

# SPECIAL CIRCUMSTANCE

## ON-SITE REVIEW REPORT

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***West Virginia Schools for the Deaf and the Blind***

June 2022

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Office of Support &  
Accountability



**West Virginia Board of Education  
2021-2022**

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# Introduction

At the specific request of the West Virginia Board of Education (WVBE), the Office of Support and Accountability conducted a follow-up review of the West Virginia School for the Deaf and the Blind (WVSDB), April 27-28, 2022, to obtain specific information regarding progress the school has made in addressing the areas of noncompliance identified as a result of the Special Circumstance Review conducted in April 2021. The review process was conducted as outlined in West Virginia Board of Education Policy 2322: *West Virginia System of Support and Accountability*. The review included classroom observations and interviews of school and central office personnel as well as parents.

A team consisting of staff members from the West Virginia Department of Education (WVDE) compiled the information gathered during the onsite review, provided status updates, and recommended next steps. Additional information and recommendations were provided by the WVDE Technical Assistance Center for Accessibility and Transitions (TACAT). The report will be presented to the WVBE at the June 2022 board meeting.

## Onsite Review Team Members

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## Background

Having received a summary of the Special Circumstance Review conducted at the WVSDB, the WVBE directed the State Superintendent of Schools to prepare a public report of the findings and establish an intervention team to work at his direction to lead the school through a transformation to modernize its facilities; restructure personnel; develop an effective school leadership model; enhance residential life; reform instructional practices to meet the needs of deaf, hard of hearing, blind, and low vision students throughout the state; and address any other areas he finds to be necessary. In the twelve months since the initial review, the WVDE Intervention Team has coordinated technical assistance, professional learning, and leadership mentoring. The intervention team has also provided extensive, monthly on-site support to ensure the efficient, safe, and effective operation of the school.

## **Focus Area 1: Student Care**

### **Initial Review – April 2021**

During the initial review in April 2021, the Team noted multiple findings and areas of noncompliance in the area of student care. Included among these concerns were the response to student mental health concerns, a lack of apparent teamwork among staff, unclear expectations for school counseling services, and inconsistent approaches to student discipline. The Team further reported no evidence of Positive Behavior Intervention and Support (PBIS) implemented schoolwide. Additionally, the Team noted deficiencies in the areas of safety and security, policies and procedures, crisis intervention and behavior management, and the culture and climate of the residential areas.

Recommendations and corrective actions were developed to address the findings and areas of noncompliance. These recommendations and actions focused on providing support for school counseling services and increased professional learning related to mental health, evidence-based suicide prevention, and trauma-informed de-escalation techniques. Campus-wide PBIS training and implementation were recommended as well as regular meetings between residential and instructional staff. Further corrective actions included making updates to the Crisis Prevention and Response Plan and establishing of a mental health crisis response team. The Team also recommended the exploration of possible partnerships to establish a school-based health center to better meet the medical needs of students on campus, along with additional training for Residential Care Specialists (RCS) who provide care for students at night.

### **Update – April 2022**

- Student care has been a priority focus of the on-site support provided by the intervention team. As a result, a system of procedures and safety measures has been established to ensure the safety and well-being of all WVSDB students.
- Team members determined through consistency of interview responses both residential and instructional staff participated in a Youth Mental Health First Aid training in August 2021.
- Staff articulated a process for responding to student mental health concerns, usually described as immediately informing an administrator of the concern to determine the appropriate next step. The nurse shared procedures have improved regarding staff response to student mental health concerns, parent contact, and documentation.
- The Director of Residence Life stated the issue of mental health is at the forefront of the school's priorities. Approximately six students regularly attend group counseling sessions provided through the partnership established with Mountaineer Mental Health.
- The Director of Residence Life expressed the relationship between residential and instructional staff has improved. Residential and instructional case managers communicate through email, and a dorm report is created and shared with instructional staff each day.
- Interviews confirmed the Director of Residence Life, dean, principal, school counselor, and nurse have begun the process of establishing monthly resident status meetings. Staff members complete a status report sheet approximately seven days prior to the monthly meeting.
- PBIS has been partially implemented in the dorm areas, using identified behavioral characteristics of the school's mascot, the black bear. These traits are the basis for selecting a residential Student of the Month.

