SPECIAL CIRCUMSTANCE

ON-SITE REVIEW REPORT

Short Line School
Wetzel County

April 2022

Office of Support & Accountability

West Virginia Board of Education
2021-2022

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Introduction

At the request of the Wetzel County Board of Education, the Office of Support and Accountability conducted a Special Circumstance Review of Short Line School, March 1-2, 2022, to obtain specific information regarding the school's adherence to the West Virginia Standards for Effective Schools (See Appendix). The review process was conducted as outlined in West Virginia Board of Education (WVBE) Policy 2322: *West Virginia System of Support and Accountability*.

During the two-day onsite visit to Short Line School, fourteen staff members from the West Virginia Department of Education (WVDE) conducted sixty-nine classroom observations. Observations were approximately thirty minutes in length, and classrooms were visited multiple times over two days with a focus on teacher instruction and interaction with students. The Team also conducted interviews with the principal, assistant principal, central office employees, and twenty-seven teachers concerning their role in ensuring the school improvement process. A sample of parents and students were also interviewed to gain stakeholder insight into the operation of the school. Additionally, a random sample of ten special education files was examined to determine compliance with WVBE Policy 2419. Upon completion of the onsite portion of the review, the Team continued to review additional sources of data, such as the school's electronic strategic plan and funding applications.

The Team compiled information gathered during the onsite review and provided findings and non-compliances outlined in this report. The report will acknowledge identified strengths and provide recommendations and corrective actions to address barriers to student achievement and well-being. The report will be presented to the WVBE at the April 13, 2022 meeting.

Onsite Review Team Members

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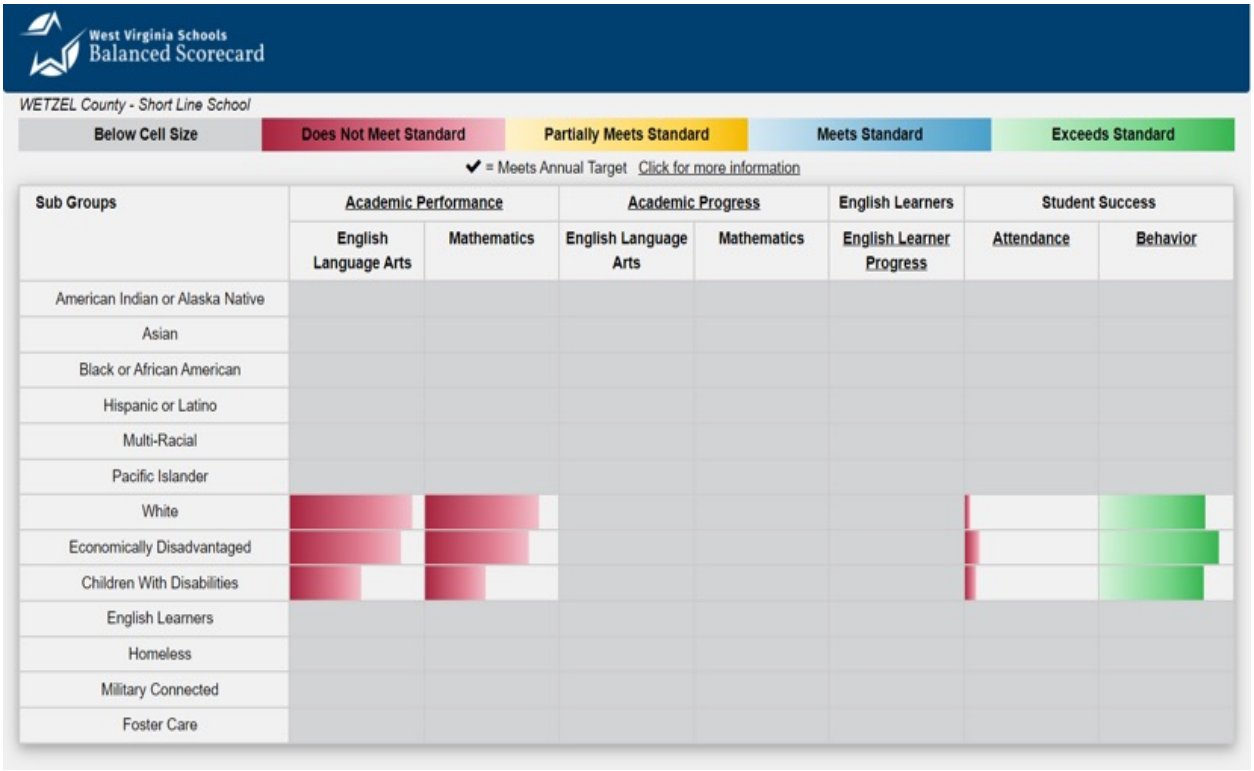
Background

