Berkeley County Schools
Special Circumstance Review
High School Special Education – January 2022

Hedgesville High School

» **FINDING 1.1.1 –** Interview responses indicated some staff view the SAT process as a pathway to special education testing. Staff articulated most students with disabilities have been identified prior to entering high school. While data shows the number of referrals for special education does tend to decrease at each programmatic level, students continue to face barriers to success that can be addressed through the SAT problem-solving process.

» **FINDING 1.2.1 –** Classroom observations yielded few examples of effective student support in the co-teaching environment. Co-teaching was limited to the one-teach, one-support model, and many observers noted disengagement from adults whose roles were intended to provide student support.

» **FINDING 1.2.2 –** The Team did not observe rigorous, standards-based instruction to be a pervasive practice in all classrooms.

» **RECOMMENDATION 1.3.1 –** While this did not rise to the level of a finding, consideration may be given to planning professional learning opportunities on the basis of a range of data sets to ensure professional learning is connected to school and district goals for student success. Data sets may include student achievement data, teacher self-reflection and evaluation data, and strategic plan goals. Consider implementing a procedure for evaluating and monitoring the effectiveness and implementation of professional learning.

» **RECOMMENDATION 1.3.2 –** Based on student perceptions, consider providing additional oversight and support for any classroom in which a teaching vacancy has not been filled by an appropriately credentialed professional. Consider implementing measures to collect student feedback regarding the learning experience in these classrooms and make adjustments to practice based on results.

» **FINDING 1.4.1 –** A systematic, consistent process for conducting walkthrough observations and providing positive and constructive feedback to improve instruction was not articulated by all interview respondents.

» **NONCOMPLIANCE 1.4.1 –** Five IEPs were reviewed for service verification and two had at least one incorrect service. WVBE Policy 2419, Chapter 5, Section 2.G

Martinsburg High School

» **FINDING 2.2.1 –** Rigorous, standards-based instructional activities were not pervasively evident

» **NONCOMPLIANCE 2.3.1 –** At the time of the review, eleven students with disabilities did not have an appropriately-credentialed case manager assigned. WVBE Policy 2419, Chapter 5, Section 4hroughout observations.

» **RECOMMENDATION 2.3.1 –** While this did not rise to the level of a finding, consideration may be given to planning professional learning opportunities on the basis of a range of data sets to ensure professional learning is connected to school and district goals for student success. Data sets may include student achievement data, teacher self-reflection and evaluation data, and strategic plan goals.

» **NONCOMPLIANCE 2.4.1 –** Five IEPs were reviewed for service verification and one had at least one incorrect service. WVBE Policy 2419, Chapter 5, Section 2.G

Musselman High School

» **FINDING 3.2.1 –** The Team did not observe rigorous, standards-based instruction to be a pervasive practice in all classrooms.

» **NONCOMPLIANCE 3.3.1 –** At the time of the review, one student with an IEP was not assigned an appropriately credentialed case manager. WVBE Policy 2419, Chapter 6, Section 4

» **NON-COMPLIANCE 3.4.1 –** Five IEPs were reviewed for service verification and two had at least one incorrect service. WVBE Policy 2419, Chapter 5, Section 2.G

Spring Mills High School

» **FINDING 4.2.1 –** The Team did not observe rigorous, standards-based instruction to be a pervasive practice in all classrooms.

» **NONCOMPLIANCE 4.3.1 –** At the time of the onsite review, 16 students with IEPs were not case managed by an appropriately credentialed professional. WVBE Policy 2419, Chapter 6, Section 4