- Some activities available to residential students include garden club, social club, rocket club, and Girl Scouts. The Tapestry performance group practices regularly, and music lessons are provided after school. One hour of physical activity is required daily. A student council has been developed, with a representative elected from each floor of the dorm. The Director of Residence Life has established monthly calendars outlining all activities available to students in the evenings.
- Increased collaboration with the TACAT has supported the residence hall providing students with expanded core curriculum (ECC). ECC refers to concepts and skills that usually require specialized instruction for students. Examples include independent living skills and the proper care and use of assistive technology.
- Due to the combination of schools and the increased collaboration between the school and resident halls, staff are no longer working in isolation. More staff report meaningful interactions with students and regular discussion of student needs.
- A partnership with E.A. Hawes Health Center, Inc. has been established to create a school-based health center on campus to provide primary care and behavioral health services to students and staff.

### **Recommended Next Steps**

- Continue the monthly clinical meetings between instructional and residential staff as a regularly scheduled practice.
- Create a summer professional learning schedule to ensure all RCS staff members are prepared for the upcoming school year.
- Continue renovations to Keller Hall to provide students with an optimally safe and inviting living space.
- Utilize WVEIS Discipline Management System application to document behavior interventions occurring in all areas of campus, including the residence hall.
- Expand and continue the partnership with WV Autism Training Center through Marshall University to establish a coordinated, fully implemented system of PBIS in both instructional and residential areas. Include incentives and awards as part of a comprehensive system to support positive behaviors schoolwide.
- Expand the collaboration with the TACAT to create a schedule for ECC opportunities for all students.

## ***Focus Area 2: Instruction***

### **Initial Review – April 2021**

While the initial review Team observed positive teacher and student interaction, a climate of low expectations for student learning was evident. Concerns were noted regarding the overall lack of rigorous, standards-based instruction and abundance of low depth of knowledge questioning and assessment. The Team noted ineffective instructional leadership practices and identified points of noncompliance related to data analysis, formative assessment, career exploration, formal observations, professional learning opportunities, access to the curriculum, communication, and feedback. Additionally, the Team reported instances in which student behavior and disengagement negatively impacted the learning environment.

Recommendations and corrective actions were identified to address the findings and points of noncompliance related to instruction. Processes for analyzing student data and adjusting instruction based on results were recommended, as were improvements to instructional leadership and career exploration. Protocols for communication and professional learning were also addressed in the initial review report.

### **Update – April 2022**

- Team members noted significant progress in the area of instruction, especially in the elementary classrooms. The WVDE Office of Early and Elementary Learning has provided support for effective instruction at the elementary programmatic level. Specific improvements were described by those Team members who were present at both the initial visit and the review.
- Support and collaboration from the WVDE Office of Career and Technical Education (CTE) has resulted in the highly effective implementation of CTE programming at the school. During the review, WVSDB CTE Programs were recognized as a positive example of student engagement, instruction, and teacher leadership. Team members attended a dinner theater featuring student performances and a meal prepared and served by students in the ProStart program. This community event was the result of a collaborative effort within the CTE and music programs to showcase student success.
- Safe and appropriate student behavior was exhibited, and expectations for student behavior were communicated, in the majority of classroom observations. However, most classrooms did not provide students the opportunity to collaborate with one another. Some lessons observed included allowing students to provide input or have choices about what happens in the classroom, but this was not observed to be a pervasive practice.
- Learning targets were posted and aligned with West Virginia College- and Career-Readiness Standards (WVCCRS) in approximately 18% of classroom observations conducted over the two-day visit. Learning targets were communicated to students or referenced during the lesson in 18% of observations. Personalized or differentiated instruction was observed to be a pervasive practice in 63.6% of classroom observations.
- During most observations, instructional time was maximized with little downtime; however, most instructional activities were not aligned to grade-level WVCCRS. Teachers provided feedback to students in 63.6% of classroom observations. The majority of lessons observed did not consist of multiple instructional strategies, however; most students were observed to have access to the curriculum through manipulatives, braille, or other means of modification.