Short Line School is located in Reader, WV and serves an enrollment of 338 students in grades Pre-K-8. Short Line School was identified during the 2017-2018 school year for Comprehensive Support and Improvement (CSI). Identified schools represent the lowest-performing schools based on the identification categories outlined in West Virginia's Consolidated State Plan for the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015*. As a designated CSI school beginning in 2017, Short Line School receives ongoing technical assistance from the WVDE, including an assigned school improvement coordinator to assist in improvement processes. Since the time of Short Line School's identification, the leadership of the school and the district have transitioned. The current principal assumed the role beginning in 2019. The present superintendent was hired at the beginning of the current school year.

As indicated below in the West Virginia Schools Balanced Scorecard, students at Short Line School did not meet standard in the English language arts and mathematics indicators for the 2020-2021 school year. Students did not meet standard for attendance but exceeded the standard for the behavior indicator.



Focus Area 1: Clear and Focused Mission

Overview:

- The Team reviewed the electronic strategic plan using the WV Grant Planning System (WVGPS) to examine the goals, measures, and action steps as reported by the school. Two goals for the 2021-2022 school year were identified in the plan:
  - » Goal 1: "During the 2021-2022 school year, Short Line School will increase the overall attendance rate from 77.8% to 84.8% by May 2022 as measured by the scorecard."
  - » Goal 2: "In ELA, 53% of our students will meet or exceed the WV GSA standard score on the scorecard. This will be an increase of .5% from the 2018-2019 scorecard. In Math, 53% of our students will meet or exceed the WV GSA standard score on the scorecard. This will be an increase of 2.6% from the 2018-2019 scorecard."
- Action steps and strategies for addressing the attendance goal were described in the plan, including checking daily attendance sheets for accuracy, tightening attendance procedures and processes for recording and reporting attendance, communicating the importance of attendance to families and the community, and increasing student engagement in the classroom.
- The strategic plan described addressing the academic goal by documenting student engagement and lesson plans through weekly walk-through observations and analyzing data during Professional Learning Community (PLC) team meetings. Additionally, as indicated in the plan, students in grades K-3 will utilize the iReady® program for thirty minutes each week in both math and reading. Students in grades 4-8 will engage in the iReady® program for forty-five minutes each week in both math and English language arts. iReady® benchmark assessments will be used to determine students' current levels and progress in both subjects. Per the strategic plan, data collected will be analyzed in PLCs and used to guide small group instruction.
- During interviews, staff members were asked to discuss recent conversations about the goals of the school and how to achieve them. Nearly all staff mentioned improving attendance and student achievement as the current areas of focus for the school; however, few staff members articulated specific targets or identified action steps for improvement.
- When interviewers asked staff to describe beliefs about the students who attend the school, staff members offered a variety of answers. Many teachers described students as special, capable, and amazing; however, most referenced student apathy, trauma, and socioeconomic backgrounds as barriers to student success.
- When students were asked how the adults in the building feel about them, two of the three groups of interviewed students stated their teachers were "annoyed" by them.

FINDING 1.1: Based on interview comments and review of the school strategic plan, the Team determined shared beliefs and values as described in the school strategic plan are not pervasively evident. *WVBE Policy 2322, Section 3.1*

RECOMMENDATION 1.1: The Team recommended the principal work with stakeholders to identify core beliefs and values that create a student-centered, learning-focused school. Additionally, the Team recommended staff model, communicate, and promote core beliefs and values to build a safe, caring, and healthy school environment to meet the academic, social-emotional, and physical needs of each student.

FINDING 1.2: Nearly all staff mentioned improving attendance and student achievement as the current areas of focus for the school; however, few staff members articulated specific targets or identified action steps for improvement. *WVBE Policy 2322, Section 3.1*

RECOMMENDATION 1.2: Ensure the strategic plan action steps and strategies are evidence-based, comprehensive, and discussed frequently with staff. Periodically discuss data results with all staff to identify best practices for improvement.

