

West Virginia Department of Education

**Alternative Education
Elementary/Middle Pilot Report**

Division of School Effectiveness

Office of Student and Community Support



2015-16 SY

2015-16 Elementary and Middle School Alternative Education Pilot Project

Data Collection

Student-level data for the 2015-2016 SY was collected from the previous pilot counties who sustained pilot programs following the end of the first round of grant awards along with four counties participating in the second round of grant award pilot projects as follows:

- the number and general demographic characteristics of the students placed in alternative educational settings as part of the pilot;
- the primary reasons for placement into an alternative setting;
- views about the academic and behavioral progress of students during placement;
- duration of placements; and
- recidivism (i.e., re-referral to the alternative setting after having returned to the regular classroom).

The current second round of county grand award pilot projects, Clay, Hancock, Marion, Morgan and Nicholas were not fully functional until the beginning of the 2016-17 SY. Numbers reported by these counties reflect partial implementation for the 2015-16 SY for these counties.

Number and Demographic Characteristics of Students

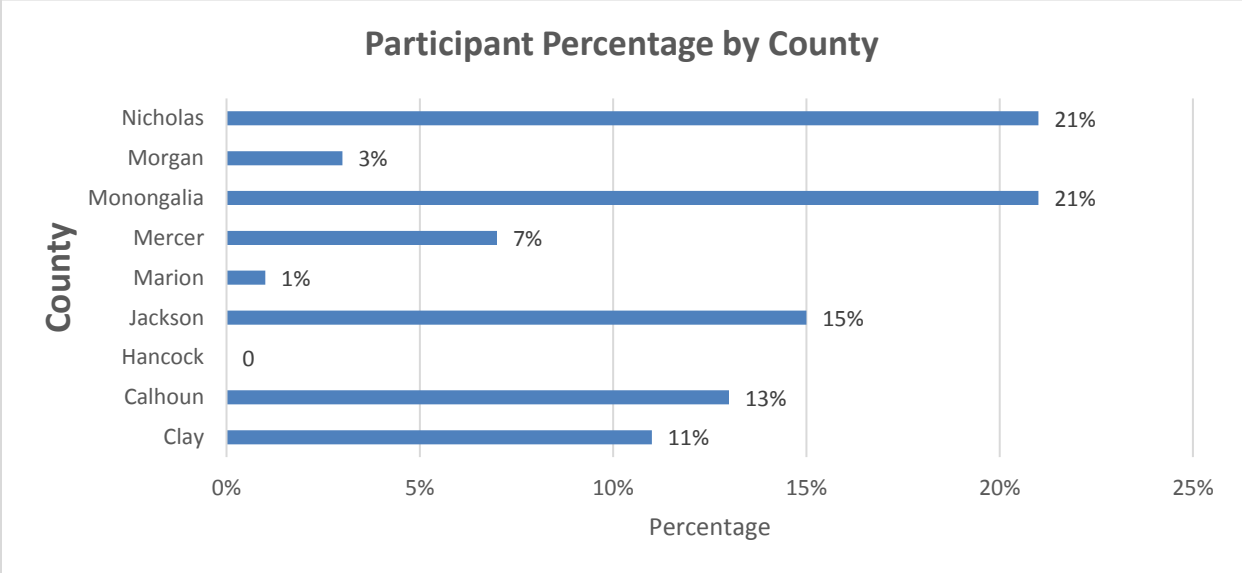
Counties submitted complete data for a total of 54 students who were placed in an alternative education setting as part of the pilot project. The students were primarily male (45 82%) and 50% were reported to be eligible for special education services or had an established individualized education plan. The students were unevenly distributed among the elementary and middle school grade levels with 34 (63%) students at the elementary level, with slightly higher in the third thru fifth grades, (Table 1).

Total (all grades)		70
Total Elementary		34
Total Middle School		20
Elementary level of students	Percent	Number
1	11.00	6
2	6.00	3
3	15.00	8
4	17.00	9
5	15.00	7

Middle School level students	Percent	Number
6	6.00	3
7	91.00	10
8	13.00	7
Missing Data		16

The participating counties varied substantially in terms of the number of students they had placed in an alternative setting. Calhoun County reported placing 9 students (13% of the total students), while Jackson County reported 15 (21%), Mercer County reported 5 (7%), Monongalia County reported 15 (21%), Nicholas County reported 15 (21%), Clay County reported 8 (11%), Marion County reported 1 (1%) and Morgan County reported 2 (3%), (Figure 1).

Figure 1: Participant Percentage by County



The Primary Reasons for Placement into an Alternative Setting

Counties indicated reasons for student alternative education placements as being violation of *Expected Behaviors in Safe and Supportive Schools (Policy 4373)*, or *Some Other Reason*. A slight majority of students, (29 or 52.73%), were placed for violation of behaviors relative to Policy 4373.

Of the 29 students placed for policy violation, 2 (6.9%) were reported to have committed two or more offenses. Overall, the types of behaviors leading to placement had to do with disrespectful/inappropriate conduct (83.33%), failure to obey rules/authority, or aggressive conduct. Other types of behaviors such as tardiness, medication/OTC/prescription/controlled substance or illegal drugs, or legal concerns were infrequently reported. There were no reports of weapons or felony.

Academic and Behavioral Progress during Placement

Counties were asked to provide their views about the students' academic and behavioral progress since their initial placement in an alternative educational setting. Responses were remarkably similar to both questions; 71.43% of the students were reported to have made positive progress academically (Table 1) and about 69.64% behaviorally (Table 2). Conversely, about 16.07% to 16.07% were said not to have made progress, and the remainder, 12.51% to 14.29% were reported to be too early to tell, not applicable, or the respondent didn't know. Twelve were not reported.

Table 1. County Reports of Student Positive Academic Progress Since Initial Alternative Education Placement

Student has made academic progress	Number	Percent
Total	56	100.00%
Yes	40	71.43%
No	9	16.07%
Too early to tell	5	8.93%
Don't know	1	1.79%
Not applicable	1	1.79%

Table 2. County Reports of Student Positive Behavioral Progress Since Initial Alternative Education Placement

Student has made behavioral progress	Number	Percent
Total	56	100.0%
Yes	39	69.64%
No	9	16.07%
Too early to tell	6	10.71%
Don't know	1	1.79%
Not applicable	1	1.79%

Duration of Placement

Thirty-two, (57.14%) of the students were reported to have been returned to their regular education settings. The other 42.86% students remain in alternative placement.

Recidivism

Of the students returned to their regular classrooms, 2 (6.25%) were referred for a repeated placement. Of those repeat placements, (50%) were for similar to or the same initial reasons. One (50.00%) of those repeat placements were reported to be making positive progress academically were working to make progress behaviorally.