- Formative assessment was observed in 81.9% of lessons and observed to be a pervasive practice in 36.4% of those observations. Changes to instruction occurred in response to formative assessment in 72.8% of observations and were a pervasive practice in 45.5% of classrooms.
- The depth of knowledge of the lessons observed was limited to level 1 (recall), and level 2 (skill/ conceptual understanding).
- Some teachers noted administrators “pop in” to classrooms to say hello. Lesson plans are submitted for administrator review via an online platform; however, the Team found little evidence of instructional feedback provided to teachers.
- Teachers stated information is communicated to them during morning announcements. Interviews revealed teachers received daily email updates from the Dean of Students for some time; however, those updates have been discontinued as the school year has progressed. Daily dormitory reports are prepared and emailed by the school secretary to inform instructional staff of residential student concerns.
- PBIS was described in most interviews as a work in progress and is expected to be fully implemented at the beginning of the 2022-2023 school year. Some staff members mentioned the “Bear Bucks” program has been established, and a carnival event was held to allow students to spend the bear bucks earned for positive behaviors.
- Lunch detention, after-school detention, and in-school suspension have been utilized as consequences for inappropriate student behavior. Teachers reported having these consequences enforced has been helpful to them.

### **Recommended Next Steps**

- Continue the work of creating a culture of high expectations schoolwide. Provide professional learning opportunities focused on maintaining high expectations for student achievement while providing appropriate supports to ensure equitable access to instruction. Examples may include Universal Design for Learning (UDL) and research-based student engagement strategies.
- Prioritize providing all students with grade-level instruction, aligned with the WVCCRS. Provide professional learning to support instructional strategies, effective use of instructional time, and student engagement.
- Create a consistent walkthrough schedule that includes all instructional staff regardless of evaluation progression and provide timely feedback designed to improve instructional practice.
- Continue the collaboration with the WVDE Office of Early and Elementary Learning to support the implementation of high-yield instructional practices in the elementary grades. Develop a similar partnership with the WVDE Office of Middle and Secondary Learning staff to advance the work of providing effective instruction in grades 6-12.
- Utilize and develop teacher leadership and innovation, specifically concerning the CTE program. Continue the established partnership with the WVDE Office of Technical and Adult Education to support the CTE program in providing students with high-quality learning opportunities.
- Implement a co-taught learning environment when scheduling and staffing allow, especially when the opportunity exists to provide multiple means of communication, such as braille and American Sign Language (ASL).



- In collaboration with the leadership team, utilize available data sources to determine schoolwide goals and initiatives that improve student achievement and engagement. Frequently engage in meaningful communication regarding the progress toward meeting schoolwide goals and develop a monitoring process to measure effectiveness.
- Establish and expand productive collaboration with the TACAT to provide students with advanced curriculum accessibility. Utilize TACAT recommendations concerning the use of assistive technology, braille, ASL, and instructional strategies to ensure accessibility.

### ***Focus Area 3: Special Education***

#### **Initial Review – April 2021**

Upon review of all Individualized Education Programs (IEPs) and student special education files, the Team observed multiple points of noncompliance concerning the special education procedures outlined in WVBE Policy 2419. The Team discovered through file reviews inconsistent contact with parents regarding IEP meetings and Eligibility Committee (EC) meetings as well as inconsistent practices on the Re-evaluation Determination Plan (RDP). Annual audiological evaluations were listed on IEPs of students with little or no hearing concerns. The Team noted that twenty-two students had a change in eligibility immediately before admission to the WVSDB. In reviewing IEP service pages to verify services, the Team noted five of the five files reviewed had at least one incorrect service. Multiple related service providers were delivering more service minutes than outlined in student IEPs.

Upon review of all student special education files, the Team noted the functional vision assessments (FVA) used to make the diagnosis of cortical visual impairment (CVI) were limited in information and unclear concerning the severity of the visual impairment. It was unclear to the Team how the EC determined visually impaired (VI) as the primary exceptionality based on an FVA with limited information. Due to the limited number of evaluations in student files, the Team identified forty students who need additional evaluations to provide adequate information for the EC to make an informed decision. A review of student admissions packets showed limited information and did not demonstrate how an admissions committee, required by W. Va. Code § 18-17-2 was involved in the decision-making process for accepting a student. The Team noted the responsibility of the case managers was limited, and the special education process was managed primarily through the special education office at the school.

#### **Update - April 2022**

- The WVSDB teachers, related services staff, principal, and special education director participated in a professional learning session on the subject of IEP case management provided by WVDE staff. Upon review, it was determined all students are appropriately case managed.
- New RDPs have been completed for multiple students. Updated comprehensive evaluations are being completed on multiple students to determine the primary exceptionality in EC meetings. This process will be ongoing to ensure all enrolled students have accurate and up-to-date evaluations.
- The LEA Director of Special Education from each student's county of residence is invited to EC and IEP team meetings. The special education director reported county representation at these meetings has been excellent.