Focus Area 2: Instructional Leadership

Overview:

- When asked to describe the process for providing instructional support, the principal mentioned arranging professional learning opportunities and providing teachers support for addressing student behavior.
- The assistant principal discussed ensuring visibility in hallways, conducting walkthroughs and observations regularly, and utilizing county instructional coaches to provide support.
- Students reported seeing the principal in the hallways and at lunch.
- Teachers reported a variety of professional learning opportunities have been offered, ranging from data usage to cooperative learning strategies. A wide variety of responses resulted when teachers were asked to describe a frequently used research-based instructional strategy. While some teachers articulated strategies related to instruction, some described specific activities or assignments as opposed to discussing strategies.
- Through observations and consistency of interview comments, the Team noted a lack of focused support for ensuring the implementation of instructional strategies schoolwide.
- Consistency of interview comments described a lack of communication exists and is a barrier to effective instructional leadership and negatively impacts staff morale. Some staff mentioned the principal attends more closely to the needs of more vocal staff members, while other staff members have not been consulted as part of the decision-making process.
- During interviews, the principal shared the school's leadership team is comprised of both appointed and volunteer members. Comments described a process for reciprocal communication between the leadership team and PLCs. However, some staff members noted sharing of information does not always occur as designed.
- Some members of the leadership team expressed the leadership team's work has not made a significant impact on decision-making in the school. Additional comments described the leadership team meetings as infrequent and more like a staff meeting.
- Based on interview comments, grade-level PLCs meet weekly; however, special education teachers do not have the opportunity to participate in grade-level PLC meetings. An identified activity during PLCs is the principal reviewing data from the iReady® program.
- Committees, such as wellness, safety, and Positive Behavior Intervention and Support (PBIS) have been formed. While multiple teachers stated they had a role on a committee, responses were unclear and varied as to the frequency and the purpose of the committee meetings.

- Minimal opportunities for students to gain and utilize leadership skills were observed by the Team or described during interviews. Student leadership opportunities discussed were limited to selected students performing service roles within the school.

FINDING 2.1: Multiple staff members cited examples of information, such as changes to the school calendar, not being communicated promptly, and causing frustration among staff members. *WVBE Policy 5800, Section 5.2.i.I*

RECOMMENDATION 2.1: In collaboration with the leadership team, collect data surrounding the effectiveness of schoolwide communication and develop clear and specific protocols to govern communication at all levels. Monitor the effectiveness of the protocols frequently and adjust as determined necessary. *WVBE Policy 2322, Section 3.1.b*

FINDING 2.2: The Team noted a division exists between the elementary and middle school programmatic levels, and interview responses suggested increased schoolwide communication, especially concerning the rationale behind administrative decision making, may address this division. *WVBE Policy 2322, Section 3.1.b*

RECOMMENDATION 2.2: The Team recommended the principal develop processes to ensure student achievement and well-being are the central focus of all school practices and decisions. Additionally, work to develop this commitment among all the staff in the school. Proactively seek opportunities for collaboration between the elementary and middle staff to foster positive relationships and increase schoolwide communication.

FINDING 2.3: Minimal opportunities for students to gain and utilize leadership skills were observed by the Team or described during interviews. *WVBE Policy 2322, Section 3.1.b*

RECOMMENDATION 2.3: The Team recommended all students be provided with age-appropriate, embedded opportunities to lead, collaborate, and contribute to shared leadership within the school regularly. *WVBE Policy 2322, Section 3.1.b*

FINDING 2.4: Through observations and consistency of interview comments, the Team noted a lack of focused principal support for ensuring the implementation of instructional strategies schoolwide. When asked to describe the process for providing instructional support, the principal did not articulate a process for instructional coaching, conducting walkthrough observations, or providing feedback to improve instruction.

RECOMMENDATION 2.4: The Team recommended the principal deliver actionable feedback about instruction to teachers designed to support the development of knowledge, skills, and practice. Utilize the PLC framework to implement research-based strategies and share identified best practices schoolwide.

NONCOMPLIANCE 2.1: Based on the consistency of interview comments from multiple respondents, the Team determined the school leadership team does not utilize the School Improvement Process as described in *WVBE Policy 2322, Section 8.2*.

CORRECTIVE ACTION 2.1: The Team recommended the school leadership team regularly analyze student performance, monitoring reports such as diagnostic review reports, and other data sources to inform deliberation and decision making. Collaborate with parents, the Local School Improvement Council (LSIC), and other stakeholders and make recommendations to the county leadership team concerning additional assistance needed to meet the identified goals in the school strategic plan and the implementation of the West Virginia Standards for Effective Schools..

