 draft report to guide Meadow Bridge High School in improvement efforts. The school and county have until the next accreditation cycle to correct deficiencies noted in the report.