- A process tracker has been implemented for the 2021-2022 school year to document when RDPs are updated, evaluations are completed, and the EC meetings are held.
- Fifteen student special education files were reviewed for compliance with WVBE Policy 2419. Each student IEP was reviewed for fifty areas of compliance. Of those fifty areas, two fell below the 75% compliance threshold. This represents significant improvement in compliance has occurred over the past year.
- With support from WVDE staff members, an updated admissions process has been established to ensure students meet admission criteria and to comply with the requirements of W. Va. Code §18-17-2.

### **Recommended Next Steps**

- Ensure IEP accommodations and services are appropriate to the student's disability and implemented daily in all classes.
- Create procedures to conduct yearly updates to students' Functional Vision Assessments and/or Functional Listening Evaluations.
- Maintain, and continue to refine, the newly established processes for ensuring IEP and evaluation compliance with WVBE Policy 2419.
- Prior to the beginning of each school year, establish a schedule to coordinate all needed annual or triannual evaluations. Provide case managers with these timelines and expectations in advance of the school year.
- Using a variety of data to identify professional learning needs, continue to support effective case management by providing professional learning opportunities for case managers. Evaluate the effectiveness of this professional learning by continuing to monitor compliance with WVBE Policy 2419.
- WVBE Policy 2419, Chapter 4, Section 2 requires information pertaining to the WVSDB to be provided to any student who meets the criteria for blindness, low vision, deafness, hard of hearing or deafblindness on the eligibility report. Review and update this information to ensure the parents and guardians are aware of the options available and may make an informed decision regarding educational services and programming for their child.
- Participate in ongoing collaboration and networking with special education directors statewide to promote the services and benefits to students attending the school. Additionally, utilize this partnership to support professional learning and student-centered decision making.

## **Focus Area 4: Facilities**

### **Initial Review - April 2021**

During the review, a comprehensive walkthrough confirmed the facility conditions documented in the schools' Comprehensive Educational Facilities Plan (CEFP). Those facility reviews indicated complete or partial failure of a majority of building systems across campus. Systems in obvious distress and/or neglect included: roofs; entry doors; windows; HVAC systems; ADA accessibility; fire protection; electrical and lighting systems; exterior wall enclosures; domestic water distribution; interior finishes; campus stormwater management; and the campus security and alarm system.

### **Update - April 2022**

- Management of WVSDB facilities is coordinated through the WVDE Office of School Facilities to ensure timely correction of all work orders and any maintenance and construction projects.
- Efforts to collaborate and engage the community have resulted in community agencies and organizations utilizing school facilities such as Brannon Hall.
- Facility improvements have been made in the residential areas. Coat hangers have been removed, and the process of installing breakaway shower rods is in progress. The front door has been repaired to ensure proper closing, and the automatic opening is working correctly. The Director of Residence Life stated keys to the residence hall are provided to management staff only.
- Cameras have been installed in the dorm wings, each hallway, and the cafeteria. Procedures such as bed-check have been implemented and refined. Weekly logs of these procedures are kept and submitted to the director.
- During a walkthrough of the boys' and girls' dormitory areas, the Team noted many concerns have been addressed.
- An amendment to the school's Comprehensive Educational Facilities Plan (CEFP) was approved by the WVBE in May 2022.

### **Recommended Next Steps**

- Proceed with the planned collaboration with WVDE CTE staff to involve statewide CTE programs in designing and constructing further improvements to residential areas.
- Establish process and procedures for implementing the approved CEFP plan.
- Continue the established partnership with WVDE to improve and maintain facilities conducive to a safe and positive learning and residential environment.

## ***Focus Area 5: Transportation***

### **Initial Review - April 2021**

In the area of transportation, there were several findings and points of noncompliance. The home-goings exceeded the recommended timelines for each programmatic level. It was determined that the evaluation of bus routes was not completed, and the documentation of previous evaluations had not been kept. This meant that student needs and requirements for home-goings on buses were not appropriately documented. Another transportation concern was related to the lack of notification to drivers on the status of the ARI fleet management preventative maintenance schedules. The bus garage did not have the required formal inventory, and spare buses did not have preventive maintenance performed on them.