Focus Area 3: High Expectations for Success

Overview:

- Teachers were asked to discuss what factors would need to change or occur for every student in their classrooms to meet mastery. Fifty-seven percent of responses to this question indicated the students would need to change to meet mastery. Very few interview responses included factors within the classroom such as instruction, differentiation, or assessment.
- Many teachers cited poor student attendance and lack of intrinsic motivation on the part of the students as barriers to mastery. Student home life was mentioned consistently during interviews as contributing to low student achievement.
- Teachers were asked to describe what happens when a student performs poorly on or doesn't complete an assignment. Some staff members mentioned monitoring individual and class grades and scores to determine whether reteaching is necessary. Teachers referenced missing work as a huge problem in the middle school grades, but not as much in the elementary grades.
- Differentiation of instruction was evident during approximately thirty percent of observations.
- The Team conducted sixty-nine classroom observations over two days. Classroom observations were analyzed for evidence of high expectations, based on identified indicators in the WV Standards for Effective Schools. The analysis yielded the following results:
  - Learning targets are posted and aligned with state standards.
    - *Pervasive Practice (21.7%)*
    - *Observed Occasionally (11.7%)*
    - *Observed, Needs Support (13%)*
    - *Not Observed (53.6%)*
  - Learning targets are communicated to students or referenced during the lesson.
    - *Pervasive Practice (2.9%)*
    - *Observed Occasionally (33.3%)*
    - *Observed, Needs Support (7.2%)*
    - *Not Observed (56.6%)*
  - The assignment or activity observed is connected to the learning target.
    - *Pervasive Practice (26.1%)*
    - *Observed Occasionally (34.8%)*
    - *Observed, Needs Support (8.7%)*
    - *Not Observed (30.4%)*

- » Learning is differentiated or personalized to students.
  - *Pervasive Practice (15.9%)*
  - *Observed Occasionally (14.5%)*
  - *Observed, Needs Support (8.7%)*
  - *Not Observed (60.9%)*

FINDING 3.1: Based on the consistency of interview responses and classroom observations, the Team determined a strong sense of teacher efficacy is not evident schoolwide. Throughout the visit, staff frequently cited students' low motivation and apathy, even when the information was not directly relevant to the question asked. *WVBE Policy 2322, Section 3.1.c*

RECOMMENDATION 3.1: The Team recommended the principal create the expectation and provide the appropriate structure and environment for all staff to develop the confidence and belief that they can positively impact student achievement and demonstrate a sense of personal efficacy. Work with staff to develop school and classroom procedures and dispositions that foster the beliefs that all students are capable of mastery and all staff members are qualified and motivated to successfully support them in doing so.

Focus Area 4: Positive and Safe Environment

Overview:

- The principal and assistant principal both described a positive climate that exists at the school most of the time. However, many teachers indicated low staff morale and a lack of cohesiveness existed among the staff. Some staff members expressed perceived finger-pointing and blaming at all levels has had a negative impact on the school climate and staff morale.
- Based on conversations with teachers during interviews, the Team expressed concern regarding teacher morale and noted the identification of Short Line School and subsequent school improvement processes have resulted in a perceived unfair focus on teachers.
- Classroom observations provided Team members the opportunity to analyze data related to a positive and safe school environment. The following results were yielded from the Team's analysis of sixty-nine classroom observations.
  - » Safe and appropriate behavior is exhibited.
    - *Pervasive Practice (81.2%)*
    - *Observed Occasionally (10.2%)*
    - *Observed, Needs Support (7.2%)*
    - *Not Observed (1.4%)*
  - » Expectations for student behavior are communicated.
    - *Pervasive Practice (56.5%)*
    - *Observed Occasionally (18.8%)*
    - *Observed, Needs Support (10.2%)*
    - *Not Observed (14.5%)*
  - » The classroom environment supports positive behaviors.
    - *Pervasive Practice (69.6%)*
    - *Observed Occasionally (11.6%)*
    - *Observed, Needs Support (11.6%)*
    - *Not Observed (7.2%)*

    - » Students have the opportunity to collaborate with one another.
        - *Pervasive Practice (17.4%)*
        - *Observed Occasionally (20.3%)*
        - *Observed, Needs Support (14.5%)*
        - *Not Observed (47.8%)*
    - » The teacher redirects student behavior appropriately when necessary.
        - *Pervasive Practice (47.8%)*
        - *Observed Occasionally (15.9%)*
        - *Observed, Needs Support (13.1%)*
        - *Not Observed (23.2%)*
- Students described talking, not listening, and slamming lockers as the biggest behavior problems at the school.
- Most interview responses indicated student behavior problems are not a pervasive barrier to student success and well-being schoolwide. However, some parents expressed concern about bullying among students at the school.