### **Update - April 2022**

- As of April 2022, one home-going bus is still transporting a student for seven hours.
- The school operates three local bus routes daily. The director stated they are all within the time requirements. She pointed out that the bus fleet had been reduced from ten to six.
- Collaboration with WVDE staff has resulted in the establishment of procedures to ensure student personal and medical needs are communicated and documented.
- During interviews, the director described holding a meeting with the transportation aides before home-goings, reviewing all changes, and discussing behavior intervention plans, and/or issues related to transportation. Follow-up collaboration with residential staff occurs when required to meet students' needs.
- The director shared the buses' preventive maintenance is currently up to date and stated each bus gets a sticker indicating its status so that the bus drivers can know the status. A master schedule of bus maintenance has been developed so all transportation staff has access to this information.

### **Recommended Next Steps**

- Continue to evaluate and refine home-going bus routes whenever possible to reduce student ride time.
- Prior to the start of the school year, establish an advanced schedule for transportation aides to ensure adequate staffing of personnel who are familiar with the needs of the students on the bus. Ensure all transportation aides are well-trained in the established processes and procedures for the safe transportation of students.
- Analyze information from school year 2021-2022 to ensure efficiency of operation with regard to the WVSD bus fleet.

## **Focus Area 6: Financial Indicators and Purchasing Compliance**

### **Initial Review – April 2021**

The Team obtained and reviewed WVSDB financial data to review for compliance with WVSDB's local policies, WVBE policies, and W.Va. Code. Incorrect employee overtime payments and incorrectly coded Families First Coronavirus Relief Act (FFCRA) payments were discovered as part of the review. Additionally, the Team noted three instances in which employee compensation was incorrectly calculated. The procedures for purchasing were found to be in noncompliance concerning terms and conditions, proof of general liability insurance and workers' compensation for the vendors of services, Certification of Non-Conflict of Interest, purchasing affidavits, and appropriate bid solicitations. Grant awards and state appropriations were tested to determine whether they were expended within the obligation period, and no areas of noncompliance were identified in the testing sample.

### **Update - April 2022**

- A Finance Manager has been hired by the WVDE and designated as the Chief School Business Officer (CSBO) to manage and oversee all financial decisions and transactions. This collaboration has resulted not only in greater compliance with policy and W. Va. Code, but also a more favorable financial outlook for the school.
- The payroll supervisor monitors all overtime payments. Employees are required to complete an approval form before working overtime, and these forms are verified before the payroll is processed.
- The Director of Human Resources and Payroll Supervisor monitor employee degree classifications and supplemental payments. All employees were reviewed to ensure correct payment, and adjustments were made as necessary.
- Beginning September 1, 2021, WVDE staff required the school to follow all requirements for purchasing and to use the WV OASIS program for all purchases. Potential purchases must undergo a requisition process with the correct supervisor's approval.
- All grants and state appropriations are monitored by the WVDE Financial Manager.

### **Recommended Next Steps**

- Continue the established communication and collaboration with the WVDE to support compliance with state and local policy and W. Va. Code.
- Conduct a thorough review of school policies in the areas of purchasing and finance. Make revisions as necessary to ensure the efficient and effective use of school resources.
- Periodically review budget information and expectations with each department to maximize school resources for the benefit of the students.
- Create a comprehensive budget report to be presented to the State Superintendent of Schools and WVBE at the conclusion of each fiscal year.

## ***Focus Area 7: Personnel***

### **Initial Review – April 2021**

The WVDE Office of Legal Services works closely with the WVSDB Human Resources Department staff to provide oversight, guidance, and support with personnel-related issues. The initial review of personnel practices consisted of reviewing procedures related to hiring, licensure and certification, and employment. The Team identified one occurrence in which candidates selected to be interviewed did not have the experience and educational requirements as outlined in the job posting. The Team further noted an instance in which the successful job applicant selected by the interview committee was not the most qualified, creating noncompliance with WVBE Policy 5000: *Procedures for Designated Hiring and Transfer of School Personnel*. The review of employee licensure and certification resulted in the identification of one employee who had expired credentials.

### **Update – April 2022**

- Continued collaboration with the WVDE Office of Legal Services has resulted in the correction of all concerns noted during the initial review.
- Personnel have been hired to oversee payroll and accounts payable.
- Staffing adjustments made during prior school years have resulted in avoiding any reduction in force (RIF) of staff during the 2021-2022 staffing season. WVSDB Human Resources staff have collaborated with WVDE staff to begin the process of identifying, advertising, and hiring necessary positions for the 2022-2023 school year.

### **Recommended Next Steps**

- As part of a comprehensive campaign to promote and market the mission of the school, continue to pursue innovative strategies to address the recruitment and retention of high-quality staff.
- Conduct a thorough review of local policies related to hiring, licensure and certification, communication, and employment. Revise as necessary to assure alignment with the school's mission and vision and compliance with state and local policy and W. Va. Code.

## ***Focus Area 8: Leadership***

### **Initial Review – April 2021**

The Team determined the leadership issues that exist at the school contributed to the findings in the report and have been long-standing. The Team further noted decisions, such as the hiring of personnel, scheduling, and transporting students to home-goings, were based on the needs of adults as opposed to students. Staff members expressed a lack of communication and coordination between the administration and staff members. Interviews consistently indicated teaching and service staff have experienced a lack of communication with the administrative staff. A lack of teamwork across departments became apparent to the Team during the on-site interview process. Formal observations for WV Professional Educator Evaluation were not completed for teachers, and a lack of support for effective instruction was evident to the Team. The Team observed limited opportunities for students to engage in leadership roles and a lack of urgency to support students in post-secondary achievement. The staff did not display high expectations, nor a sense of self-efficacy.

### **Update – April 2022**

- The leadership structure of the school has been reorganized to reflect the consolidation of the two previous schools. WVSDB administration now consists of a Dean of Students, principal, and Director of Special Education. The Dean of Students is tasked with supervision of the school and the residence halls. The primary responsibility of the principal is to serve as the instructional leader of the school.
- Upon review of timelines for the WV Educator Evaluation System, it was determined most evaluation activities were completed within the timeline required in WVBE Policy 5202. As of May 23, 2022, one student learning goal had not been reviewed, and the required fourth observation had not been conducted for some teachers.
- Based upon interview responses, a school leadership team has been established and meets with the State Superintendent of Schools during his visits to the school.
- The WVDE Office of Support and Accountability assisted with the creation of a new instructional walkthrough form, and the number of documented instructional walkthroughs has increased over previous years.
- Some staff described communication between school leadership and staff has improved somewhat. However, this was not pervasive in all interviews.
- The Dean of Students and principal have received support from WVDE specialists in multiple areas. Some examples include scheduling, WVBE policies, classroom walk-throughs, providing feedback, assessment, and strategic planning.

### **Recommended Next Steps**

- Upon review of the walkthrough documentation, continued improvement in the frequency of walkthrough observations and the instructional feedback provided to teachers is recommended.
- Expand the work of the school leadership team to include meeting regularly to analyze available data sources to determine schoolwide goals and initiatives that improve student engagement and achievement. Establish and monitor protocols to maintain a system of reciprocal communication between the members of the school leadership team, faculty, and administration.

- Pursue opportunities to engage in frequent, meaningful conversations with staff in the area of maintaining high expectations for students. Multiple sources of data, such as walkthrough observation data, may be used to inform these discussions as well as to drive professional learning on this topic.
- The principal will participate in the West Virginia School Leadership Network conferences and small group meetings during the 2022-2023 school year.
- The Dean of Students will continue to receive targeted support from the WVDE Office of Accountability.

## ***Focus Area 9: Additional Findings***

### ***Initial Review – April 2021***

The scope of the initial review addressed specific finding areas. However, during the review process, the Team discovered items of significance that warranted additional findings. The Team determined the compilation of findings and noncompliance indicated the school has strayed from its original mission and vision. Administrative staff had allowed the desire to increase student enrollment to overshadow accurately evaluating and providing appropriate support to students with disabilities. Additionally, the WVSDS website does not offer adequate accessibility options to people with disabilities.

### ***Update – April 2022***

- Throughout all interviews, a consistent mission and vision for the school moving forward was not evident. No two staff members articulated the same mission or vision for the school. While some staff stated they were aware a new mission statement was in development, they were unsure of the status of that work.
- Some teachers shared they continue to question whether or not some students at the school meet the admission criteria based on their primary eligibility.

### ***Recommended Next Steps***

- School leadership communicate the revised admissions process to ensure all staff are aware of the criteria for admission to the school. Staff regularly communicate regarding students' academic performance and social-emotional needs and collaborate often to share effective strategies for supporting students in the classroom. Frequently reinforce to staff the expectation that all students enrolled at the school must have equitable access to high-quality instruction.
- Based on the variety of answers gleaned regarding the current status of the school's mission, it is recommended school leadership work to prioritize the development, promotion, and execution of a schoolwide mission. Continue to build upon the mission and vision information provided by the WVDE Office of Support and Accountability.











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West Virginia Superintendent of Schools