RECOMMENDATION 4.1: The Team recommended the school build on established behavior practices to maintain positive behavior. Utilize WVEIS Discipline Management System to report all incidents of inappropriate behavior and create an accurate record of effective intervention strategies.

RECOMMENDATION 4.2: While this does not rise to the level of a finding, the Team recommended the school establish a process among staff to assure any potential bullying is identified and addressed in a fair, appropriate, and timely manner, per WVBE Policy 4373, *Expected Behaviors in Safe and Supportive Schools*. Communicate to students and families the protocols for reporting and responding to bullying behavior.

FINDING 4.3: Based on interview responses, conflicting interpretations of the school climate and culture exist among faculty and staff. *WVBE Policy 2322, Section 3.1.d*

RECOMMENDATION 4.3: The Team recommended the principal utilize the WV Standards for Effective Schools Self-Reflection exercise, provided by the WVDE, to facilitate frequent and meaningful conversation to improve cohesiveness, collaboration, and cooperation surrounding school improvement efforts. Staff members from the WVDE Office of Support and Accountability are available to provide technical assistance in the use of this tool.

Focus Area 5: Equitable Opportunities to Learn and Effective Instruction

Overview:

- Consistency of interview responses from teachers indicated lesson planning is primarily focused on adopted curricula and programs, with some teachers noting supplemental materials are added to address standards. Multiple teachers expressed confidence in and reliance upon the adopted textbook to “cover” grade-level standards.

- Classroom observation data was analyzed to determine the pervasiveness of equitable opportunities to learn and effective instruction, with these results:
  - Instructional time is maximized, with little to no "downtime."
    - *Pervasive Practice (60.9%)*
    - *Observed Occasionally (17.4%)*
    - *Observed, Needs Support (14.5%)*
    - *Not Observed (7.2%)*
  - Materials are prepared in advance.
    - *Pervasive Practice (72.5%)*
    - *Observed Occasionally (10.2%)*
    - *Observed, Needs Support (7.2%)*
    - *Not Observed (10.1%)*
  - Instructional activities are aligned to grade-level West Virginia College- and Career-Readiness Standards (WVCCRS).
    - *Pervasive Practice (36.2%)*
    - *Observed Occasionally (20.3%)*
    - *Observed, Needs Support (20.3%)*
    - *Not Observed (23.2%)*
  - The teacher provides feedback to all students.
    - *Pervasive Practice (30.4%)*
    - *Observed Occasionally (34.8%)*
    - *Observed, Needs Support (14.5%)*
    - *Not Observed (20.3%)*
  - The classroom is student-centered and inviting.
    - *Pervasive Practice (33.3%)*
    - *Observed Occasionally (29%)*
    - *Observed, Needs Support (26.1%)*
    - *Not Observed (11.6%)*
  - Multiple instructional strategies are utilized.
    - *Pervasive Practice (17.4%)*
    - *Observed Occasionally (27.5%)*
    - *Observed, Needs Support (11.6%)*
    - *Not Observed (43.5%)*
- The Team assessed the Depth of Knowledge (DOK) levels of the assignments and assessments utilized during classroom observations, yielding the following results:
  - Level 1: Recall (54%)
  - Level 2: Skill/Conceptual Understanding (36%)
  - Level 3: Strategic Reasoning (8%)
  - Level 4: Extended Reasoning (2%)

RECOMMENDATION 5.1: Continue to expand the current focus on bell-to-bell instruction and effective use of instructional time to include the quality of instructional delivery. Utilize the PLC framework to include the discussion of research-based instructional practices to increase DOK levels of assignments and assessments.

NONCOMPLIANCE 5.1: Based on the Team's analysis of data gleaned during classroom observations, the Team determined providing rigorous, standards-based instruction is not a pervasive practice schoolwide. *WVBE Policy 2510, 7.1; WVBE Policy 2322, Section 3.1.e*

CORRECTIVE ACTION 5.1: Implement WVCCRS for instruction, using instructional practices that are evidence- and research-based. The Team recommended the principal monitor pupil performance related to the content standards and provide feedback to teachers to make appropriate adjustments for instructional improvement.

Focus Area 6: Frequent Monitoring of Student Progress

Overview:

- The frequent monitoring of student progress was analyzed based on data from sixty-nine classroom observations. The results are as follows:
  - Formative assessment or checking for understanding is observed.
    - *Pervasive Practice (26.1%)*
    - *Observed Occasionally (31.9%)*
    - *Observed, Needs Support (23.2%)*
    - *Not Observed (18.8%)*
  - Changes to instruction occur in response to formative assessment.
    - *Pervasive Practice (13%)*
    - *Observed Occasionally (20.3%)*
    - *Observed, Needs Support (5.8%)*
    - *Not Observed (60.9%)*
- Principal interviews indicated formal and informal assessments and iReady® data reports are evidence of learning. The principal reported discussing iReady® data during PLC meetings.
- Teachers noted iReady® data are used to monitor progress but did not articulate how instruction is impacted or modified as a result.
- Most parents stated they were routinely informed of their child's progress. However, interviewed parents of special education students did not feel they were informed of their child's progress toward IEP goals.

FINDING 6.1: While formative assessment or checking for understanding was observed during nearly sixty percent of classroom observations, the Team did not observe changes to instruction to address the results of formative assessments. *WVBE Policy 2322, Section 3.1.f*

RECOMMENDATION 6.1: Teachers work with the principal and colleagues to improve and expand formative assessment practices to ensure effective instructional decision making. Using the PLC framework, discuss and evaluate formative assessment results and instructional adjustments to promote student mastery.

Focus Area 7: Family and Community Partnerships

Overview:

- Family fun nights were pervasively mentioned by parents as opportunities for engagement at the school.
- Some staff shared families in the school community do not want to be engaged in their child's learning. A lack of support for education from family and community members was mentioned in 12 of 27 teacher interviews.
- Class Dojo, Schoology, Live Grades, and class newsletters were discussed as methods used to communicate with families. Parent contacts were mentioned as a means to reinforce regular school attendance.
- Some parents expressed frustration with communication to and from school. Several parents described a lack of timely response to emails and phone calls made to the school.
- Some staff mentioned the desire for a more positive perception of the school among the members of the community.

FINDING 7.1: Some staff expressed families in the school community do not want to be engaged in shared responsibility for student success. *WVBE Policy 2322, Section 3.1.g*

RECOMMENDATION 7.1: Devote professional learning time to accessing demographic data and other information to build a shared understanding of the characteristics and needs of the school community. PLCs work to seek out and implement effective practices to engage families in the learning process.

FINDING 7.2: Parents expressed effective communication is not a pervasive practice at the school. *WVBE Policy 2322, Section 3.1.g*

RECOMMENDATION 7.2: The Team recommended the principal ensure the school environment is approachable, accessible, and welcoming. Ensure all staff members create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. Work with teachers to improve effective communication processes and seek feedback from the school community to monitor the effectiveness of communication methods and protocols.

Focus Area 8: Comprehensive Support and Improvement (CSI) Process

Overview:

- When asked how the school and district have worked to utilize the funding and support provided to identified schools, the principal described asking teachers what they need. Although two interventionist positions were created as part of the CSI plan, those positions remain unfilled. The Team noted the diagnostic review recommendations and school improvement plan were not articulated by the principal as part of this process.
- The principal shared "chaos" from the Covid-19 pandemic has made the school improvement process more difficult.

- Multiple interview responses indicated the need for improved communication of the CSI process. Teachers consistently mentioned the need for specific strategies for improvement to be discussed and a need for increased personal feedback to guide the improvement process. Some teacher interview comments indicated the communication of the school improvement process has been damaging to teacher morale and staff collegiality.
- Interview responses indicated a lack of shared understanding regarding CSI identification and the school improvement goals and processes.
- Central office staff discussed support for the principal and the school have included technical assistance from both WVDE and the Southern Regional Educational Board (SREB). However, some teachers expressed the communication of this guidance often overlaps and creates the potential for confusion.
- The budget for CSI funding is developed through collaboration between district personnel and the principal. A financial report accessible to WVDE shows an expenditure of approximately $80,000 was made for "general supplies;" however, the principal did not have a record of what supplies were purchased with those funds. District personnel believed the expenditure was made to purchase Simple Solutions books. However, Simple Solutions was not mentioned as an instructional supplement during interview responses.
- The CSI plan indicated the Professional Learning funding is being used to fund stipends for after-school PLC meetings. However, PLC meetings after the school day were not articulated during interviews.
- The iReady® program was initially purchased through CSI funding but will be sustained through county funds.
- Professional learning offerings described in the CSI budget include cooperative learning strategies, math strategies, and planned training on reaching students in poverty.
- A four-week summer school at Short Line School is supported through the use of CSI funding.

FINDING 8.1: Due to leadership changes, activities funded through the CSI grant were not consistently monitored by central office staff for effective implementation. *WVBE Policy 2322, Section 7.1.c.5*

RECOMMENDATION 8.2: In collaboration with the WVDE school improvement coordinator, the central office staff members revisit priorities established in the previous diagnostic reports and this report to create comprehensive, measurable improvement priorities. The Team recommended the central office and leadership team frequently engage in meaningful dialogue regarding the school's process in attaining the goals established for school improvement and communicate plans, activities, and intentions clearly to all school staff.

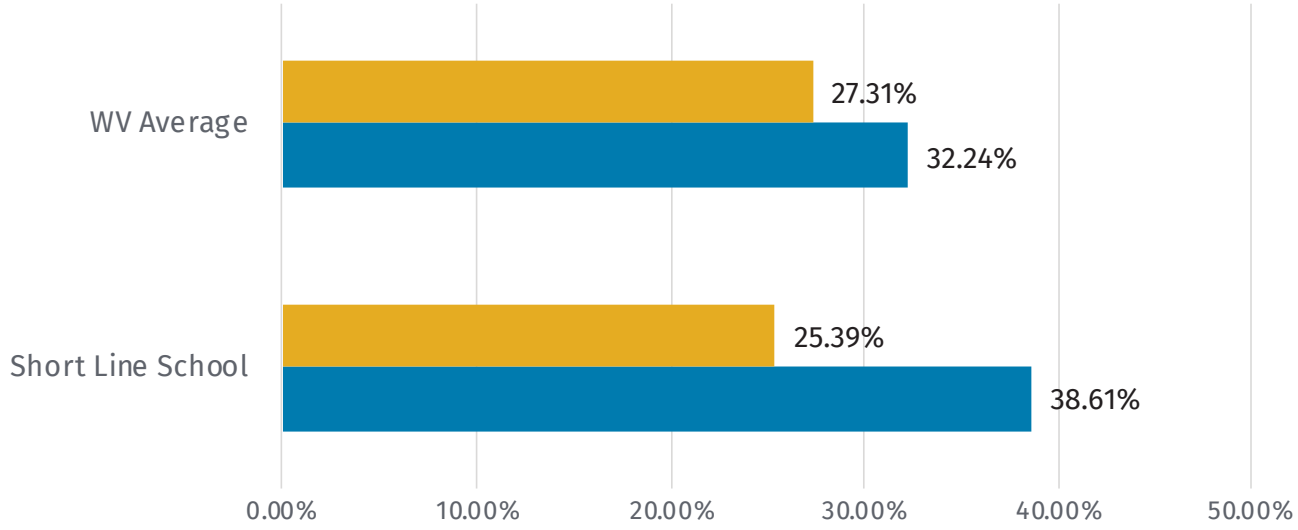
FINDING 8.2: Based on the evidence collected during the onsite visit, as well as school improvement data examined, the Team determined the school improvement process was not followed with fidelity. The Team noted a pervasive lack of follow-through on the goals and recommendations outlined in diagnostic reports and a lack of focus on established priorities. *WVBE Policy 2322, Section 8.2.c*

RECOMMENDATION 8.2: The principal ensures accountability for continuous improvement by working with the leadership team to promote improvement efforts. Openly communicate the necessity, processes, and outcomes of improvement efforts. Celebrate both individual and collective successes in endeavors to improve student learning and well-being.

Focus Area 9: Special Education

- The Team analyzed a sample of ten, randomly selected student special education files. Of those ten, seven (70%) had at least one incorrect service.
- Case management analysis revealed three students who are not being case managed by an appropriately credentialed professional.
- Throughout interviews, many teachers expressed the school needs additional staffing to effectively support students with disabilities. One teacher remarked, " We need more resources for special education students. They are in classrooms at times when they should be pulled out because we don't have enough special education teachers." There are eight special education teachers currently employed at Short Line School; none of whom have a caseload greater than 16 students.
- Interview comments and classroom observations revealed special education students are not consistently exposed to grade-level, standards-based instruction.
- Middle school students with IEPs are pulled from the general education setting in ELA and mathematics classes during core instruction and included in the general education setting for the "support" portion of instruction.
- The Team noted the students who are pulled out for special education do not have an adequate opportunity to receive grade-level, standards-based instruction.
- Most middle school students have a careers class. However, students with IEPs and 504 plans are provided a computer-based typing program during this time.
- General education and special education teachers reported limited opportunities to collaborate and co-plan. Most mentioned the primary times for communication are in the hallways between classes and after school. Special education teachers are not included in grade-level PLC meetings.
- Attendance was mentioned frequently as a barrier to student success and is identified as a strategic plan goal. Figure 1 compares the rate of chronic absenteeism (those students missing more than ten percent of instructional days) at Short Line School to the statewide average.

Fig. 1: Percent of Chronically Absent Students



	Short Line School	WV Average
Students without Disabilities	25.39%	27.31%
Students with Disabilities	38.61%	32.24%

FINDING 9.1: Students with disabilities at Short Line School have a higher rate of chronic absenteeism than students without disabilities. The rate of chronic absenteeism for students with disabilities at Short Line School exceeds the statewide average for students with disabilities. *WVBE Policy 2322, Section 8.2.a*

RECOMMENDATION 9.1: Utilize ZoomWV-e to monitor attendance for students with disabilities. Investigate the root causes for the increased rate of chronic absenteeism and develop action steps and strategies within the strategic plan specifically to address this subgroup.

NONCOMPLIANCE 9.2: Based on interview responses, students with 504 plans and IEPs do not have the same opportunity to participate in career exploration as other students. *WVBE Policy 2510, Section 5.1; WVBE Policy 2419, Chapter 1; The Individuals with Disabilities Education Improvement Act of 2004, Public Law 108-446*

CORRECTIVE ACTION 9.2: The school must arrange the schedule to provide equal access to career exploration for all students.

NONCOMPLIANCE 9.3: The Team analyzed a sample of ten, randomly selected special education files. Of those ten, seven (70%) had at least one incorrect service. *WVBE Policy 2419, Chapter 5, Section 2.G*

CORRECTIVE ACTION 9.3: Conduct a review of the school's master schedule, bell schedule, and documentation to ensure all students with disabilities receive special education and related services as determined necessary in the student's IEP. Take necessary steps to ensure documentation of any service meets the requirements of policy and aligns with the IEP as written.

NONCOMPLIANCE 9.4: Case management analysis revealed three students who are not being case managed by an appropriately credentialed professional. *WVBE Policy 2419, Chapter 6, Section 4*

CORRECTIVE ACTION 9.4: Assign an appropriately credentialed case manager to all students with disabilities.

Appendix A: West Virginia Standards for Effective Schools

1. Clear and Focused Mission

Definition: The school's purpose and approach to support learning for all

Key Concepts

- A culture of ownership for student success is pervasive.
- Shared beliefs and values are evident.
- Commitment to a shared vision is present.

2. Instructional Leadership

Definition: Ensuring the effectiveness of instruction leads to student achievement

Key Concepts

- Principal ensures implementation of high yield instructional strategies.
- Staff lead and assume responsibility for overall academic success.
- Students are engaged in age-appropriate leadership opportunities.

3. High Expectations for Success

Definition: Purposefully providing a climate in which all students can learn and succeed

Key Concepts

- Staff believe in and demonstrate their ability to successfully teach all students.
- Staff believe all students can and will obtain mastery.
- Responses and adjustments occur to assure mastery when some students do not learn, or have already mastered the concept.

4. Positive and Safe Environment

Definition: Orderly, purposeful, and accommodating of all students' needs

Key Concepts

- Collaboration and cooperation are pervasive among staff and students.
- Appropriate behavior is expected and supported.
- Student diversity is embraced and respected.

5. Equitable Opportunities to Learn and Effective Instruction

Definition: Sufficient time for meaningful learning is provided to all students

Key Concepts

- Instructional time is utilized efficiently and effectively.
- Instructional activities are rigorous and aligned to student interest and State Standards.
- Feedback is timely, ongoing, and supports individual student growth.

6. Frequent Monitoring of Student Progress

Definition: A variety of data are used as the basis for adjusting the instructional approach

Key Concepts

- Formative assessment processes are utilized to measure student performance.
- Student performance is used to guide instructional decisions.
- Teacher monitors student progress toward established instructional goals.

7. Family and Community Partnerships

Definition: Purposeful relationships exist between families, community, and the school

Key Concepts

- The school community fosters shared responsibility for student success.
- Community understands and supports the school's mission.
- Partnerships exist between school and community to support academic, social-emotional, and physical needs.

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